Williamstown North Primary School

Year 5
Parent Information Session
2015

Melanie Kennie 5M, Bethany Johnstone 5J and Patrick Kelly 5K
Welcome to 2015

• The objective of this session is to provide you with a clear overview of the learning programs planned for this year, as well as the learning expectations we have for students in Years Five.

• A large component of students development in Years 5 and 6 will be focused on:
  • Organisation
  • Being prepared for learning
  • Initiative
  • Independence
  • Problem Solving
  • Personal Responsibility
Literacy – Reading

• All students will be reading Just Right texts daily during Independent Reading time.

• During teaching groups, they will read Easy and Challenge texts, articles and non-fiction texts as part of Reciprocal Reading and Literature Circle.

• All reading lessons will be focused on Learning Intentions that will cover the reading comprehension strategies: Visualising, Text Structure, Summarising, Prediction, Think-Aloud and Questioning.

• Reading sessions involve a whole class introduction followed by independent reading where students reflect on the learning intention in their reading journal during share time.

• Students set reading goals during conferences with their teacher based on individual learning needs.

• Students will begin to select and use evidence from their text to explain their response to it.

Bethany
Literacy – Writing

• Through explicit instruction, students learn the appropriate structure/ language features relevant to each text type.
• Through our Writers Workshop, students will learn the writing process of: planning, writing, editing, revising, conferencing and publishing a variety of different text types.
• Students will be using their Writer’s Notebook to explore and expand ideas that interest them as part of the planning process. They will be able to take risks and experiment with language as a writer. Teachers DO NOT correct in this book. The purpose of a writers notebook is to be creative and express their ideas without hesitation or focusing on their spelling.
• Students will have a digital seed box that they can refer to for planning their writing.

Patrick
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<tr>
<th><strong>Sentence Structure</strong> - <strong>Understand that the start of the sentence links directly to the main idea/s</strong></th>
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<tr>
<td><strong>Sentence Structure</strong> - Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause</td>
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<tr>
<td><strong>Grammar and Vocabulary</strong> - Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea</td>
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<tr>
<td><strong>Grammar and Vocabulary</strong> - Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts</td>
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<td><strong>Punctuation</strong> - Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns</td>
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<th><strong>Spelling</strong> - <strong>Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalizations, and letter combinations including double letters</strong></th>
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<td><strong>Literature</strong> - Create literary texts that experiment with structures, ideas and stylistic features of selected authors and use appropriate tense</td>
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<tr>
<td><strong>Writing Process</strong> - Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience</td>
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<td><strong>Edit and revise</strong> - Reread, revise and edit student’s own and others’ work using agreed criteria for text structures and language features</td>
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Numeracy

• At the beginning of each learning concept, students will complete a common pre-assessment where their data will be used to guide future learning. Students will then complete a post assessment that shows their growth.
• With guidance students will set personalised learning goals to further build their understanding and skills in numeracy.
• A Numeracy Lesson:
  • Begins with a warm-up activity that is aimed at engaging students.
  • Followed by a short modelling of the activity
  • Students then complete the activity either independently, with a partner or in small groups.
  • At the conclusion of the lesson students share and reflect on their achievements and learning.
• In Year 5, students will develop their numeracy vocabulary through sharing and reflection opportunities.
PLACE VALUE – Read, write and recognise the place value system from millions to at least hundredths and understand that it extends beyond these.

DECIMALS – Compare, order and represent decimals to at least hundredths.

FRACTIONS – Compare, order and represent proper and improper fractions and mixed numbers, including equivalence.

PARTS OF A WHOLE (RELATIONSHIPS BETWEEN FRACTIONS and DECIMALS) Compare and convert between simple fractions and decimals to hundredths.

ADDITION and SUBTRACTION – can solve addition and subtraction problems involving fractions with the same denominators, decimals to hundredths and whole numbers to millions.

MULTIPLICATION – solve multiplication problems involving at least 3 digit numbers by one or two digits using efficient written and mental strategies.

DIVISION – Solve division problems involving at least 3 digit numbers by 1 digit, including those with remainders.

ALGEBRAIC THINKING – Describe, continue and create patterns with fractions, decimals and whole numbers, and use equivalent number sentences involving the four processes to find unknown quantities.
Shared Inquiry

• Term One Shared Inquiry Units are Australian History and Australian Geography.

Key Understandings: History

1) What do we know about the lives of people in Australia’s colonial past and how do we know?
2) How did an Australian colony develop over time and why?
3) How did colonial settlement change the environment?
4) What were the significant events and who were the significant people that shaped Australian colonies?
Term 2:
Civics and Citizenship
Biological Science/ Science as a Human endeavour

Term 3:
Economics
Immigration
Design and technology

Term 4:
Science
Health

Melanie
Intervention and Extension Program

• This year we are fortunate to be working alongside Giorgia Moss and Sue Peterson for both Literacy and Numeracy.

• Through ongoing common assessments students will be identified to participate in sessions explicitly targeting their individual learning needs.

• The learning focus of these sessions is guided by the needs of the students. This means that the students may attend one session and not the next, given their individual needs.

• Using common assessment tasks, teachers will allocate students to targeted teaching groups (Fluid Groups). This will happen weekly.

• Teachers meet weekly to assess the data and plan collaboratively.

Melanie
Specialist Classes

• The specialists teachers this year are:
  • Sarah Nobbs – PE
  • Helen Atkins – Japanese
  • Dean Pearce – Performing Arts
  • Vicki Symons – Visual Art
  • Melissa Brown – ICT Support
Students will prepare for NAPLAN at school by completing a practice of each test, so they are familiar with how they work.
1:1 eLearning Program

• Students may use their netbooks daily.
• They will be utilised in all areas of learning.
• It is crucial that students bring these to school fully charged everyday. It is their responsibility to be prepared.
Homework

- Homework at from Years 3 – 6 at WNPS is compulsory
- Students are expected to complete 45 – 60 minutes of homework per week.
- Homework is intended for students to be able to complete independently
- We encourage parents to promote the development of an independent homework routine.
- All homework is due on Tuesdays
Diaries

• In Year 5 students are introduced to using a diary.
• Diary routines will be set up in the classroom but we encourage parents to promote the use of the diary at home as well at school.
• The purpose of introducing diaries in Year 5 is to develop organisational skills, developing ownership of their learning and independence.
• Students are expected to get their diary signed every week by the homework due date.
• The diary is a communication tool between students, parents and teachers.
Peer Leadership

• The program is aimed at developing each student’s personal leadership skills.

• Students will complete activities in class that are aimed at building on their knowledge of the four core attributes of a leader – Presentation Skills, Organisation, Responsibility and Team Work.

• Students will then use these new skills to work towards their Peer Leadership Badge by completing various tasks, in their booklet, including organising lunch time activities with the junior students and Playground Problem Solvers.

Melanie
Camp

This year’s 5/6 Camp is:

Camp Howqua
Monday 27th July – Friday 31st July

Melanie
Williamstown North Primary School

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Thank you for coming, any questions?