Welcome to Grade 5/6

The Grade 5 and 6 Teaching Team

Grade 5

Grade 6

5B - Billy Godfrey

5CS- Chloe Lumsden & Sarah Galbraith

5S - Sarah Lohmann

5Y- Steph Yarwood

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



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

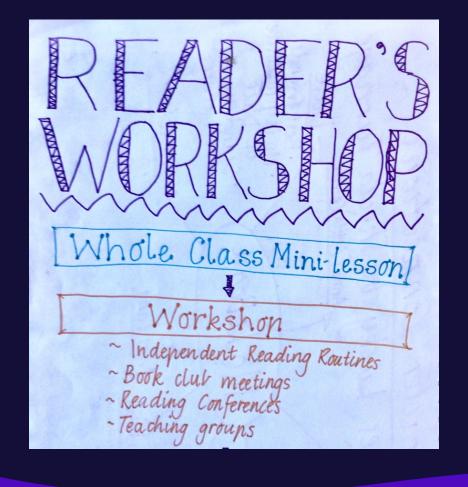


How To Support Your Child's Maths Learning At Home

- 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



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	My thought was Inc trouble Makers
8	© W 0	how old is pudding?
10	0	I think the beast just trants
m	Q	Was the other bog Just chreaming?
16	Q	Was breden the bully?
17	P	1 think that Jamie Will
		got beten up to breden then got home out see the blast his morn Will talk to him about his Arabbaces and make him see a doctor but the socier don't help 30mie hears the beat
17	S	and Screens his man helps him the next day he acstderly throughs prodlings his little sistery undires in the poriose than the hey don't eat if He gose to School and sees Brenden.

PREPARING FOR BOOK GLUB 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. DITERDRY LUMINARY — note down lines or sections of the text that are important, curious or well written to discuss with your book club. DIRECTOR — record and clarify new and/or interesting words and analyse the language used.



Independent Reading Routines

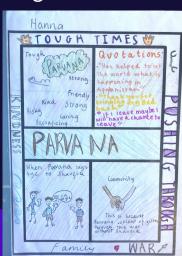
Choosing books they enjoy

Independent activities working on reading skills and strategies.

Students record their thinking

Reading responses



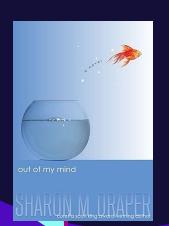


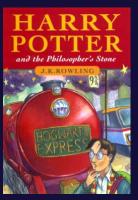
Date-4/12/20 Reading response Title-Paper Planes Author-Steve worland Summary: It's about a kid called Dylan who finds out he has a gift of for papers planes and goes on a journey to make the world championships.

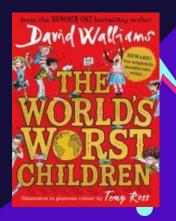


Reading Suggestions













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

Make sure you include enough detail.

Use the green revision arrow to help you.

SENTENCE LEVEL:

Paragraph and sentence structure and vocabulary

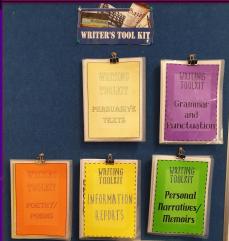
Use correct grammar and varied sentence structures
Use new words that challenge your vocabulary.
Use language that reflects your purpose.
Use literary devices like similes and personification.
Use the blue revision arrow to help you.

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 vellow revision arrow to help you.



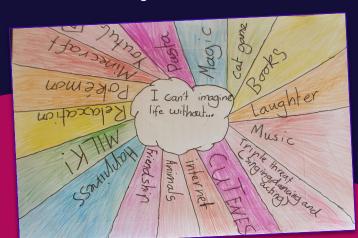


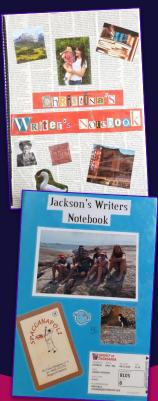
WRITER'S WORKSHOP

- 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
 - o Mind maps
 - PMI charts
 - Y chart (look/sound/feel)
 - Collection of artifacts (seed box)
 - Drawings and sketches







DRAFTING IN DIFFERENT GENRES

We've landed in March Instantiale of Tobyer) THIS IS SO EXERTIFE. Must and old Finally let ws go to Japan. I'm writing this in the Tatame room that I share as a bedroom with Marcus and Amber. The room was basically a big while box. We just had dinner at a place in Shibruya called Mobel, il was a sushi train but, you order on a little isad and the suche would come out of the pitchen on a XI West train I opened my eyes. I had woken up. I checked the time. was how It was 2.30 in the morning. I walked up to the light south while switch while trying not to step on any of the could design junk filed on the floor of my room, lunch the light dad mad on and my room showed mess it really was, I wouldry may have a pot to throw anything on the ground but its too hard and so, my room ended up in the state journey. All I had to do was get past the barry

Memnir

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 littery 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 screeching 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

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

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 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, alot 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



The Titanic just after leaving the

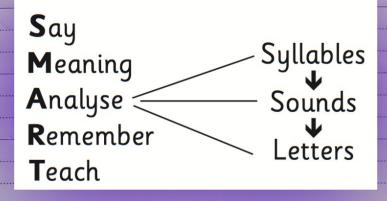
lifeboats and four collapsible lifeboats Main lifeboats at full capacity could carry 69 people and collapsibles carried only 42. And out of the 2,542 that boarded only 706 survived. Captain smith was a good man he prioritised everyone before himself and sadly perished in the disaster.

After almost 5 hours of sitting in the life boats the survivors saw something of a ship. The rms carpathia who had heard the ship's distress call 4 hour 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 hairt 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

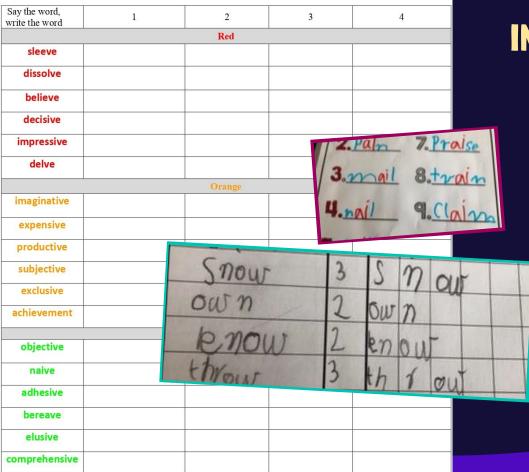
the various processes, and across a range of text types, while setting, monitoring and achieving writing goals

Spelling 36



SMART Spelling – Weeks 3 & 4 Term 1

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



1. INTRODUCE THE PATTERN

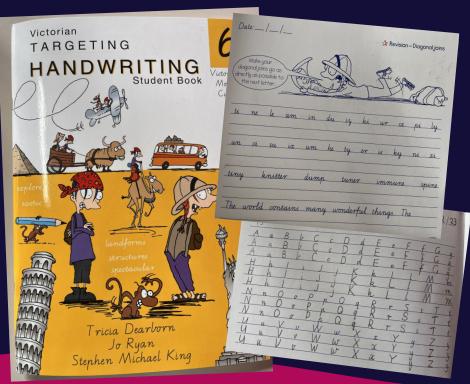
2. PRACTICE ACTIVITIES

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

- * 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	<u>History</u>	<u>Science</u>	<u>Science</u>	<u>Science</u>
A D	THE AUSTRALIAN	PHYSICS	SPACE	EARTH
E	COLONIES			
5	*Sovereign Hill			*LIFESAVING
	EXCURSION			EXCURSION
G	S CIENCE	<u>History</u>	S CIENCE	<u>GEOGRAPHY</u>
R A	BIOLOGY	AUSTRALIA AS A	CHEMISTRY	INTERCONNECTION AND
D E		NATION		SUSTAINABILITY
6	*ECO CENTRE	* IMMICRATION		* CITY EVOLUDE ON
	EXCURSION	*IMMIGRATION MUSEUM EXCURSION		*CITY EXCURSION

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!

Does rainwater, saltwater or distilled water evaporate the quickest?



By Harriet Keogh - 55 March 2022 -

Introduction

Why did I choose this experiment?

I chose this question because I have never done an experiment on evaporation, and I already know a bit about it. I also thought it would be really fun to try and find/make the different types

In this experiment I was expecting to find out If different types of water evaporate differently or the same and which one evaporates fastest.

Research questions

Does water have to be hot/warm to evaporate?

Mater is made up of tiny malecules that are always moving around. Since their always moving it builds up energy so that eventually the water evaporates. But, cold water will still evaporate just much slower than hat water.

Distilled water is water that has been boiled down; then the steam is causht and dripped into a container. This means that you only get the water molecules and nothing else that was in the water.

Videos/Photos of the experiment being conducted Results/ Data tables - first week







Adam (nh)	(S mont)	(Lent)	(2 grill)	(Lent)	(A april	Design (Cord)	(3 gril)
Datifed pater	65 mps (106 mb.)	Con	6 m	Sine	11 mm	17 mm	35 mm
Made	6 mm (05 mi)	12 mm	il ne	40 mm	Hen	lim	11:00
hiraer	(5 m)	Gran	200	200	17 mm	No.	16mm

Results / Data tables - second week

	Sepreta (7 april)	Sayvine (Expel)	De les (Fert)	Eaythers (10 apri)	Sylatic (SLept)	(U.gri)	Stylens (13 ept)
Dellefade	11 mm	11 ew	Zinn	27 mm	äm	Des.	22 mm
Sell mater	1 ==	M.me	Han	Zi ros	27 min	n=	Z) mix
hir war	li me	Non	Zian	(New	25 mm	Zim.	II no

Research questions continued

Why is evaporation so important?

Believe it or not, evaporation is part of our water cycle.

The sea water evaporates into gas. The gas floats up into the atmosphere and all the other gases, oxygen, water etc, come together to make clouds then the clouds rain/hall/snow.

And then the cycle repeats over and over again.

So since evaporation is a part of our water cycle its very important for Agriculture and reservoirs.

Definitions- what is evaporation?

Evaporation is the process of which a liquid turns into a gas.

Example; pretend you were boiling water on the stove, the water in the pan/pat is getting hotter and hotter. As the water pets hotter the water molecules (inside the water) pet more and more energy and speed up until they are going so fast that they zoom out of the surface of the water, therefore evaporating.

Hypothesis

I think that distilled water will evaporate the quickest.

Because I know that distilled water is pure water and that could mean that its lighter. Therefore, that could mean that it evaporates faster than salt and rain water. I think that salt water and rain water are heavier because they have more things in them then distilled water and that could make them slower to evaporate.

Then I think that the rainwater will come second and that the cult water will come think

Apparatus Distilled water 300mls tap water

- pet pet lid - bowl
- Rainwater Salt water
- 3 identical measuring beakers with millilitre measurements
- Scales

Method - 1

- 1. Make distilled water
- a. Get a port and a smaller bowl. Put enough water in the port for the bowl to float in it.
- b. Get an glass got lid and put it on the got ugside down
- c. As the water boils it will hit the lid and go into the smaller bowl and what's left in the smaller bowl is distilled water.
- a. Take 150mls of distilled water and add 20g of standard table salt.
- b. Stir until dissolved and clear
- 3. Collect rainwater from the school parden (collect in bottle) and bring home to pour in beaker.

Method - 2

- 4. Add 150 mls of each fluid. (which is 45mm) to each of the three identical measuring
- 5. Place the three measuring beakers on a window sill next to each other
- 4. Ensure they each receive the same amount of sunlight or shade
- 2. Record the depth of the fluids in mm, (I'm measuring this in mm because my beakers had measurements by 50 so I had to use a ruler). Record fluids in each beaker at 4pm every day and record on the spreadsheet.
- 8. Make measurements for 14 days, every 24 hours at the same time.

How did you ensure it was a fair test?

I know this experiment was a fair test by only changing one variable, the types of water. Everything else stayed the same. I used identical measuring beakers, each fluid spent the same amount of time in each measuring beaker, each fluid received the same amount of sun and shade.

Same variable	Changed variable
The same measuring bealers. The same amount of time captive. The same amount of sanlight and shade.	The types of water

Analysing & Concluding

My hypothesis was proven incorrect, because instead of the distilled water evaporating first it was the rain water. However I was right about one aspect and that was that the salt water

This experiment was conducted over the course of 14 days and measurements (which were taken in mm) were taken every 24hrs. On the second day of the experiment the rain water evaporated by 3mm, the distilled water evaporated by 2mm and the salt water only evaporated by 1mm. On the second day of experiment I could tell that the rain water was going to win because I knew the other fluids had a unlikely chance of catching up to a fluid that had a 2,3 mm difference.

Evaluation / Recommendations

See time? you'd change,

- The size of the alias lid, because when I was making the distilled water the lid that I used was the same size as
- The basines that I used, because I had to use a rule and measure in millimeters when I stuid of just used
- Men I sound the Built ign the healest I be writted rouged in different amount in heale with. This was ande to I had to adjust this.

Glossary

- 1. Molecules,/ A water molecule is made of two hydrogen atoms that are stuck tightly to one oxygen atom (H,O). Every drop of water contains millions of water molecules that are the
- 2. Agriculture/ is the science of farming (how crops grow etc.)
- 3. Reservoirs./ Are man made takes, that store rainwater. They're so big people sail boats on
- 4. Atmosphere/ Is the layer of air that surrounds the earth. Durs is made up of mostly nitrogen and payeen

Bibliography

https://www.google.com/search?n-what-is-distilled-water-kidsGrin-1CLGCEB_enAU9985ngwhat-is-distilled-water-kids Frans-chrome. 64/57 15400/076-sourceid-chromeEie-UTF-8ErsafeactiveEssui-on)

https://home.howstoffworks.com/green-living/how-to-make-distilled-water.htm

https://van.physics.lllinois.edu



their own garden outside their tent or house. Instead farmers would grow their own vegetables and get money for selling them to miners and other people like house wives.

On the gold fields there was no refrigeration and no microwaves whereas now,we have fridges to keep food cold and microwaves to reheat food.

FUN FACT Did you know that if you put salt on meat it can preserve the meat for LONGER than the expiry date!

After a hard day at work a miner would usually come back to the same boring old meal: mutton and damper.

Mutton was one meat that nost miners would eat at each meal. Mutton was meat from a lamb and miners could make it into a stew if they wanted to.

> My Research Question: Am I taller when I get up in the morning compared to

Research in space studies tell us that when astronaut

go out into space they actually come back to Earth a few inches taller because of the conditions in space. Due

lack of gravity and less movement up in their ships,

onauts' spines stretch up to 76

magine your spine as a

before I go to bed?

Research:

18@0

Possum curry

Vegetables Oatmeal

Roast wombat Cheeses Beef

Soup Mutton Beans Damper Rice

> Parrot pie Slippery Bob

Soup

Cheeses Vegetables Beef Rice

Beans

Food storage

Modern diets

pittingrapitu

Books

Websites

20th Century food

Fatty foods

Fast food

Convenience stores

By Max Whitfield!

nicer restaurants and food that is much nore gourmet. We also have a larger selection of food to choose. The only thing to fill you up on the goldfields was basic and sometimes disgusting food.

We also have lots of fattu food that have

loads of calories and sugar. These foods were never found in a miner's diet.

Fast food is a cheap and convenient way to fill you up. Now we have 24 hour services that you can use to get food whenever you feel like it! Back in the 1800s, food took ages to prepare a single

Pantries now are different to the ones in the 1800s. Our pantries are quite regularly big whereas back then they were a simple cupboard in the ground or next to your bed if you lived in a tent.

Mutton and damper are now rarely found in our daily diet, unlike in the 1800s when the majority of the miners ate mutton and

Expiry: When a food product goes rotten o

MASSIVE STAR

Nebula is latin for cloud. Stellar Nebulae

are made of dust, hydrogen, helium gas

and plasma. They can also be called

stellar nurseries' (the place where stars



Massive stars are born out of a nebula, just like average stars. There is not much difference between average stars massive stars apart from

An average star can be called an phase, it will expand covering all inner ntermediate-mass star, which is a star planets. In a few billion years our sun vith a mass of 0.5 to 8 times as much as would have finished being an average the Earth's sun. It will spend most of its star. It will turn into a red giant, which ime as an orange or yellow star. means that it will expand and engulf all the inner planets including Earth. STELLAR NEBULA

AVERAGE STAR

LIFE CYCLE OF A STAR

RED GIANT NERI II A

SUPERGIANT

The biggest type of star is the red supergiant, VY Canis Majoris (the largest star known) measures about 1800 times the size of the sun, which means that it

A supernova is a massive explosion that is the death of a supergiant. Supernovas are very bright.

SUPERNOVA

out of fuel to keep burning, forming a

ring or bubble

nuary 2016, 3.8 billion light shone 200 times

A white dwarf can also be called a degenerate dwarf. After a star has A planetary nebula is created when a red giant blows off its outer layer after it runs collapses to form a very dense sta called a white dwarf. Its mass is simil nebula, which usually takes shape of a the sun's but it is much smaller only a

WHITE DWAF

igger than the Earth!

NEUTRON S

giant star after a supernova has a small radius about 30 a very high density. It's made

BLACK

A black hole doesn't have planets, instead, it is a r where matter has colla This is when a huge ar a small area all at once gravitational pull so

can escape!

Based on my research, I think that I definitely could wake up taller than I was the night hefore

Resources/Materials:

Hypothesis:

Daus Height - at night Height - in the mornina 1485mm

Conclusion

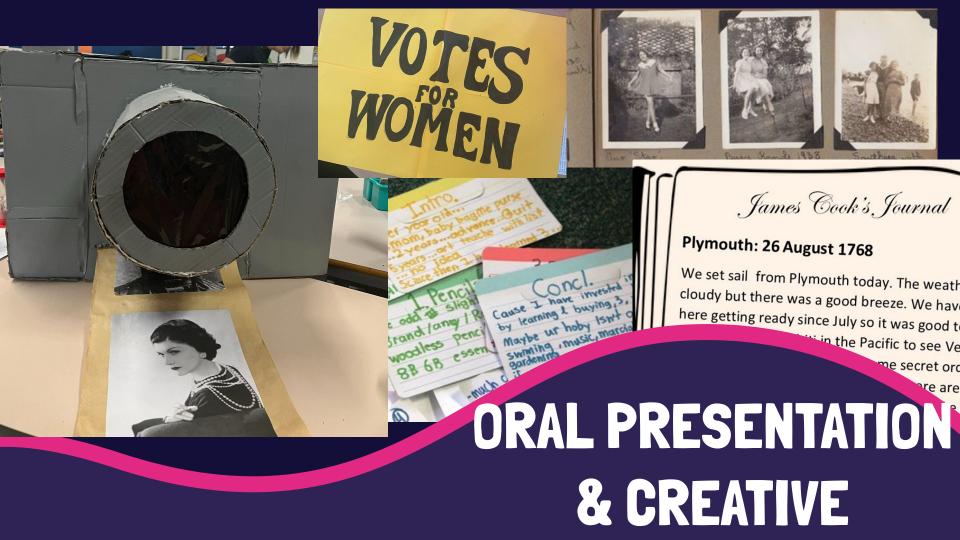
Well, it seems that my hypothesis was actually quite accurate.) said that I would wake up taller than when I went to bed and I did. This shows that when you go to bed at night you don't move around as much so that causes your spine to loosen, just like a spring!

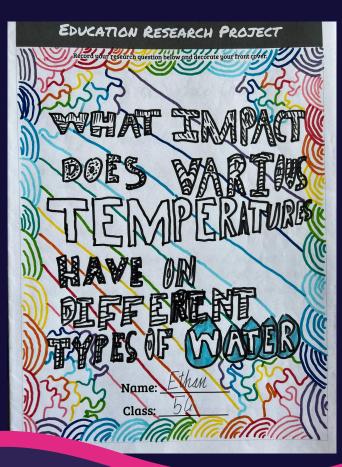
Evaluation:

What i could do better if again is I would me time, just so the



POSTERS





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 Sedimenting rock in a process called meaning meaning change in form. The original rock protellity is put in temperatures more than 150°(-200°C, and pressure more than 100 passars causing physical or chemical change. The protellity may be an existing Igneous, selimentary or an existing metamorphic rock. Making it thicker.

Metamorphic rocks make up a large amount of the Earths crust and makes up 12% of the Earths surface. They're classified by textures chemical and mineral collection (Metamorphic facios). They might be formed simply by being deep under the Earths surface and put under high terms the high pressure of the rocky. They are form from tectoric collisions, Which causes distortion. They are

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 surgeste of my experiment was to find out this convince temperatures affect the exaporation water of distribut type of water in his experiment tentholik Admin water, can note, parthey water, sall water and an under These were expect to 2021, 1502 and 2002. A

It I'V all the enter evaporated at the same time, this may be breauce looky used and funder, At 150°C and 20°C. That the same results.

First came salt water After researching, I have found that solt water oracles brilling period starer but one of his or reaches brilling period starer but one of his or reachest brilling period that a place the same just one of the oracle that a place the same just on the salt water will enqueris for the the end of the oraconsed you could see the salt left behind.

Her came spurshing, I ressume that the speet thing water cultim nimed and gausse, memory again, not as neach fouch coder him is adopt comparabled secretal factual.

boat came tope water and Which that is because top water ideally with thoseworded dominals all small, but large energyl tradition to make a difference.

on allow and I betwee this is because rain and tap in Mulbourne are quite similar though rain is not treated,

in the experiments' design. to it evaporatu-



BOOKLETS

Grade 5 Historical Skills Assessment Rubric

change

sources as

evidence

- 1		Analyses the language			Makes evaluative	Thor					
Exceeding	Sequences significant events and lifetimes	in a range of primary and secondary	Uses chronologies to observe and describe patterns of continuity	Investigates causes of significant events and explains their	judgements about an historically	anal	<u>Grade 5 Oral Presentation Rubric</u>				
	chronologically, using an annotated timeline to create a narrative explaining the development of Australia's colonial past.	sources to identify values and attitudes. E.g boat people	and change, analysing the influence of ideas, events, movements and individuals on these changes.	impact politically, socially and economically on colonies.	significant event and trend or idea or individual that influenced change in Australian colonies	1	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	Sequences of significant events and lifetimes of people in chronological order using an annotated	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.	historically of a significant event and Rele trend or idea or examindividual that first	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.	
	timeline.		nistory.		influenced change in Australian colonies	nced change in per: alian colonies	Consolidating	Presents some details in	Stands mostly facing audience and may point to	Eyes connect with audience members 1-2	Tries to project their voice and speak clearly
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	Incl exai be i inac to fi		order.	presentation 1 - 2 times	times throughout the presentation but majority of the time eyes are directed at the report.	but is quiet at times.
		pass.				Port	Emerging	Presents information out	Body mostly turned from audience and little to no	Eyes are directed at the	Words are mumbled and
Emerging	Lists events and lifetimes of people in 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	Few rela per:		of order. It is unclear for the audience to understand.	direction towards presentation	report, and they do not make eye contact with audience members.	voice quiet, sometimes making it less than clear for the audience.
					Australian colonies		Indicator/	Organisation	Body Language	Eye Contact	Voice
Indicator/Skill	Chronology	Historical	Continuity and	Cause and effect	Historical	Indi	igenous				

Perspecti-



significance

RUBRICS

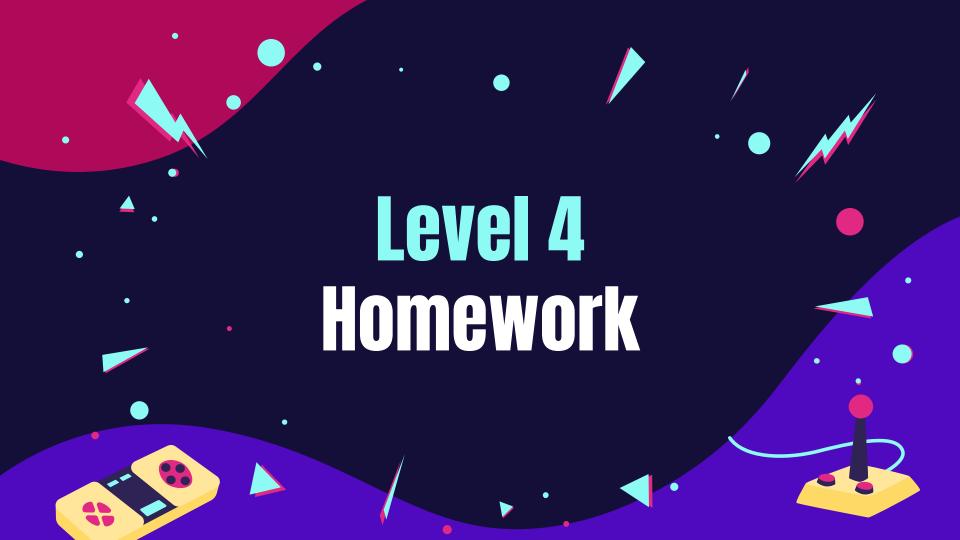
Resilience, Rights and Respectful Relationships

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



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.

I I I		homeword 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	At grandmas and then boxing. 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.
I I	T	Spelling: Practise spelling words in the morning.
1	Thursday	At Team Kids after school and then have basketball training.
i	Friday	No homework day.
į	Tilday	
! ! !	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











Grade 5/6 Leadership







👸 Additional Leadership Roles 🦝



MUSIC CAPTAINS SCHOOL AMBASSADORS ART CAPTAINS

STUDENT VOICE LEADERS SUSTAINABILITY CAPTAINS

HOUSE CAPTAINS TECHNOLOGY CAPTAINS

BUDDY LEADERS



≈ Grade 6 Leadership ≈



School-wide competitions





School-wide projects

≈ Grade 6 Leadership ≈

Student-led initiatives



House Sport



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