



Welcome to Grade 5/6

The Grade 5 and 6 Teaching Team

Grade 5

5B - Billy Godfrey

5CS- Chloe Lumsden & Sarah Galbraith

5S - Sarah Lohmann

5Y- Steph Yarwood

Grade 6

6G - Gretl Tan

6L - Louisa Dretzke

6M - Melinda Rankin

6N - Nick Turner

Specialist Programs

- Art (1 hour per week)
- Music (40 minutes per week)
- Indonesian (40 minutes per week)
- P.E. (40 minutes per week)
- Library/ICT (1 hour fortnightly)
- Grade 5/6 Sport (2 hours a week)

Grade 5&6 Sport

- Each Friday morning in Terms 1,2 & 4
- Athletics in term 3
- Sports opportunities: Swimming Trials, Cross Country, Athletics, Division Finals (term sports), House Gala Day
- PE Website (information & Dates) - www.elwoodpspe.com



Maths

3 Strands of Maths

Number and Algebra

- Number and place value
- Fractions, decimals and percentages
- Patterns and algebra

Measurement and Geometry

- Units of measurement
- Shape
- Location and transformation
- Geometric reasoning

Probability and Statistics

- Chance
- Data representation and interpretation

The Four Proficiencies

Reasoning

Understanding

Problem Solving

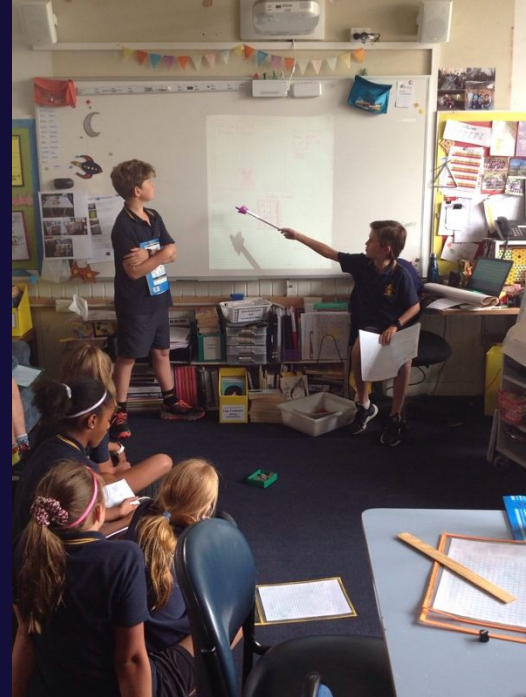
Fluency

Productive Disposition

- Creativity and curiosity
- Making connections
- Collaboration and communication
- Embracing mistakes
- Persisting with challenge
- Seeing maths as useful, worthwhile and interesting.

A Typical Maths Lesson

- Fluency task
- Launch
- Explore
- Summarise



How To Support Your Child's Maths Learning At Home

- Play maths puzzles and games
- Don't associate maths with speed
- Avoid sharing that you were 'bad' at maths
- Encourage a growth mindset
- Focus on the why as well as how
- Encourage multiple ways of thinking/multiple strategies



Literacy: Reading

READER'S WORKSHOP

Whole Class Mini-lesson



Workshop

- ~ Independent Reading Routines
- ~ Book club meetings
- ~ Reading Conferences
- ~ Teaching groups

Book Club

Due on a set day.

Read around 20-30 pages a week.

Complete a task, this will vary class to class.

As an example, 5B kids will be expected to take 8 -12 notes using our code system to record their thoughts and provide a summary. 5S will have allocated jobs to do and response questions.

Page	code	thought
20	Q	Is Jamie the trouble maker?
6	Q	how old is pudding?
8	W	Dinosaur
10	Q	I think the beast just wants to eat him.
10	Q	Was the other boy just dreaming?
14	Q	Was brenden the bully?
16	W	Vic.b.m
17	P	I think that Jamie will get taken up by brenden then go home and see the beast his mom will talk to him about his "dreams" and make him see a doctor but the doctor doesn't help. Jamie hears the beast and screams his mom helps him the next day he accidentally throws puddings his little sister undies in the parage then they don't eat it. He goes to school and sees Brenden.

PREPARING FOR BOOK CLUB CHECKLIST

Before coming to book club check back through your notes and make sure you have done the following roles:

- ☐ **DISCUSSION DIRECTOR** – record questions and inferences about the text, characters, author, and anything you find confusing or are uncertain about.
- ☐ **LITERARY LUMINARY** – note down lines or sections of the text that are important, curious or well written to discuss with your book club.
- ☐ **WORD WIZARD** – record and clarify new and/or interesting words and analyse the language used.

	BOOK CLUB CODES
N	Notice
I	Inference
Q	Question
C	Connection
P	Prediction
O	Opinion
!	Important part
LOL	Funny part
W	New word
A	Author's Craft

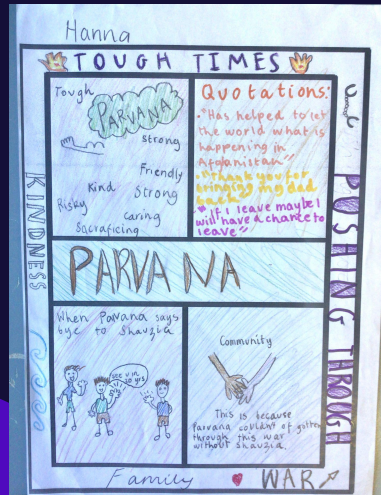
Independent Reading Routines

Choosing books they enjoy

Independent activities working on reading skills and strategies.

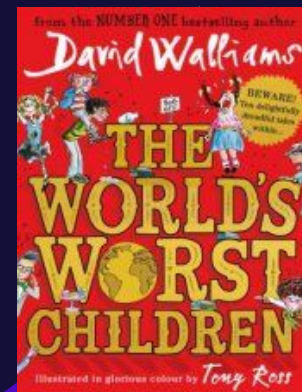
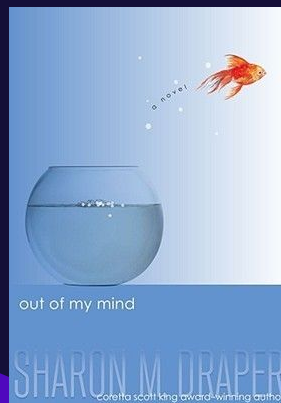
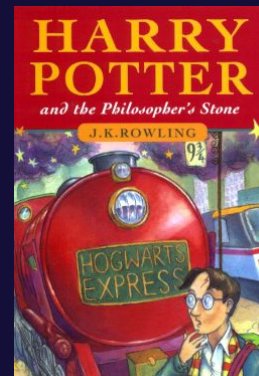
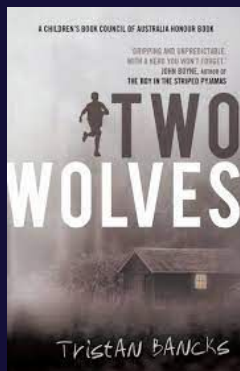
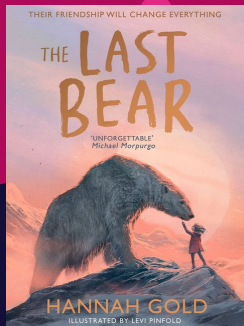
Students record their thinking

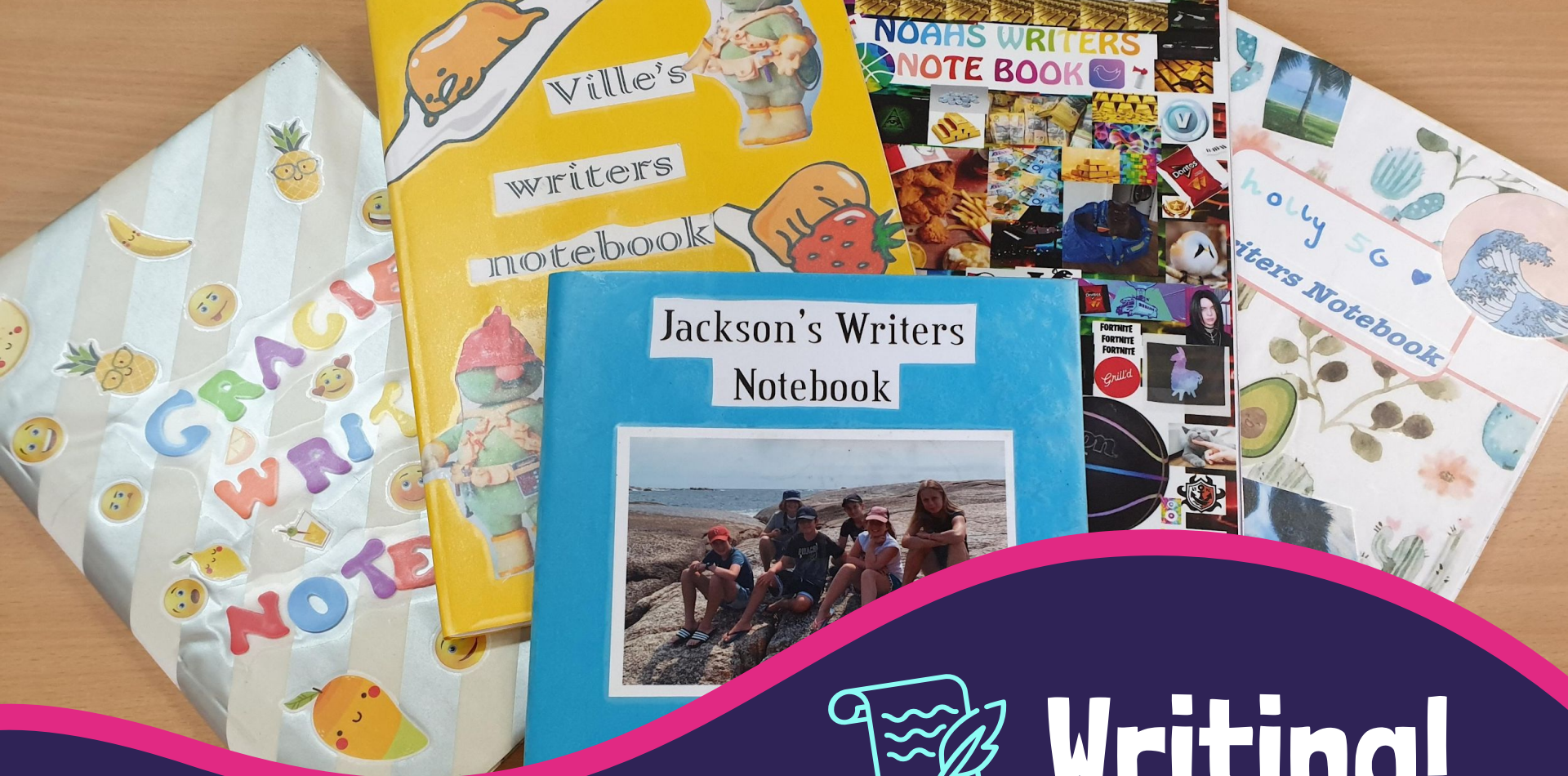
Reading responses



Reading response Date-4/12/20
Title-Paper Planes
Author-Steve Worland
Summary: It's about a kid called Dylan who finds out he has a gift for paper planes and goes on a journey to make the world championships.
Response: I really liked the book because it made me feel all these different emotions, in certain parts it made me feel happy like when he won the world championships and in some parts sad like when ^{Aylan} rings up his dad after his talk with Jason's dad.

Reading Suggestions





Writing!

THE WRITER'S WORKSHOP

We aim to develop independent writers who are able to select structures and language features to suit their purpose.

We have a whole school approach that creates a simple, predictable learning environment that fosters individual interest and choice.



THE WRITING HIERARCHY

WHOLE TEXT LEVEL:

Text structure and message

Match your text structure to your purpose.
Think about your message and how to make it clear.

Make sure you include enough detail.

Use the green revision arrow to help you.

SENTENCE LEVEL:

Paragraph and sentence structure and vocabulary

Use correct grammar and varied sentence structures.
Use new words that challenge your vocabulary.
Use language that reflects your purpose.
Use literary devices like similes and personification.

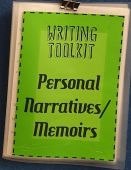
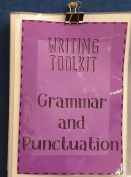
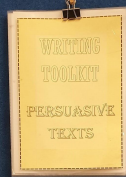
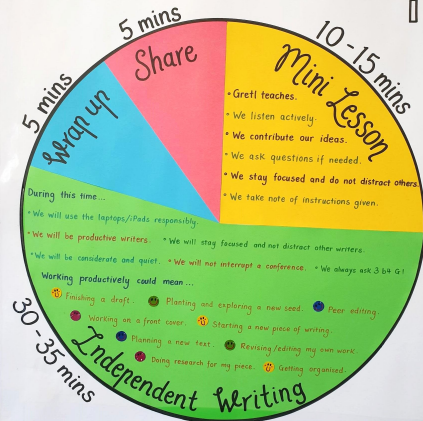
Use the blue revision arrow to help you.

MECHANICS LEVEL:

Spelling, handwriting and punctuation.

This is where you have to care!
Use correct and effective punctuation.
Use your spelling strategies to correct your spelling.
Use neat and accurate handwriting.
Use the yellow revision arrow to help you.

Writer's Workshop

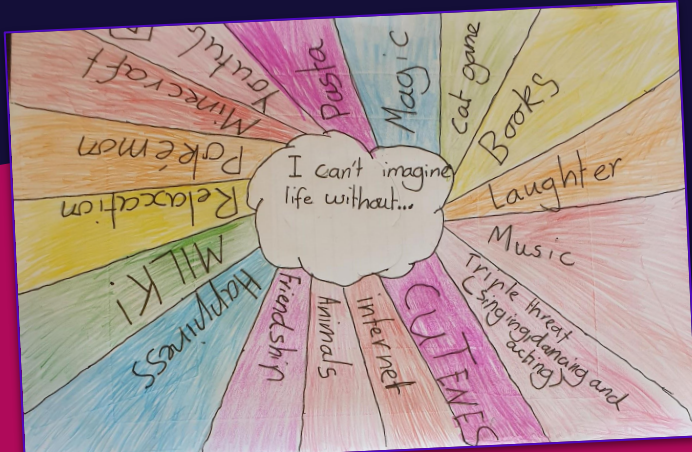


WRITER'S WORKSHOP

- Mini Lesson; Explicit teaching of techniques, skills and text conventions
- Writing Conference for setting individualised writing goals (we are teaching the writer, not the writing)
- Goals are set and agreed upon using the Writing Hierarchy. This helps us stay focussed so we don't try and fix everything!
- Writing Toolkits are available as support for structuring different genres

WRITER'S NOTEBOOK

- Individual and personalised
- Planting 'seeds'
- Exploring ideas / deep thinking
 - I think -I feel- I wonder
 - Mind maps
 - PMI charts
 - Y chart (look/sound/feel)
 - Collection of artifacts (seed box)
 - Drawings and sketches



DRAFTING IN DIFFERENT GENRES

JAPAN 2017

We've landed in ~~Norita~~ ^{Gat} outside of Tokyo! This is so exciting. Mum and dad finally let us go to Japan. I'm writing this in the Titanic room that I share as a bedroom with Marcus and Amber. The room was basically a big white box. We just had dinner at a place in Shibuya called Ubebi. It was a sushi train but you order on a little pad and the sushi would come out of the kitchen on a ^{very} bullet train and it stopped right in front of you. IT WAS AWESOME!

I opened my eyes. I had woken up. I checked the time. It was 2.30 in the morning. I walked up to the light switch while trying not to step on any of the junk filed on the floor of my room. I flicked the light on and my room showed ^{me} ~~mess~~ it really was. I nearly threw my hard hat to throw anything on the ground but it's too hard and so my room ended up in the state it is now!

I felt thirsty so I ~~was~~ decided to take the risk to get a drink of water. It would be a long journey. All I had to do was get past the baby without waking her up. If I did then I'd wake up my brother and my parents. I had to do it or I would die of dehydration right there on the

Memoir

By

Luna park: One of my favourite places when I was little, my family would only go on special occasions, as my parents never really had the time. My favourite ride was always the roller coaster, it was old and almost rickety, so it was all the more electrifying. This particular time was even more special as we hadn't visited in about a year.

My parents both find roller coasters to be nauseating, so it was usually just me and my two older siblings. This time was no different. We were jittery with excitement as usual, waiting in the long winding line for the five minutes of thrill that lay before us.

As we stepped into our carriage, I was elated, as the coaster jolted to a start and I waved to my parents watching by the entrance. And then we were off. The thrilling experience seems to be different every time, laughing with your family, the suspense as you creep slowly up to the top, and of course the sensation of screaming as you fly downwards at a million miles an hour. Well, about halfway through the ride, as we were slowly inching up to the top most point of the ride, we were just at the point where we should be quickening, and we just stopped.

It took me a moment to realise what had happened, and then I began frantically looking around, my parents were out of view but my siblings were there to comfort me, as I was younger than them. I felt overwhelmed as a million things were running through my head, would I get dehydrated? Was the ride broken? What would my parents be thinking? How long would I be up here? But before I could fully process what had happened, there was a jolt.

Everyone shrieked as we went from complete stillness to zooming downwards in a second, but we soon realised that they had simply repaired whatever the problem was, and there were not going to be any more issues, and then we slowly came to a halt, my heart still pounding in my chest. And I ran to my parents as soon as I could, and gave them a hug.

The Titanic



The Titanic just after leaving the harbour

The Titanic left Southampton dock on April 10th 1912 on its maiden voyage to New York city. It was aiming to get to New York in 7 days and 8 hours. There were 9 different tickets you could purchase including first class upper class, first class medium class, first class bottom class etc. The most expensive ticket was about \$4,500 (\$103,000 in today's money) and cheapest was about \$40 (\$172 in today's money).

On the 5th day of sailing captain Smith noticed something on the horizon, an iceberg he steered clear from the iceberg thinking he was fine. But as we know, a lot of an iceberg is underwater and to remind you this was at 12:00 at night and no one was awake. Cap Smith hears a screeching sound, next thing he knows he has 6 engine workers telling him there's water coming through the bottom he slows down the boat he doesn't want water getting to the boilers. He tells the crew to wake up first and second class passengers and goes to investigate himself when he sees water he knows something wrong he tells the remaining crew to get everyone fitted with life jackets and gets the crew them too. As first and second class passengers were prioritised 126 third class passengers were not able to get life jackets all first class females and children were prioritised. So they got to the lifeboats first. The ship only had 16

lifeboats and four collapsible lifeboats. Main lifeboats at full capacity could carry 69 people and collapsibles carried only 42. And out of the 2,542 that boarded only 706 survived. Captain Smith was a good man he prioritised everyone before himself and sadly perished in the disaster.

After almost 5 hours of sitting in the lifeboats the survivors saw something of a ship. The RMS Carpathia who had heard the ship's distress call 4 hours beforehand and full speeded there. The Carpathia was travelling on its route from Liverpool to Boston when captain roston saw the distress call they were the closest to its location. With no hesitation the ship set its coordinates to the ship and put full speed to its location. When captain roston put the announcement that they were changing route all the passengers sewed blankets and warm clothes for the Titanic passengers. All Carpathia passengers helped and recovered the boats. All doctors were helping everyone who was hurt heal while everyone else were giving up their cabins and beds for the Titanic passengers. The Carpathia docked in New York on the April 18 1912.

While not all ideas will be seen through to a 'final' copy, students are supported to progress their writing through the various processes, and across a range of text types, while setting, monitoring and achieving writing goals

Spelling Focus:

dissolve

believe

decisive

impressive

imaginative

expensive

productive

Spelling

Say

Meaning

Analyse

Remember

Teach

Syllables



Sounds

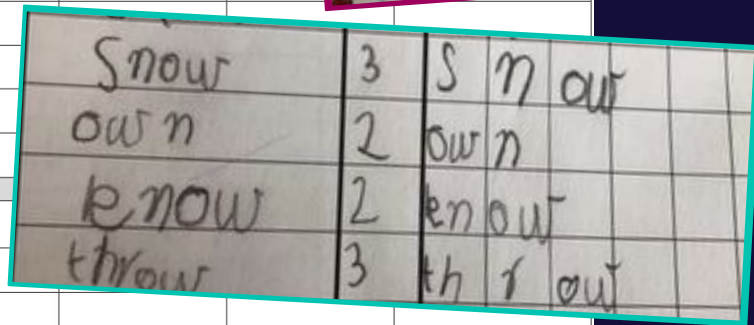
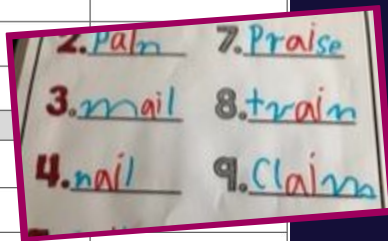


Letters

SMART Spelling – Weeks 3 & 4 Term 1

Focus: Digraph /ve/ making the sound “v” as in sleeve (p. 230)

Say the word, write the word	1	2	3	4
Red				
sleeve				
dissolve				
believe				
decisive				
impressive				
delve				
Orange				
imaginative				
expensive				
productive				
subjective				
exclusive				
achievement				
objective				
naive				
adhesive				
bereave				
elusive				
comprehensive				



1.

INTRODUCE THE PATTERN

2.

PRACTICE ACTIVITIES

3-4 practice sessions each fortnight

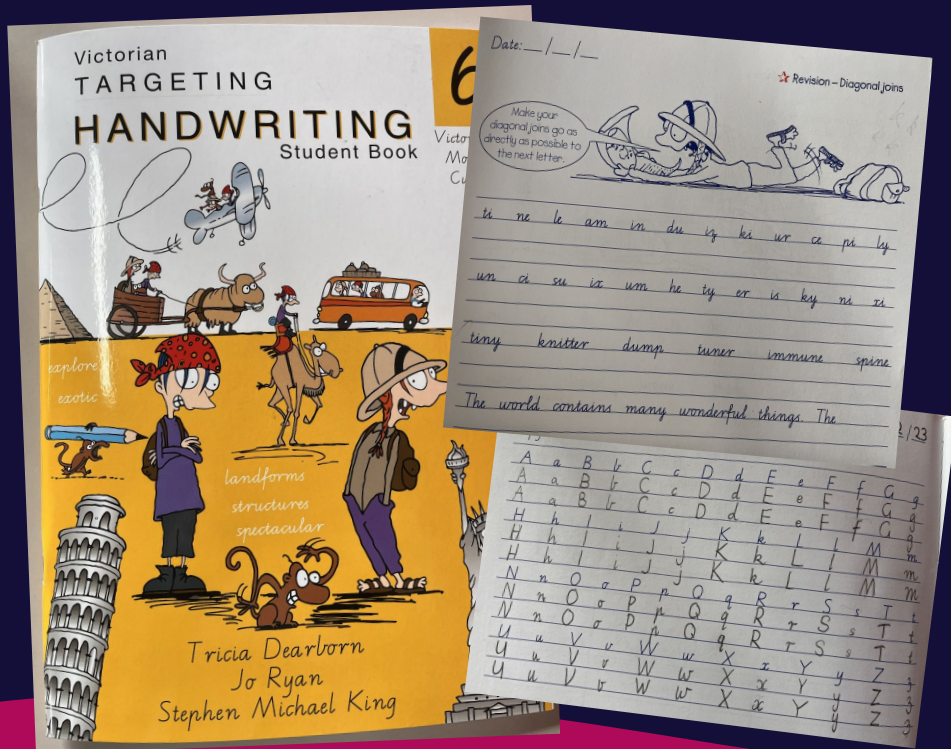
3.

SPELLING TEST

Repeats fortnightly!



Handwriting



- * School wide focus to reinforce and continue to develop fundamental writing skills and habits
- * Students begin to develop their own style in Gr 5 & 6

How To Support Your Child's Writing Learning At Home


● Help your child notice, observe and think about possible ideas to create a writing seed.

- Memories
- Observations
- opinions,
- wonderings,
- wishes,
- Descriptions of people and places in their lives
- Family stories, hobbies and other passions

● When sharing pieces, focus on what your child can do as a writer. Ask them what their writing goal was for that piece and notice progress towards goals.

● Check in to see if they need support with managing fortnightly spelling homework

Inquiry

The background is a dark navy blue with large, flowing, organic shapes in vibrant purple and magenta. Scattered throughout are various geometric elements: small white and light blue circles, some with red outlines; sharp, stylized triangles in light blue and red; and jagged, lightning-bolt-like shapes in light blue and red. The overall aesthetic is modern and dynamic.

INQUIRY

- * Humanities and Science Curriculum covered over a 2 year cycle.
- * Explicit teaching of content leads to Education Research Projects (ERP).
 - * Develops research, questioning and presentation skills
 - * Builds time management and organisational skills
- * Broadens knowledge base and invites new interests to pursue independently.
 - * Combines elements of Literacy and Numeracy
- * Where possible, incursions and excursions support in-class learning.

YEARLY OVERVIEW

G R A D E 5	<u>HISTORY</u> THE AUSTRALIAN COLONIES <i>*SOVEREIGN HILL EXCURSION</i>	<u>SCIENCE</u> PHYSICS	<u>SCIENCE</u> SPACE	<u>SCIENCE</u> EARTH <i>*LIFESAVING EXCURSION</i>
G R A D E 6	<u>SCIENCE</u> BIOLOGY <i>*ECO CENTRE EXCURSION</i>	<u>HISTORY</u> AUSTRALIA AS A NATION <i>*IMMIGRATION MUSEUM EXCURSION</i>	<u>SCIENCE</u> CHEMISTRY	<u>GEOGRAPHY</u> INTERCONNECTION AND SUSTAINABILITY <i>*CITY EXCURSION</i>

EDUCATIONAL RESEARCH PROJECTS

* How can you support your child at home?

- Ask your child about their ERP
- Discuss ideas together
- Encourage their independence and creative ideas
- Assist them to paraphrase information, not plagiarise
- Help gather and purchase the materials required
- Be the audience!



HOW DOES GRAVITY AFFECT YOUR BODY

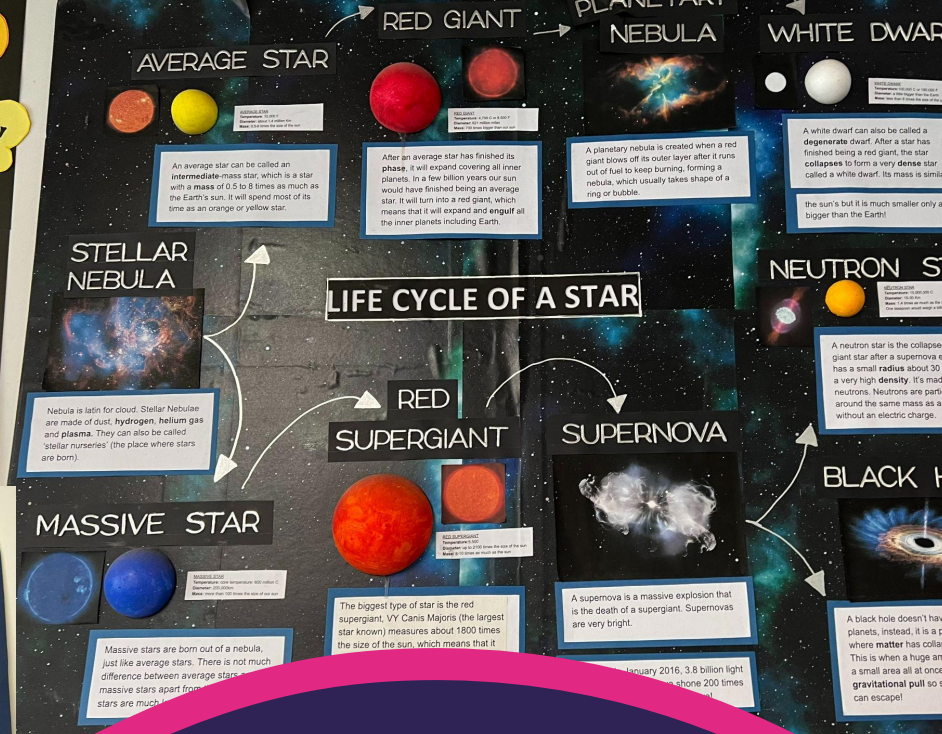
My Research Question:
Am I taller when I get up in the morning compared to before I go to bed?

Hypothesis:
Based on my research, I think that I definitely could wake up taller than I was the night before.

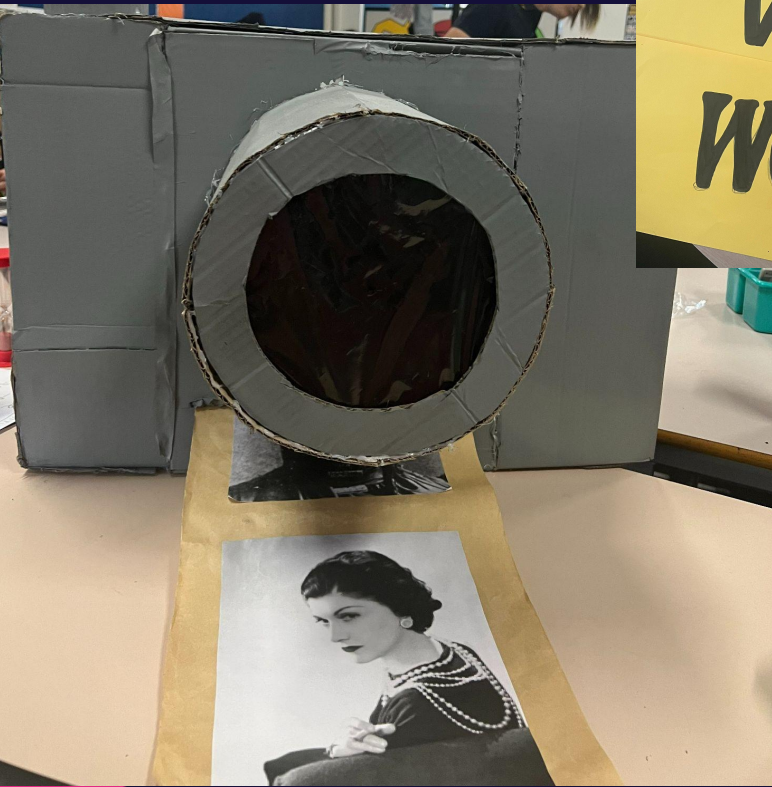
Resources/Materials:
1. A tape measure

Evaluation:
What I could do better (if I) again I would measure my height at night you don't move around as much so that causes your spine to loosen, just like a spring!

Days	Height - at night	Height - in the morning
	1485mm	1490mm



POSTERS



**VOTES
FOR
WOMEN**



Intro.
of your old...
mom, baby baggie purse
2 years... advance...
5 years... art teacher with list
... no idea
Since then I have learned 3...

1. Pencil
e odd to slight
brand/any/R
woodless pencil
8B 6B essen

Concl.
Cause I have invested in
by learning & buying 3,
Maybe ur hoby isn't a
Swimming, music, marcia
Gardening
-much of it

James Cook's Journal

Plymouth: 26 August 1768

We set sail from Plymouth today. The weather was cloudy but there was a good breeze. We have been here getting ready since July so it was good to be in the Pacific to see the secret or are are

ORAL PRESENTATION & CREATIVE

EDUCATION RESEARCH PROJECT

Record your research question below and decorate your front cover.

WHAT IMPACT DOES VARIOUS TEMPERATURES HAVE ON DIFFERENT TYPES OF WATER

Name: Ethan

Class: 5A

RESEARCH

Your research should help you to construct your hypothesis. Look for relevant information about your topic in books and on websites. Take notes and draft your paragraphs before writing them neatly in the space below. Underline or highlight words that will be included in your glossary.

Metamorphic rocks are formed by the transformation of any existing Igneous or Sedimentary rock in a process called metamorphism. Meaning "change in form". The original rock protolith is put in temperatures more than 150°C - 200°C , and pressure more than 100 pascals. Causing physical or chemical change. The protolith may be an existing Igneous, Sedimentary or an existing metamorphic rock. Making it thicker.

Metamorphic rocks make up a large amount of the Earth's crust and makes up 12% of the Earth's surface. They're classified by texture, chemical and mineral collection (Metamorphic facies). They might be formed simply by being deep under the Earth's surface and put under high temperature. They can form from tectonic collisions, which causes distortion. They are formed by the heat and pressure.

ANALYSING AND CONCLUDING

Summarise the key findings from your experiment and compare the results with your hypothesis. Include specific measurements that you took. Use your background research and data to explain reasons why you think your hypothesis was confirmed or disproved.

The purpose of my experiment was to find out how various temperatures affect the evaporation rate of different types of water. In this experiment I tested with chlorine water, rain water, sparkling water, salt water and tap water. These were exposed to 22°C , 15°C and 200°C . A

At 22°C all the waters evaporated at the same time, this may be because I only used 1ml of water, at 15°C and 200°C I had the same results.

First came salt water. After researching, I have found that salt water reaches boiling point slower but once it has reached boiling point it will boil much faster. Also a glass of fresh water contains more water than a glass the same size with 33% salt. Because there is less water in the glass, the salt water will evaporate faster. At the end of the experiment you could see the salt left behind.

After came sparkling. I assume that the sparkling water contains more and gasier, meaning again, not as much fresh water. This is why it evaporated second fastest.

Next came tap water and I think that is because tap water is treated with thousands of chemicals all small, but large enough together to make a difference.

So all these rain. I believe this is because rain and tap in Melbourne are quite similar though rain is not treated.

is the experiment's design.
it evaporates.



BOOKLETS

Grade 5 Historical Skills Assessment Rubric

Exceeding	Sequences significant events and lifetimes chronologically, using an annotated timeline to create a narrative explaining the development of Australia's colonial past.	Analyses the language in a range of primary and secondary sources to identify values and attitudes. E.g boat people	Uses chronologies to observe and describe patterns of continuity and change, analysing the influence of ideas, events, movements and individuals on these changes.	Investigates causes of significant events and explains their impact politically, socially and economically on colonies.	Makes evaluative judgements about an historically significant event and trend or idea or individual that influenced change in Australian colonies	Thorough analysis and detailed relationship
Achieving	Sequences of significant events and lifetimes of people in chronological order using an annotated timeline.	Analyses a range of primary and secondary sources and describes their historical context.	Identifies and describes patterns of continuity and change in the daily lives of Australian people in history.	Investigates causes of significant events and explains their effect on colonies.	Can explain a historically significant event and trend or idea or individual that influenced change in Australian colonies	Concise of a Relationship first part
Consolidating	Sequences events and lifetimes of people in chronological order.	Examines and compares two sources of evidence and describes what they reveal about the past.	Identifies and describes continuity and change in the daily lives of Australian people.	Identifies causes of significant events and effects.	Can explain a historically significant event that influenced change in Australian colonies	Included example to fit part
Emerging	Lists events and lifetimes of people in Australia's history.	Uses a historical source to gather information about Australia's history.	Identifies changes in the daily lives of Australian people in history.	Identifies a cause of an event and its effect.	Can identify a historically significant event that influenced change in Australian colonies	Few relationships
Indicator/Skill	Chronology	Historical sources as evidence	Continuity and change	Cause and effect	Historical significance	Indigenous Perspectives

Grade 5 Oral Presentation Rubric

Exceeding	Presents information in a well thought out order, links to and makes the presentation entertaining for the audience to follow and be engaged.	Stands upright with body facing the audience, uses hand movements to emphasise points and directs audience attention to important visuals in presentation	Maintains eye contact throughout the presentation, using the report as a point of reference.	Voice is clear and engaging, using expression confidently. They use correct inflection and tone to grab audience attention.
Achieving	Presents all the information in order, and the audience can understand the material.	Stands facing the audience and directs audience to important visuals in presentation	Eyes connect with audience members throughout most of the presentation.	Project their voice. They speak clearly, and audience members can hear and understand.
Consolidating	Presents some details in order.	Stands mostly facing audience and may point to presentation 1 - 2 times	Eyes connect with audience members 1-2 times throughout the presentation but majority of the time eyes are directed at the report.	Tries to project their voice and speak clearly but is quiet at times.
Emerging	Presents information out of order. It is unclear for the audience to understand.	Body mostly turned from audience and little to no direction towards presentation	Eyes are directed at the report, and they do not make eye contact with audience members.	Words are mumbled and voice quiet, sometimes making it less than clear for the audience.
Indicator/Skill	Organisation	Body Language	Eye Contact	Voice



RUBRICS

Resilience, Rights and Respectful Relationships

Weekly Whole school approach

Yearly Level 4 Overview

- **Grade 5**
 - Emotional Literacy
 - Personal Strengths
 - Positive Coping
 - Problem Solving
- **Grade 6**
 - Stress Management
 - Help Seeking
 - Gender and Identity
 - Positive Gender Relations

Level 4 Homework



Homework

Homework is intended to:

- * Support children in taking responsibility and being organised by planning their time and recording their activities independently.
- * Reinforce and practise skills learned at school.
- * Promote curiosity and inquiry.

How much each day/week?

- * Students should be spending **no more** than 30 to 45 minutes a day, 5 days a week.

Homework

Reading

Teachers will set book club reading targets each week.

How you can support your child:

- Ensure they read every day
- Check that they are aware of their book club target for the week.
- Listen to your child read aloud at least once a week.
- Read to your child regularly.
- Discuss your child's reading with them.

Maths

Teachers will set Matific tasks each week. Occasionally they will set a different maths task such as a puzzle, game or reflection.

How you can support your child:

- Ensure they complete their set tasks.
- Ask questions about their classroom maths learning.
- Encourage them to prove their thinking or explain why something makes sense.

Spelling

Every fortnight all students will have 8 spelling words to practise at home.

How you can support your child:

- Ensure they have their spelling lists at home and have filled out their spelling practise sheet.

ERPs

In the second half of the term students will be required to work on their ERP at home.

How you can support your child:

- Help them to break tasks down into smaller tasks and create a plan to get each task done.
- Listen to them present

How you can help your child be organised

- Have a weekly time to sit down together and discuss what needs to be done and what they have on.
- Make a homework schedule together.
- Encourage them to talk to their teacher as soon as they are unsure.
- Have a designated homework space free of distractions.

HOMEWORK TIMETABLE	
Monday	Book club: read for at least 30 minutes or to that day's book club target. Maths: start/complete any maths homework.
Tuesday	<i>At grandmas and then boxing.</i> No homework (although could read some book club pages).
Wednesday	Book club: read for at least 30 minutes or to that day's book club target. Spelling: Practise spelling words.
Thursday	Spelling: Practise spelling words in the morning. At Team Kids after school and then have basketball training.
Friday	<i>No homework day.</i>
Saturday	Book club: read for at least 30 minutes or to that day's book club target. Maths: start/complete any maths homework.
Sunday	Book club: read for at least 30 minutes or to that day's book club target. Maths: start/complete any maths homework.



Camp

Camp this year is at Arrabri Lodge in the Yarra Valley

- Grade 6: Mon 11th to Wed 13th Sept
- Grade 5: Wed 13th to Fri 15th Sept



The background is a dark navy blue horizontal band. Above this band is a magenta section with a white curved border, and below is a purple section with a white curved border. Scattered throughout are various geometric shapes: cyan circles, magenta circles, cyan triangles, magenta triangles, and stylized lightning bolts in cyan and magenta.

Grade 5/6 Leadership



Respectful Relationships

Delivered as part of the classroom program throughout the year.



LifeChanger

Dates vary. Approximately 1-2 workshops each term.

Practising leadership through...



BUDDIES!



- 1-1 student pairing
- Fortnightly sessions
- Building a sense of community
- Developing peer-mentoring skills





Additional Leadership Roles



MUSIC CAPTAINS

SCHOOL AMBASSADORS

ART CAPTAINS

STUDENT VOICE LEADERS

SUSTAINABILITY CAPTAINS

HOUSE CAPTAINS

TECHNOLOGY CAPTAINS

BUDDY LEADERS



Lunchtime clubs



School-wide competitions



School-wide projects



Grade 6 Leadership

Student-led
initiatives



House Sport

Fundraising!



Grade 6 End-Of-Year CELEBRATIONS!



Graduation Dinner + Ceremony

Thursday, December 14

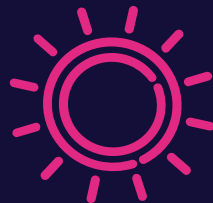


Grade 6 Disco

Monday, December 18

Big Day Out

Tuesday, December 19





**Thank you
for attending**