Welcome to 2016

• 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 have the opportunity to read easy, just right and challenging texts during independent reading time.
• During teaching groups, they will read a variety of texts, including, 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, Connecting 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.
Literacy – Writing

• Through explicit instruction, students learn the appropriate structure/ language features relevant to each text type.

• Through our Writer’s 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 writer’s 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.
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.
Shared Inquiry

Key Understandings covered in Grade 5:

1) History: Colonial Australia - How did an Australian colony develop over time and why?
2) Civics and Citizenship: What are the roles and responsibility of our leaders? (Linked to Peer Leadership)
3) Biological Science - Living things have structural features and adaptations that help them to survive in their environment (animal adaptations)
4) Economics: Needs and Wants and creating simple financial plans
5) History: Immigration in Australia
6) Design and Technology project
7) Science: Space - The Solar System and Space exploration
8) Health: Healthy Eating Pyramid, How do I have/keep a healthy body?
Intervention and Extension Program

• This year we are fortunate to be working alongside Mel Ziebowski 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.
Specialist/Support

- The specialists teachers this year are:
  - Sarah Nobbs – PE
  - Helen Atkins – Japanese
  - Dean Pearce – Performing Arts
  - Vicki Symons – Visual Art
  - Melissa Ziebowski – ICT Support
  - Giorgia Moss – Student Wellbeing
  - Crissy Samaras – Student Wellbeing
1:1 eLearning Program

• Students will 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.
• Acceptable use policy
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

### Year 5 Term One 2016 Homework

<table>
<thead>
<tr>
<th>Given out</th>
<th>Due on</th>
<th>Reading 20 minutes</th>
<th>Writing 15 minutes</th>
<th>Spelling 10 minutes</th>
<th>Numeracy 30 minutes</th>
<th>Shared Inquiry 20 minutes</th>
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</table>
| Wednesday week: | Tuesday week: | Fortnightly Writer's Notebooks Entry | Fortnightly Writer's Notebooks Entry | Spelling (L.S.C.W.C.) Choose an activity from the spelling grid | Maths Mate | From 1788 until 1823, New South Wales was a penal colony. This meant that there were mainly convicts, marines and the wives of the marines, although free settlers started to arrive in 1793. Why would someone want to move from England to Australia as a free settler? Write a letter from a free settler to a family member, explaining their reasons.
| 3 | 4 | At least 20 minutes nightly reading of a text of your reading level, or from the Readings chart | SEED: Back to school | Spelling (L.S.C.W.C.) Choose an activity from the spelling grid | Maths Mate |
| 4 | 5 | At least 20 minutes nightly reading of a text of your reading level, or from the Readings chart | SEED: Strike it rich | Spelling (L.S.C.W.C.) Choose an activity from the spelling grid | Maths Mate |
| 5 | 6 | At least 20 minutes nightly reading of a text of your reading level, or from the Readings chart | | Spelling (L.S.C.W.C.) Choose an activity from the spelling grid | Maths Mate |
| 6 | 7 | At least 20 minutes nightly reading of a text of your reading level, or from the Readings chart | | Spelling (L.S.C.W.C.) Choose an activity from the spelling grid | Maths Mate |
| 7 | 8 | At least 20 minutes nightly reading of a text of your reading level, or from the Readings chart | | Spelling (L.S.C.W.C.) Choose an activity from the spelling grid | Maths Mate |
| 8 | 9 | At least 20 minutes nightly reading of a text of your reading level, or from the Readings chart | | Spelling (L.S.C.W.C.) Choose an activity from the spelling grid | Maths Mate |

## Homework Tip 1
Plan out when you are going to complete your homework by writing down when you will complete it in your diary.

## Homework Tip 2
When you have completed a task for the week, highlight it on this page, and then make sure you tick it off in your diary.

- Use a tri-venn diagram to record the roles and responsibilities of the three levels of government (local, state, federal). This could be presented as a poster.
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 as 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.
Camp

This year's 5/6 Camp is:

Canberra
Monday 18th April – 22nd April
### NAPLAN

<table>
<thead>
<tr>
<th>Tuesday 10th May 2016</th>
<th>Wednesday 11th May 2016</th>
<th>Thursday 12th May 2016</th>
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<tbody>
<tr>
<td>Language Conventions</td>
<td>Reading</td>
<td>Numeracy</td>
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<tr>
<td>40 minutes</td>
<td>50 minutes</td>
<td>50 minutes</td>
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<tr>
<td>Writing</td>
<td></td>
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<tr>
<td>40 minutes</td>
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- Students will prepare for NAPLAN at school by completing a practice of each test, so they are familiar with how they work.
Williamstown North Primary School

Year 5

Parent Information Session

2016

Thank you for coming