5/6 Parent Information 2013
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Welcome to 2013

Welcome to Year 5/6 2013. We look forward to working with your children this year and the successes and developments the year brings. Communication between home and school is essential for a successful year. We encourage you to keep us informed about celebration, issues, problems or questions that may arise during the year. Email is an easy and effective way of keeping in touch.

Bell Times

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.50am</td>
<td>Long bell - all students expected to be in classrooms.</td>
</tr>
<tr>
<td>9.00am</td>
<td>Short bell - start of learning time.</td>
</tr>
<tr>
<td>11.00am</td>
<td>Recess play</td>
</tr>
<tr>
<td>11.25</td>
<td>Long bell – start heading to classrooms</td>
</tr>
<tr>
<td>11.30</td>
<td>Short bell - line up outside classroom</td>
</tr>
<tr>
<td>1.30</td>
<td>Lunch order bell (Mon, Wed, Fri)</td>
</tr>
<tr>
<td>1.35</td>
<td>Lunch eating time</td>
</tr>
<tr>
<td>1.45</td>
<td>Lunch play</td>
</tr>
<tr>
<td>2.25</td>
<td>Long bell – start heading to drop off</td>
</tr>
<tr>
<td>2.30</td>
<td>Short bell - line up ready for collection at drop off</td>
</tr>
<tr>
<td>3.30</td>
<td>School day ends</td>
</tr>
</tbody>
</table>

Term Dates 2013

Term 1: Tuesday 29th January to Thursday, 28th March (Friday 29th March – Good Friday)
Term 2: Monday, 15th April to Friday, 28th June
Term 3: Monday, 15th July to Friday, 20th September
Term 4: Monday, 7th October to Friday, 20th December

Class Communications

We will endeavour to produce a level newsletter every three weeks. Please check it for important upcoming events, curriculum information and any special requests needed to support your child’s learning. Eg A blitz on times tables.

At times there will be curriculum tips on how to assist your child’s learning.
 Behaviour Management

A culture of positive reinforcement and encouragement permeates all facets of our school and underpins all our interactions with children wherever possible.

Despite there being few issues with behaviour at The Patch, staff have decided that a whole school approach to behaviour management is needed – one that is consistent in all grades across the school. As a result, we are currently trialling a whole school approach to Behaviour Management called ‘Step Up For Success’.

STEP UP FOR SUCCESS is a 3 step approach that can be easily implemented at any level in the school. It is simple for students to understand and for teachers to implement.
STEP UP FOR SUCCESS is an approach that focuses on positive outcomes, is clear visually for students and teachers to track and allows individual teachers ownership in terms of using their own preferred reward system.
STEP UP FOR SUCCESS has another very important dimension in its application that many other approaches to behaviour management overlook. It can act as a catalyst for teachers to focus on those children who often just ‘fit in’ – but who can easily be overlooked due to others demanding or needing more attention. Because of the clear visual aspect of where children are placed on the Step Up For Success chart, teachers can be more proactive with those who always do the right thing but sometimes go unnoticed.

**HOW IT WORKS:**

- Each classroom will use a chart divided into 7 sections titled ‘Step Up For Success’.
- Each student will begin the day with their name in the middle section of the chart, the aim being to move up 3 steps to the top of the chart by the end of the school day.
- Once a student reaches the top of the chart there will be a reward according to the system in place in each particular grade.
- If a student does something positive (eg working well, giving a good answer, listening well, helping someone etc) the teacher can tell them that they can ‘step up’ and their name is then moved up to the next step on the chart. Children can move their own names up or the teacher can do it for them.
- If a student does something inappropriate (eg arriving late for class, disrupting the class, being rude etc) the teacher can tell them that they have to ‘step down’ and their name is then moved down a step.
- The first step down is a warning to the child.
- At the second step down into the second last section of the chart, the child needs to be removed from his/her peers for 15 minutes as a more serious warning. This could be in the middle room, at the side of the classroom on a chair, in a corner of the room etc.
- If a student has ‘stepped down’ into the second last section after a second warning and is obviously nearing the bottom of the chart, the teacher can unobtrusively focus on helping this child move up again by ‘catching them doing something positive’ or speaking to them in such a way as to avoid any further incidences of inappropriateness hopefully.
- Clear guidelines and consequences need to be in place and communicated clearly at the very start of introducing this 3 step approach because everyone needs to be clear about what the final consequence is if a student reaches the bottom of the chart – as well as the reward available to them if they ‘step up’ 3 steps to the top of the chart.
- The consequences of reaching the bottom of the chart after 3 steps down are to take work and go to a designated teacher for the rest of the day. Parents will be informed via a note home or a phone call if their child has had to be sent to another grade due to inappropriate behaviour causing them to be ‘step down’ 3 steps and off the chart.
- If a child has ‘stepped down’, been sent to a designated teacher for the rest of the day and then still misbehaves, he/she will be sent to the Assistant Principal or Principal for further action.
- If it is found that a child is being removed from his/her class too often, the teacher and Principal or Assistant Principal will meet to discuss what further intervention is needed to break this pattern and move forward more positively again. This would involve parents being informed and involved in the process.
- Specialist teachers will support the Step Up For Success approach by referring to it in their classes and verbalizing it with the children when they are working well - or not. Specialist teachers will not have the classroom chart brought to them but will, if appropriate, send a note back to class listing the names of any students who have shown positive behaviour/responses or otherwise.
- The rewards that children receive when moving off the top of the chart after the 3rd and final step are at the discretion of each classroom teacher.
- This approach focuses on positive outcomes, is easy for replacement teachers to follow and contains a visual representation of where each child is at throughout the day.
- **Each day is a new day** as children all begin again in the middle section of the chart.
Within our level each time a student steps up they collect a marble towards our unit rewards jar. Once this jar is full of marbles our whole unit collects a reward. On an individual basis once the student has stepped up 3 times they get a pick out of treat box. (Any donations towards these treat boxes will be greatly appreciated)

Curriculum

Art

Creative learning experiences in the visual arts during schooling provide individuals with necessary skills, understandings and confidence to participate fully in the arts throughout their lives.

Learning in the visual arts at The Patch Primary School takes several forms. Through arts practice students learn to develop ideas by drawing upon experience, exploring feelings, observing and researching. In order to communicate ideas, students learn the elements, principles, processes and techniques as well as the cultural and aesthetic values associated with specific art forms.

In responding to the visual arts, students learn to analyse and interpret art works. They learn how the visual arts are practised and valued in different societies and cultures, past and present. They form personal judgements of their own and those of others. They understand the skills and intentions of artists and the social or cultural contexts in which their works were produced.

Earthkeepers

As part of the science opportunities in The Patch School Enrichment Program, 20 Year 5 students are trained each year to become Earthkeepers. This process involves a camp in a forest setting, follow up activities and initiatives (student-led) and meaningful leadership opportunities.

Earthkeepers™ was developed by The Institute for Earth Education – an independent, international volunteer organisation operating in nine countries across four continents. Developed after extensive trials and with twenty-five years of successful delivery worldwide, Earthkeepers™ is recognised as the longest running program of its type in the world. Participating students learn important ecological concepts, experience first-hand the wonders of the natural world, and develop valuable skills that will enable them to take a leadership role in the school – helping to drive The Patch Primary’s progress as a Sustainable School.

Earthkeepers is carefully designed to appeal to 10-12 year olds, combining mystery, adventure and discovery to create an experience we hope they will remember for the rest of their lives. The training is delivered by Educational Officers from the Yarra Ranges Council and this partnership embeds the links between the school and local government.

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**Environment/Science**

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this “scientific literacy” are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

**Aims**

The Australian Curriculum: Science aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.
A large component of the science curriculum at The Patch Primary School is taught through hands-on, practical activities in our Learning Landscape. The “Learning Landscape” is an outdoor environmental program that utilises experiential, participatory and multidisciplinary approaches to engage students and build confidence, knowledge and understanding. The program uses award-winning gardens and grounds, designed and created by the students, and a curriculum that integrates academic and practical skills through observation, enquiry and investigation. Collaboration with scientists, educators and practitioners helps students to apply their learning and make connections to the world around them. The ‘Learning Landscape’ assists in developing passionate, articulate and independent learners within a living curriculum.

**Extra Support (Quicksmart Numeracy and Literacy & Corrective Reading)**

QuickSmart Numeracy is designed to improve students’ recall of number facts and basic computation skills. It is a structured program when selected students have 3 30 minute sessions a week with a facilitator in pair situation.

At The Patch we have seen over numerous years that students who are involved in the Quicksmart numeracy program have shown a marked improvement in numeracy and parents have valued the program highly. Academic research of the program has shown an average 2 or 3 year improvement in one year. Please feel free to have a look at the Quicksmart website at [http://www.une.edu.au/simerr/quicksmart/pages/index.php](http://www.une.edu.au/simerr/quicksmart/pages/index.php)

QuickSmart Literacy (QS) is designed to improve the word recognition skills, word meaning knowledge, reading fluency and text comprehension of middle school students with learning difficulties. Its structure and focus complements our whole school literacy approach, so the children are easily able to connect their QS practice back to their classroom learning.

Students are paired for 30 minute sessions, three times a week, taking part in targeted practice activities such as modelling, discussion, questioning, guided and independent practice, voice recording, flashcards and word study. There are frequent opportunities for students to self-monitor and receive immediate, specific feedback.

The aim of the QS program is to break ‘reading’ down into very specific elements and have the children practice and monitor those elements constantly and QUICKLY (to achieve ‘automaticity’). This approach saw previous students move forward with much enthusiasm and greater resilience.

Quotes from 2011 –

- “My future will be brighter. When we have a question I’m not afraid to ask.” (Grade 6 girl)
- “QuickSmart is too good to be true. It helps me by using a lot bigger words and I’m reading bigger books.” (Grade 4 boy)
- “It has helped me because I only got 37 (flashcards) and now my highest is 88. I love the computer activities.” (Grade 4 boy)
- “It helped my thinking skills and my reading.” (Grade 6 boy)

Parents reported increased confidence in attending school, being proactive with homework, voluntary reading (being badgered to procure books), increased comprehension, willingness to ‘have a go’ due to increased confidence – and the list goes on. VERY exciting stuff!

We look forward to another ‘Quick’ and successful year for our students.

Corrective Reading will be held this year 3 times a week, and ran by the aides in the area. It is an intensive reading program that helps students who have difficulty with the “mechanics of reading”
ICT

This year Grade 5/6 students will have numerous opportunities to use a range of information and communication technologies across the curriculum. They have access to a number of resources including networked computers, notebooks, digital cameras, video cameras and interactive whiteboards and Ipads.

They will use a range of software programs that promote creativity, problem solving and thinking skills and develop their skills in the area of ICT. In addition to the 18 lap tops in classrooms, Grade 5/6 students will have access to 25 notebooks on a weekly basis.

As part of our ICT program, students will also be taught about appropriate uses for computers and safety on the internet. We will be learning about:

- Respectful communication/netiquette
- Protecting personal information
- Behaving ethically online
- Cyber bullying
- Identifying appropriate online content/places
- Cyber citizenship—interaction with online communities

As a parent, you play an important role in helping your children have safe and positive experiences online. Become aware of how children and young people use the internet, some of the risks they face and strategies to manage these risks. Guide your child to enjoy the best of the online world. We recommend visiting http://www.cybersmart.gov.au/Parents.aspx for information, tips and advice to help you and your family make the most of being online and staying safe.

Indigenous Education

Within the indigenous history curriculum students develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions, critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

Years 3 – 6: Curriculum focus: Local/national history and use of a range of sources.

Students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationship to others past and present. In these years, students begin to better understand and appreciate different points of view and to develop an awareness of justice and fair play. This history curriculum seeks to target the distinct nature of learners in Years 3–6 by including content about Aboriginal and Torres Strait Islander societies, democratic concepts and rights, and the diversity of Australian society.

In this way, students develop an understanding of the heritage of their community and of their ability to contribute to it. They become aware of similarities and differences between people and become more aware of diversity in the wider community as well as the concept of change over time.

The Patch Primary School Indigenous study is underpinned by the, School Vision statement and is based on the agreed values of respect, integrity and responsibility. We acknowledge the land as part of the Kulin Nation and specifically of Wurundjeri Place. At The Patch School we celebrate focus days of importance for Aboriginal communities such as, Close The Gap. We incorporate Wurundjeri studies in the curriculum and are in the process of incorporating this with our Japanese program. Our outdoor environmental program, ‘Learning Landscapes’ fosters our multidisciplinary approach to Indigenous studies, providing a Bunjil Tree Trail and Bush Tucker trail.
Japanese

All Year 5/6 classes attend Japanese lessons on a Tuesday.

At The Patch Primary School, the Languages Program focuses on Japan and the Japanese language.

All students from Prep to Grade 2 have 30 minutes of Japanese per week, and Grades 3-6 learn the Japanese language and culture for one hour per week.

While it can take up to 2000 hours of language study to become fluent in the Japanese language, primary school students have the ability to learn and retain new language readily, particularly in regard to written Japanese characters. Recognition of hiragana characters, and the way they form words and sentences, will be introduced and reinforced through a variety of learning activities and games. Japanese vocabulary and grammar will be emphasized, as well as learning about Japanese culture and etiquette associated with speaking in Japanese. Students will also have the opportunity to get involved in activities related to Japanese festivals, as well as some historical aspects of Japan.

Numerous studies have indicated that learning a second language has many advantages other than being able to speak another language. Studying a second language in the earliest years of primary school is shown to advance the age of readiness in English. Language skills are transferable; what we learn in one language helps us with any other language. Learning Japanese helps the students to strengthen their English skills. Learning a second language enhances the student’s ability in writing and maths, as well as advancing cognitive development. Research has also shown that people who learn a second language at a young age are more likely to have more advanced grey matter in their brain.

The Japanese program at The Patch supports the school’s English literacy and numeracy programs. It is difficult to teach another language without re-enforcing English structures. Numeracy is also supported, for example, numeracy activities such as telling the time, counting money and calculating change, etc., must be understood in English before being able to do in Japanese.

Each year, the school holds a cultural day, where students spend time participating in Japanese activities including sport, famous Japanese folktale, craft, music, etc. We are also applying for a Japanese sister school, so that students will be able to engage in meaningful language learning with students in Japan. Sometimes this is a lengthy process, but we will let you know as soon as we know!

We hope that students at The Patch will find learning Japanese a fun and rewarding experience, and that students will choose to continue Japanese at high school, where available. If you have any queries, concerns or suggestions, please do not hesitate to contact our Japanese teacher, Jane Capon, who is here on Mondays and Tuesdays.

Library

Students will be visiting the library at the following times:

5/6 B & C - Wednesday
5/6 A - Friday

Students are allowed to borrow 4 books for 2 weeks. Please ensure books are looked after and borrowed and returned via a library bag eg plastic bag/ blue reader folder.
If books are lost please let your home group teacher know and the lost book needs to be replaced with a book similar quality, topic and value.

**Literacy**

Our literacy program is designed to develop strategic readers and writers through the explicit teaching of reading and writing strategies. We believe that constructing meaning is the goal of Literacy instruction. We want students to monitor and enhance their understanding, acquire and actively use knowledge and develop insight. We want our students to learn strategies for: finding ideas for writing, learn to write with clear intentions and purposes, develop a working knowledge of the qualities of good writing, develop an understanding of the purpose of revision and learn to edit using appropriate writing conventions.

What is meant by explicit teaching of reading and writing strategies?

Explicit instruction can be broken down into six specific steps:

- Teacher explains *what* the strategy is.
- Teacher explains *why* the strategy is important.
- Teacher explains *when* to use the strategy.
- Teacher models *how* to perform the strategy in an actual context while students observe.
- Teacher *guides* students as they practice using the strategy.
- Students *independently* use the strategy.

Literacy instruction in Year 5/6 is divided into 4 parts.

1. Independent Reading/Conferencing
2. Explicit whole group instruction.
3. Independent Literacy Practice
4. Sharing of literacy tasks.

**Music**

Students will attend specialist music classes as below:

5/6 A & B – Wednesday

5/6 C - Friday

Music and Performing Arts at The Patch Primary School. Music and Performing arts have traditionally been an important part of school life at The Patch. There is a specialist music teacher three days a week and several visiting instrumental teachers. All grades attend a weekly music lesson in the music room where our instruments are kept. Music also plays a role in learning in many classroom and large numbers of students participate in extension activities or jam with friends at lunchtime.

**The Orff Approach**

Creative Music and Movement Education Music at The Patch Primary is based on the Orff Approach, a worldwide movement in music education based on the work of Carl Orff, composer of Carmina Burana. Orff and his colleague Gunild Keetman wrote five volumes entitled “Music for Children” and this approach is designed for ALL children. Orff lessons are designed so each child can contribute according to their ability, catering well for the range of different levels encountered in a typical class.
The approach uses speech, singing, movement and instrumental playing to teach the elements of music. The emphasis is on practical music making activities rather than theory. Children learn to create their own music before learning to read and write music. Improvisation, or spontaneously created music is also a key part of this approach and children are encouraged to play or sing ‘solos’ from an early age. Orff Schulwerk is a general artistic education and lends itself well to integration with other disciplines such as Art or Geography.

**Performance Opportunities at Patch**

Students at The Patch have many opportunities to share their musical talents with the school and wider community.

- Weekly assemblies
- End of term concerts term 2 and 4
- Annual Arts Night term 4
- Annual Garden Festival (September)

In 2010 students performed as part of Shine On the State School Spectacular and our Marimba Veterans (pictured above) performed at the Metropolitan Showcase concert at Hamer Hall, The Arts Centre.

**Instrumental Lessons**

Individual instrumental lessons during school hours are available from a number of different private teachers.

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**NAPLAN**

The 2013 NAPLAN tests for Grade 5 will be held from Tuesday 14\(^{th}\) May to Thursday 16\(^{th}\) May

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<thead>
<tr>
<th>Tuesday 14(^{th}) May</th>
<th>Wednesday 15(^{th}) May</th>
<th>Thursday 16(^{th}) May</th>
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</thead>
<tbody>
<tr>
<td>Language Conventions</td>
<td>Reading</td>
<td>Numeracy</td>
</tr>
<tr>
<td>40 minutes</td>
<td>45 minutes</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 minutes</td>
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Students have their skills assessed in numeracy, reading, writing, spelling, punctuation and grammar. National tests provide information on how students are progressing and support improvements in teaching and learning.

Parents and carers can best assist students by making them feel comfortable about the nature and purpose of the tests. Their children can be assured that the assessments will give them an opportunity to show what they have learned in class.

For more information or to download sample tests please go to: [www.naplan.edu.au](http://www.naplan.edu.au)

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**Numeracy**

Our numeracy program will be delivered in a variety of ways. There will be explicit teaching, whole group focus, ability groups and small group activities. We will encourage our children to explore problem solving in a safe environment where errors are seen as learning opportunities. Their aim is to expand their mathematical understanding and comprehension as well as increase their ability to make mathematical connections.
Comprehension in numeracy is just as important as it is in literacy. We plan for students to have greater comprehension through focused activities, discussion and development of mathematical vocabulary.

All students regardless of mathematical ability need to have automatic recall of times tables and basic number facts, as these are the foundations for all mathematics. We would like all children to work on these at home in addition to school.

Linton Baker a retired Mathematics Secondary teacher will be running an extension maths group. Further details will follow.

Term One: Number and Place Value
Term Two: Fractions, Decimals, Money and Algebra
Term Three: Measurement, Geometry and Shapes
Term Four: Chance and Data.

Philosophy

Philosophy is an exciting subject that encourages students to articulate questions, comprehend carefully, evaluate reasons, uncover assumptions, clarify ideas and concepts, make judgements and draw inferences.

Philosophical inquiry is primarily concerned with the search for meaning through activities which enable us to develop a framework in which fundamental questions of how we think and know are raised and considered alongside equally fundamental questions of how we ought to treat one another and the world itself.

The practice of philosophy in schools is implemented through the community of inquiry where both abstract (conceptual) and concrete thinking are explored.

Although it is ideal to form communities of inquiry across all disciplines and subject areas when it comes to teaching children to be inquirers the discipline of philosophy has a special role to play.

Philosophy commits us to persistent and disciplined thinking with social, ethical, aesthetic, affective and political components.

Philosophy is not so much concerned with final answers as it is with coming up with and exploring better questions and tentative answers.

Philosophy sessions will begin in term 2

Physical Education

Physical Education is the process through which sport and sport education, outdoor adventure activities, dance, gymnastics, aquatic, ball handling and athletics are used to help students learn motor skills and to learn about and achieve physical fitness. Physical Education activities also assist in the development of personal and social skills in students.

During the later years 4-6 students are taught a broad range of transitional, or lead-up motor skills and activities. The skills and activities at this level maybe combined or modified in various ways, practices with or without equipment and taught through individual practice or by incorporating them into game structure. Activities in this group include basketball dribble, modified netball, bat tennis and modified baseball – (T-ball)
All students need to be able to see physical activity in context. As well as being taught the technical skills needed to participate in games, students need to be taught how to apply these skills and the movement concepts associated with performing them.

Interschool sport is offered to students of Year 6. In years 5 & 6 the development of sport is continued with a focus on the development of skills and practice during physical education sessions. Interschool sport is held above the general Physical Education program.

On Wednesday and Friday we will be co-ordinating the Level Four Physical Education Program. Please remind children to wear appropriate footwear on these days and ensure they have a drink bottle in their school bag.

Term one will consist of running and athletics training, as the children will have the opportunity to represent the school in these areas. We will also be focusing on the skills needed to play Lacrosse, soccer, bat tennis, T-ball and cricket in hope that we can represent the school at a higher level during sport.

Extra-Curricular Activities

Camps

In Term 2 Year 5/6 students will have the opportunity to participate in our camping program. This year is our Urban Camp being held in the city. Students will stay 2 nights at the camp and will participate in 3 full days of activities in and around the city centre.

The Grade 5/6 Camp will be from **Monday 22 April to Wednesday 24 April** (3 days, 2 nights). Students will be involved in a range of activities around the Melbourne CBD, such as tours of the MCG, MSAC and The Old Melbourne Goal. Students will be in small groups and supervised by adults at all times.

**Melbourne Discovery Camp**
22nd April – 24th April - Term 2
3 days, 2 nights
Grade 5 & 6
Cost $230
Payment due by March 26th

Earthkeeper’s Camp is an essential part of the Earthkeeper’s program. It involves the Year 5 students who are accepted into the program and is a 3 day camp full of problem solving, adventuring, team building and fun.

**Earthkeeper’s Camp -**
May
3 days, 2 nights
20 x Grade 5
Cost: TBA

For any payments please put in an envelope with your child’s name, class, amount and what it is for. These envelopes can be passed onto the class teacher or dropped into the silver box outside the office. **Please note**
**Excursions/Incursions**

Year 5/6 is a traditionally a big year for excursions and incursions, we are mindful of the cost involved with many of these activities and try to keep costing’s down, whilst still delivering a variety of activities.

Below is a current list of excursions/incursions and the estimated cost involved. Please note these are approximations and final cost will be given on permission slip.

For any payments please put in an envelope with your child’s name, class, amount and what it is for. These envelopes can be passed onto the class teacher or dropped into the silver box outside the office. Please note there are no payments accepted on Fridays and all payments are to be finalised by the due date or students will be unable to participate in the programs.

To keep costs down and remain environmentally friendly we will only be issuing one copy of each note per child. All misplaced notes need to be re-printed from the school website.

Please Note: If you are experiencing financial difficulties please speak with your child’s teacher/s as the school may be able to offer some assistance.

Here is a list of activities and dates so far:

**Taming the Butterflies**
Grade 6
Date Term 4 - with presentation night
$10 per student

**Puberty / Relationship Education**
Grade 5 & 6
Date TBA

**Prep Buddy Excursion**
TBA
Cost: TBA

**Grade 6 Graduation – venue TBA**
December – Term 4
Grade 6

**Knox Leisure Works Excursion**
20th December (last day of school)
Grade 5 & 6
Cost: Approx. $25.00
Sustainability

Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

At The Patch Primary School sustainability is a major focus. It underpins our school values, vision and practices and provides opportunities for students to take action in ways that benefit the world we live in. The Environmental Education program, environmental groups such as Gang Green (for students in years 3/4), EarthKeepers (for students in years 5/6), Garden Club (open to all students during lunch once a week), Garden Team (parents and staff) and a staff Sustainability Team provide a range of activities that raise awareness, responsibility and respect for the environment and embed practices in the school that aim to improve biodiversity, reduce energy use, better manage waste and conserve water. We are registered as a ResourceSmart School with Sustainability Victoria, are actively involved in the Learning for Sustainability Program with the Yarra Ranges Council, have received numerous awards with the Victorian School Garden Program and are a member of the “Water, Live It, Learn It” initiative. Our school resource use is regularly uploaded to the SETS (School Energy Tracking System) data base and used to monitor and influence our use of these valuable resources (energy, water, waste).

Taming of The Butterflies

For several years, Grade 6 students at The Patch have participated in a public speaking course known as Taming of the Butterflies. We are fortunate to be hosting this outstanding program run by “Toastmasters Lilydale” again this year. The course consists of seven one and a half our sessions with two highly regarded presenters, Bill Farman and Nola Sharp. The program culminates in a formal “Speech Night”

This program has had an extremely positive effect on all Grade 6 students in the past, building and promoting students’ self-esteem and public speaking abilities

How to help your child

Assisting Your Child at Home

Some Tips on Helping your child at home

- As your child moves towards the end of their primary school years it is really important to help them develop independence, initiative, problem solving and time management skills. Help guide them through these processes but in the words of the wise “Do not do for them, what they can do for themselves”.
- The aim is to get your child to think for themselves, to reason, to understand deeply, to build knowledge, to leverage their thinking with others and put knowledge to work in their own lives.
- Give your child roles and responsibilities as it makes them feel valued and worthwhile and helps to make them independent.
- Give your children clear boundaries and realistic expectations for behaviour.
- Develop resilience.
• Never underestimate the importance of speaking and listening to your child as it underpins all their learning. Remember you are their primary teachers; engage them in lots of talk. Through talk help them to wonder and question the world around them.
• Talk to them about their learning, what they find difficult, easy, puzzling etc. Help them clarify their thinking by throwing in lots of why questions and ‘becauses’
• Encourage them to be critical thinkers, independent-minded readers, speakers and listeners.
• Introduce them to ‘powerful words’ and the power of words this develops their vocabulary and encourages them to use interesting words.
• When learning spelling encourage looking at word patterns, word building, usage and the origin of words.
• Display, in prominent places, things that need to be learnt, like times tables, spelling words etc.
• Use real life, everyday situations, like cooking and shopping to help them develop their mathematical skills and thinking.
• Involve them in the use and handling of money when shopping. Compare prices, weights etc. and discuss ‘best buy’.
• Still read to and with them. Talk to them about their reading, even read what they are reading. Discuss things like, what inferences are made, what predictions are reasonable and what conflict and resolution takes place. Stop and discuss interesting words and descriptive, emotional (beautiful) passages.
• Share their music with them and discuss the lyrics. That may be difficult.
• Encourage your child to make connections in their learning and with the world around them.
• Finally discuss social issues with them to help develop their awareness, thinking and understanding of the world around them

### Homework

This table describes successful homework practice for our year levels.

<table>
<thead>
<tr>
<th>Years</th>
<th>Homework...</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 to 9</td>
<td>• should include daily independent reading</td>
</tr>
<tr>
<td></td>
<td>• should be coordinated across subjects in secondary schools to avoid unreasonable workloads for students</td>
</tr>
<tr>
<td></td>
<td>• may extend class work, projects and assignments, essays and research</td>
</tr>
<tr>
<td></td>
<td>• will generally range from:</td>
</tr>
<tr>
<td></td>
<td>A total of 30 to 45 minutes a day at Year 5 &amp; 6</td>
</tr>
</tbody>
</table>

These Homework Guidelines have been developed by the Department with the assistance of parents, teachers and students in Victorian primary and secondary schools. The Guidelines provide a framework to help schools engage their communities when reviewing their existing homework policies.

We expect our 5/6 students to complete the following on a weekly basis:

• 30 minutes of reading 4 times a week. Recorded in their diary and Readers Notebook.
• 45 minutes a week of Mathletics. This may be spread across several nights or completed in one night. It is your choice.
• Reading letter to your home group teacher. Reflecting on your reading at school and home. This should be deeper and more thoughtful than a book summary and a simple, “I am enjoying my book” sort of writing. Draft to be completed in homework book, final copy on sheet of paper to place in their Reader’s Notebooks. This needs to be at least 2 pages in length.

• Spelling – Working on your spelling list each week. These will start coming home soon.

### Parent Helpers

We are looking for parents with many talents to help in our classrooms with a variety of activities. Can you help us? We are looking for:

- Volunteers to work in classrooms – if you have time to offer please speak to your child’s teacher.
- Special occasions – we will shout out for help at these times.
- Sporting / Coaching – various sporting opportunities are offered throughout the year for which we need assistance with coaching.
- Fundraising - Graduation.

If you are available to assist in any way we would love to hear from you via email or a note in your child’s diary.