



Year 5/6 Information Book 2009

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General Class Expectations

The general aim in Years Five and Six is to provide a relaxed, happy and cooperative learning environment for all students. Students are encouraged to share their experiences in an atmosphere that promotes success and a feeling of self worth.

Students are encouraged to do their best, to value their individuality and that of others. **Believe to Achieve** – the year 5/6 motto was democratically voted on by all children, it aim is to promote resilience and a positive attitude.

Respect and Responsibility

As a whole each class will focus on the development of self-discipline and a sense of responsibility. Students will be encouraged to develop organisational skills applicable to both the classroom and the world beyond school.

Fostering Independence

Students need to be responsible for remembering their equipment and materials for school such as homework, library books and projects. Students are also encouraged to be responsible for notices and newsletters.

Overall students are encouraged to be independent, self-disciplined thinking people responsible for their own actions and prepared to face the consequences of these.

Assertive Discipline Policy

The Assertive Discipline Policy was introduced in 1995 to use positive recognition to encourage students to behave appropriately and to continue to behave in an acceptable and considerate manner.

There is a consistent set of rules for each student in the school both within the classroom and outside in the playground. The rewards and consequences are clearly displayed and consistently enforced.

This year a Student Code of Conduct Booklet will be sent home for parents and students to discuss.

Restorative Practices

Restorative Practices thematically describes a range of approaches used to reduce harms and repair damage caused by incidents. In a school situation it is about teaching and modelling ways in which young people can be effective citizens and about relationships between the people who make up the community.

The Essential Learning Standards

There are three strands of learning in the new structure. These are: *Physical, Personal and Social Learning, Discipline-based Learning* and *Interdisciplinary Learning*. Each strand is organised into domains and in turn domains into dimensions. (Website: www.vcaa.vic.edu.au)

Homework

Homework is a set of weekly tasks, the content of which varies from week to week. It may consist of:

1. Mathematics. The mathematics given is taken from concepts already presented at school. An effort will be made to link homework to *real life* mathematics. Practising tables and automatic response is also beneficial.
2. Classroom units or project work.
3. The development of research skills.
4. Reading. Thirty minutes per night is recommended. Please discuss your child's reading material with him or her. Areas for discussion can include: the plot, characters, the setting, the language used, and genre.

The day when homework is due will vary to prepare students for Secondary School, due dates will be recorded in school diaries.

English

The **Essential Learning Standards** includes English in the Discipline-based Learning strand, this includes Writing, Reading and Speaking & Listening. Our program aims to develop students' skills in all three areas in formal English lessons and also through our Integrated Inquiry unit activities.

The program has been developed to link stages of development to teaching strategies. This helps teachers make decisions about appropriate practice in light of students' development, valuing their individual differences and cultural diversity.

Students are encouraged to become reflective learners, responsible for their own learning but working co-operatively, sharing discovery with others.

Spelling

Spelling will be incorporated into literacy lessons. Students will be given weekly words to learn. Personal lists of words are sometimes given and may include words from lists of the most commonly used words or extension lists of special interest or words from our inquiry unit.

Reading

Students participate in regular reading sessions. They are encouraged to utilise books borrowed from class novel boxes, library sessions, regional libraries and their home library. Books selected in the classroom will suit the children's individual capabilities. Students will have a set amount of reading to be completed for their literacy circle activities, this may be done at school or at home as needed.

Writing

Students' writing is based on our Inquiry unit, excursions, personal experiences and relevant class topics/ discussions. Students are encouraged to plan, write drafts and work with peers on occasions to present completed tasks.

As part of the writing program formal language is taught in context to ensure that learning is meaningful. This may involve individual work with a student when having a conference about their writing. On occasions formal language skills may be taught as part of a word study or reading activity.

Speaking and Listening

Speaking and Listening is a vital component of the English program. Activities range from impromptu talks about topics of interest, to presentations of projects, drama work and, presenting sports and other reports to school assemblies.

Students will participate in regular circle time discussions. All students are expected to participate in discussions and listen to others.

Mathematics

As with English, Mathematics is in the Discipline-based Learning strand of the **Essential Learning Standards**. As a domain, Mathematics is divided into five dimensions:

1. **NUMBER**. This involves an understanding of place value as students learn to count, order, compare, estimate and use numbers.
2. **SPACE**. This involves dealing with geometrical language to describe figures and objects.
3. **MEASUREMENT**. This involves the use of formal units and equipment to measure, describe and compare attributes of objects.
CHANCE AND DATA. This involves probability and predicted outcomes for simple experiments, for example, dice and spinners.
4. **STRUCTURE** –computation, operations, algebra, logic, sets.
5. **WORKING MATHEMATICALLY** – problem solving using mathematics concepts.

Mathematics is taken by the class teacher for two to three sessions per week based on the dimensions 2 – 5 above. We also group children according to ability for two sessions per week to provide group instruction at their level in the Number strand. Mathematics homework may be given by the classroom teacher or ability grouping teacher.

Students will also be given the opportunity to take part in UNSW mathematic tests and 30 students will be selected to take part in a Maths Olympiad to represent our school.

Science

The two dimensions of science that students will be involved in are: Science knowledge and understanding, and Science at work. The activities will incorporate knowledge and skills from various areas of science, for example biology, physics and chemistry.

Students will be asked to analyse a range of science-related local issues and describe the relevance of science to their own and other people's lives. Our science based Inquiry Unit is "What is it made of and why?"

Classroom activities will be supplemented by additional activities with students from Deakin University.

Design, Creativity and Technology

Over the year students will be participating in activities covering the three dimensions:

- Investigating and designing
- Producing
- Analysing and evaluating

The classroom program will be supplemented by input from various sources; these may include parents with skills in areas being studied and Engineering students from Monash University. Solar Car and Solar Boat sessions will compliment this domain.

Solar Car and Boat

Syndal south Primary School has been involved in the Victorian Model Solar Vehicle Challenge since 1998. The challenge is to design, build and race a model solar boat and car, which children have made out of recycled materials. It requires that each team member makes a commitment to work as part of a team. Over the few terms the teams plan, design, build a prototype, test and make a model solar powered vehicle. They are judged on the process to get to the challenge, poster (explaining the process), team costume and finally the boat or car performance.

Music – Glenys Ferguson

Music Education develops in the student knowledge of self and appreciation of this creative art form.

Some of the goals that the music program seeks to develop are:

- To develop skills and techniques as a musician
- Singing, playing, creating, moving, listening to a variety of music
- To experience and use musical instruments: piano, keyboard, percussion instruments, xylophones, recorders, drum stick rhythms.
- To be disciplined to practise and polish pieces for performance
- To listen, form opinions, discuss and analyse music

- To appreciate music from other cultures, times, and contexts, eg special extra Aboriginal music unit in August.
- Experience a live performance by professional musicians – Musica Viva’s ‘Shrewd Brass’

OVERVIEW for 2009

Level 4 students further develop their musicianship through a variety of activities: choir, recorder ensemble and the ‘user pays’ programs. General class lessons will strengthen students’ interpretation of simple rhythmic elements, the knowledge and presentation of songs (from the ABC Sing book for 2009). Activities enable students to work individually, in small groups or whole class.

Visual Arts – Merrilyn Mann

Students at Level 4 have a one hour lesson in the Art Room with Mrs Merrilyn Mann each week. During the year they have the opportunity to work both independently and collaboratively to experiment and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present art works. They discuss traditional and contemporary arts works and have the opportunity to explore techniques employed by artists. During the year each student has the responsibility of being an art monitor for a day. On this day they assist both the Art Teacher and other students. It gives the students the chance to assist in the organisation and preparation of materials and also provides an excellent opportunity to develop their leadership skills. Whenever possible the Visual Art Program works to integrate lessons with the classroom curriculum.

Health and Physical Education – Charlie Kenez

Skills based, major games oriented with an emphasis on interschool sporting activities

- 60 minute lesson with the Physical Education Teacher
- 1 1/2 hours school sport or interschool sport each week – including District athletics, cross country, Summer Sports, Winter Sports, Soccer Round Robin, Basketball Round Robin, Bike Ed. Challenge
- An intensive swimming program in Term 1
- ½ hour sessions of Brain Gym and the Joggers’ Track

Library

The children have weekly access to the library for borrowing and research. They are supported in this by Joanne McKinley our Library technician.

Integrated Units to be studied during 2009

Integrated Units allow the integration of the strands, domains and dimensions of the Essential Learning Standards. Included are the elements needed for students to meet their learning needs during the middle years of schooling. Units assist with the development of skills and knowledge in a meaningful context

Term 1: How can I make the most of my brain power?

Term 2: How has the past made us who we are?

Term 3: What is it made of and why?

Term 4: Where does our money go?

Excursions and incursions are planned around these units.

Languages Other than English (LOTE) – Eriko Miyagi

Students learn Japanese during a 45minutes lesson, which is taken by Mrs Eriko Miyagi every week. Students have the opportunity to listen, speak, read and write in Japanese through experienced-based activities. Students continue to learn the ACTLAN(Action Language) using Japanese mime through the topic “Let’s Go To Japan”. Students knowledge of Japan is extended, allowing them to learn about family and school life, traditional customs in daily life, different gestures and table manners.

Students will also be given the opportunity to achieve awards by completing the hiragana (Japanese character letters) reading assessments. Students are encouraged to practice hiragana reading at home for the assessment.

In Term3 and 4 there will be extra transition lessons for those grade 6 students who would like to achieve the VELS Level 4 standard.

Since 2006, Syndal South Primary School has had a sister school in Japan. Each year we host a group of Japanese students from Mino Jiyu Gakuen in Osaka and we send a Japan Study Tour group every two years. These exchange visits give our students a lot of opportunity to communicate with Japanese students.

Camps

Our Camp is to “Week Away” in 2009.

It is booked for the week beginning November 23rd – 27th 2009.

Camps provide rich learning experiences for students in virtually all learning areas.

Computer Studies

Each week students will spend both time in the Library/Computer room and in using their computers in the classroom. A wide variety of programs will be used and skills will be taught and developed. Programs will be chosen to supplement and enrich learning areas. Students will become more proficient in the use of ICT for the purpose of sharing knowledge and acquiring information. One example of this will be the SSPS student intranet which all year 5 and 6 students will make active contributions to. Selected students will be responsible, in conjunction with teachers, for the setting up and management of the student intranet.

Students will also use a wide range of ICT tools to support their thinking processes and to create information products for a variety of purposes. Examples include the use of Inspiration and Google SketchUp. Students should also become more proficient in the use of internet research tools. Students will also be given the opportunity to take part in UNSW computer tests.

Leadership

Year 6 students will be involved in a leadership program on a regular basis, where we investigate the roles and responsibilities of being the school leaders.

Buddies

Year 5 students will be involved in regular sessions with a Prep buddy for the year. The intention is to develop responsibility and leadership skills. It should enhance the transition process for the children.

Summary

Year 5 and 6 will enjoy a stimulating, challenging and productive 2009. Some weekly sessions will employ team teaching strategies to use teachers' skills to the best advantage. Parents are invited to meet with teachers both formally and informally. It is important that teachers and parents co-operate closely in the best interests of every student. We look forward to 2009.

Believe to Achieve