Beaumaris Primary School

Parent Information

Level 4 - Year 5 & 6
CURRICULUM
This is an overview of the Victorian Essential Learning Standards (VELS) for Level 4 (Years 5 & 6) which outlines the curriculum expectations for all Year 5 & 6 students in Victoria.

At Beaumaris Primary School we believe in the value of children becoming life-long learners. Through our core purpose of learning together and our values of respect, resilience, relationships and responsibility we build a curriculum utilising the Victorian Essential Learning Standards (VELS) that is relevant to the values, skills and knowledge our children will need to effectively operate within our global society. Therefore the BPS teaching and learning program is aimed at developing students who are socially and environmentally responsible, problem solvers, self directed, adaptable, ICT literate, resilient and have effective inter-personal skills.

The Victorian Essential Learning Standards acts as a curriculum framework for Victorian schools. They are based on the best practice in Victorian schools, national and international research and widespread consultation with school communities, educators, professional associations and community groups. The Standards will provide the means for all Victorian schools to use the best curriculum thinking to better prepare students for success at school and beyond.
To succeed beyond the compulsory years of schooling, all students need to develop the capacities to:

- manage themselves as individuals and in relation to others
- understand the world in which they live; and
- act effectively in that world.

THE STRUCTURE OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS

Three strands of learning
To ensure that the school curriculum develops students with these capacities, the Victorian Essential Learning Standards (VELS) are developed within three core, interrelated strands. The three core, interrelated strands are:

- Physical, Personal and Social Learning
- Discipline-based Learning
- Interdisciplinary Learning.

Learning Domains
Each strand has a number of components called domains. The domains describe the knowledge, skills and behaviours considered essential in the education and development of students to prepare them for further education, work and life. They also include the standards by which student achievement and progress is measured.
Within each domain, the essential knowledge, skills and behaviours are organised into dimensions. Standards are written for each dimension. However not all domains are assessed in all levels.
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Stages of learning
The Victorian Essential Learning Standards identify three stages of learning through which students progress and recognise the differing learning needs of students at these different stages, phasing curriculum expectations and standards over six levels.

- Years Prep to 4 – Laying the foundations
- Years 5 to 8 – Building breadth and depth
- Years 9 to 10 – Developing pathways

Levels
The Victorian Essential Learning Standards include standards at six levels broadly associated with the years of schooling from Years Prep to 10 as follows:

- Level 1 – Preparatory Year
- Level 2 – Years 1 and 2
- Level 3 – Years 3 and 4
- Level 4 – Years 5 and 6
- Level 5 – Years 7 and 8
- Level 6 – Years 9 and 10.

LEVEL 4 Overview
In the Victorian Essential Learning Standards Level 4 is broadly associated with Years 5 and 6 of schooling.

Learners become more complex thinkers and are able to apply thinking strategies as part of their learning. They are able to participate in and lead small group activities and learn more deeply by undertaking more extended projects.

Key characteristics of students at this level include:

- assuming leadership responsibilities
- developing self-efficacy skills
- specialising and differentiating between domains
- managing new situations and solving problems
- learning deeply through extended projects to build flexible thinking and learning strategies
- exploring concepts that allow for several points of view
- demonstrating a preference for more specialised intelligences.

Students begin to develop leadership skills, taking roles in representing their school, speaking publicly and participating in local community activities and ‘present a point of view on a significant issue or issues and include recommendations’ (Civics and Citizenship: Community engagement). They are aware of the responsibilities that accompany their leadership roles, and are capable of communicating school values, rules and procedures using ‘summarise and organise ideas and information, logically and clearly in a range of presentations’ (Communication: Presenting). They critically analyse the functioning of groups and have a capacity to manage and achieve group goals. They demonstrate personal self-control and empathic behaviour, especially with younger peers. Through their interactions with others they demonstrate ‘respect for a diverse range of people and groups’ (Interpersonal Development: Building social relationships). They are confident and motivated, and use social problem solving strategies in the process of building more sophisticated self-efficacy skills.
Students build an increasingly complex understanding of themselves as learners. By reflecting on the influences that impact on learning, students gain insight into the requirements of effective learning and increasingly ‘identify and explain how different perspectives and attitudes can affect learning.’ (Personal Learning: The individual learner). Knowledge of learning and thinking preferences enables students to make choices and set future goals. Learning occurs in both individual and social contexts. Students connect their learning with real life. Many students become more discerning about their preferences and interests. They begin to make distinctions about what they like and what is important.

Students are becoming more complex thinkers. They begin to understand more abstract cognitive processes such as how to apply logical reasoning to both ideas and concrete objects and ‘generate imaginative solutions when solving problems’ (Thinking Processes: Creativity). They explore the concepts of belief, chance, probability, estimation, patterns, sequences and generalisations. Such concepts allow for diversity of views, as well as for the mental and written organisation and manipulation of information.

Students become more adept at being critical of an idea, explaining why they believe something, collecting and using evidence to support ideas, changing their opinion on the basis of a superior argument, working out more than one solution to a problem, identifying relationships between ideas and using examples to help explain an idea. Students either work individually or collaboratively to observe, collect, interpret and critically analyse data. They pose questions about, and identify situations, problems, needs and opportunities for the creation of useful products. They reflect on their designs as these are developed ‘and use evaluation criteria, identified from design briefs, to justify design choices’ (Design, Creativity and Technology: Analysing and evaluating).

Students are expected to make judgments about ideas and their relative significance. They are assisted to develop and test models that show cause and effect, as well as to identify relationships within, or linkages between, ideas. Investigations and problem solving techniques are used as mechanisms to introduce the concept of deep thinking. They further extend their knowledge and skills in using information and communications technology (ICT) tools and techniques to ‘explore processes, patterns and cause-and-effect relationships’ (Information and Communications Technology: ICT for visualising thinking). They apply skills, techniques and processes to create and present arts works that ‘explore the potential of ideas’ (The Arts: Creating and making) and begin using ‘strategic thinking and work with both more- and less-skilled peers to improve game performance’ (Health and Physical Education: Movement and physical activity).

Students ‘read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats’ (English: Reading). They draw on their knowledge of the generic structures of different types of texts to organise and structure ideas. They produce a variety of texts for different purposes, such as narratives, reports and arguments. Working in small and large discussion groups, students ‘identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner’ (English: Speaking and listening). Students learn about a different language and culture through Languages Other Than English and practise reading a ‘wide range of short and/or modified texts for meaning and for use as models in their own writing’ (Languages Other Than English: Communicating in a language other than English).

Students’ knowledge of science and scientific concepts becomes more systematic and they are able to ‘apply the terms relationships, models and systems appropriately as ways of representing complex structures’ (Science: Science knowledge and understanding). Similarly, they develop a
more sophisticated understanding of mathematical concepts and an awareness of how ‘a few successful examples are not sufficient proof and recognise that a single counter-example is sufficient to invalidate a conjecture’ (Mathematics: Working mathematically). Students develop further understanding of Australia’s history and its key Eastern and Western influences, along with the history of one or more countries in our region using ‘a range of primary and secondary sources to investigate the past’ (The Humanities – History: Historical reasoning and interpretation). They also acquire more sophisticated geographic skills as they develop their knowledge of the interrelationship between human and physical features, describing ‘Australia’s significant natural processes (and the) reaction of people to these processes’ (The Humanities – Geography: Geographical knowledge and understanding).

Students begin to grapple with economic concepts and understandings, and ‘use the inquiry process to plan economics investigations about economic issues in the home, school or local community and form conclusions supported by evidence’ (The Humanities – Economics: Economic reasoning and interpretation).

ASSESSMENT AND REPORTING

Ongoing assessment is carried out during the year using observation, testing, check lists and work samples.

Early in Term I parents will be given the opportunity to meet with their child’s teacher to share relevant information about the child’s wellbeing and learning.

Parents will receive a formal written report of their child’s progress in June and December and parent teacher interviews will be held in June. However, parents are welcome to arrange an interview with their child’s teacher at any other time that is mutually convenient.

If a student has specific learning needs an Individual Learning Plan (ILP) will be developed. The student’s progress will then be monitored and reviewed at regular meetings during the year and the plan adjusted accordingly.

VISUAL ARTS

Art lessons will be taken weekly by the Art Specialist teacher in the Art Room. The Visual Arts program will involve children revisiting and polishing skills, techniques and processes in focus areas such as:

- drawing
- painting
- threads and textiles
- mosaics
- construction
- mask making

They will explore skills, techniques and processes associated with cultural or historical features of selected art works and consideration of possibilities and content will be given by the students when planning, developing and refining their own arts works for presentation to specific audiences.

All children must have a clearly named art smock to wear at the commencement of the school year.
INFORMATION AND COMMUNICATIONS TECHNOLOGY

ICT is organised in 3 dimensions:
1. ICT for visualising thinking
2. ICT for creating
3. ICT for communicating

During ICT classes students will:
- Develop computing skills through using a range of educational software
- Develop thinking and organisational skills through use of Graphic organisers and similar software packages
- Develop skills that enable the production of increasingly complex multimedia presentations including personal websites
- Plan and develop 2D and 3D classroom themed animations using programs such as Pivot and Kahootz
- Refine keyboarding and word processing skills
- Safely access and use the internet for research that supports classroom themes
- Routinely use internet links as part of presentations and publications
- Express personal views and opinions via school Blog site
- Contribute to student intranet
- Understand email protocols and use regularly for a variety of purposes
- Regularly use digital cameras and use images in a variety of presentations
- Refine file management skills and knowledge of BPS network
- Enhance their understanding and knowledge of classroom topics through ICT
- Develop multi-tasking skills

LIBRARY

Beaumaris Primary has a well-resourced library containing collections of fiction, non-fiction, picture fiction and reference books.

Students are encouraged to bring a library bag to help protect the books they borrow. Books can be borrowed for two weeks. Students are allowed to borrow up to six books. Students with overdue library resources are not allowed to borrow further resources. Families are expected to replace any lost books.

PHYSICAL EDUCATION

The Physical Education Program aims at providing students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental and social health. It focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups and that engagement in physical activity, games, sport and outdoor recreation contributes to a sense of community and social connectedness.

At this level students continue their development from basic motor skills to the performance of complex movement patterns that form the basis of team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance and students learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance. Students begin to undertake a variety of roles, such as player, coach or umpire, when participating in sport and begin to assume responsibility for the organisation of aspects of a sporting competition.
Students have one weekly session with a specialist physical education teacher and additional sessions with class teachers. Students have the opportunity to participate in organised interschool competitions in a variety of sports.

In Year 5 and Year 6 the following topics form the basis of the curriculum each year:
- Fundamental Motor Skills
- Gymnastics
- Dance
- ‘Jump Rope For Heart’ skipping program
- Minor Games
- Summer and winter major games eg. softball, cricket, rounders, volleyball, bat tennis, netball, soccer, hockey and football
- Athletics (track and field)
- 2 week intensive ‘Swimming Program’ at the Bayside Aquatic Centre, Mentone
- Outdoor Education – 5 day camp
- Fitness development
- Bike Education – Levels 2 & 3 (On-Road Riding)

In addition, all students will be given the opportunity to participate in:
- Swimming Team Selection Trials
- District Tennis Competition
- Bayside Aquatics Relay Competition
- House Cross Country Competition
- House Athletics Competition
- HoopTime Basketball Competition
- Beaumaris Soccer Club Gala Day
- Sporting Clinics
- Victorian State School Golf Championships

**PERFORMING ARTS**

By level 4, students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media to plan, develop and present works for performance. Through this process students communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. Students consider purpose and suitability when they plan and prepare work for presentation and consolidate an understanding of musical notation and the elements of drama, dance and song within the production process. At level 4, students also have the ability to comment on the exploration and development of their own work, identifying key elements and conventions of performance and technique.

**LANGUAGE OTHER THAN ENGLISH (LOTE) – JAPANESE**

The focus of LOTE (Japanese) is to develop the children’s cultural awareness through learning about Japanese festivals, customs and lifestyle. Each year the children will have opportunities of participating in girls’ and boys’ day festivals and a biannual whole school Japanese Day. Children at this level begin to learn about the 3 writing systems in the Japanese language; in particular reading and writing the hiragana alphabet. During the year the children will have the opportunity to communicate with Japanese visitors/interns who come to our school.
The children will do some language learning and be expected to:

- Listen to stories, participate in songs, games, questions and answer exchanges
- Recognise and write numbers to 100
- Introduce themselves, greet and farewell the teacher, and express thanks and apologies
- Write simple sentences based on modelled examples
- Use a dictionary in guided situations to find the meaning of simple words and to expand their vocabulary resources.
- Recognise some culturally-specific gestures and body language and integrate them into their own oral communications
- Recognise and write a selected range of hiragana
- Participate in cultural activities.

Assessment in LOTE in Level 4
This essentially relies upon participation and involvement. The teacher will observe and comment upon the following:

- Ability to repeat words and phrases accurately
- Self introduction
- Recognition and writing of hiragana characters
- Effort and participation in class

GENERAL INFORMATION

Starting times
Each school day starts at 9.00 am sharp and concludes at 3.30pm. The yard is supervised from 8.45 am and it is requested that children not be delivered to school prior to this time unless they are booked into Before School care. Similarly the yard is supervised until 3.45 pm and children need to be collected by this time. Children are to remain inside the school gates until they are picked up.

Break Times

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<td>12.50 – 1.00</td>
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<tr>
<td>1.00 – 1.50pm</td>
<td>Play Time</td>
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Punctuality and Absences

Parents are reminded that children are expected to be at school by 9.00am sharp. The arrival of children after this time can be very distracting for those who are ready to commence work.

If a child is unwell, the best place for them is at home. When a child is sick at school their parent will be notified. Consequently it is important that the emergency contact numbers are kept current. If you change your address or work number, it is imperative that you let the school know.

It is required that parents send a note to school on a child’s return explaining his or her absence. If a parent wishes to collect a child from the classroom during the day, they must first fill in an
early dismissal form at the office, which is then handed to the class teacher or yard duty teacher if it is during a break. Teachers will not release a child unless they receive this form.

**Naming Belongings**

Please ensure that all belongings are clearly marked with your child’s name, especially hats and jackets. In this way, lost items can easily be restored to their owners.

**School Uniform**

It is highly recommended that children wear a Beaumaris Primary School uniform to school. This includes excursions where school uniforms make it easy to see and supervise the children. The official school hat is to be worn between the 1st September until 30th April. As a Sun Smart school, we have a “no hat–no play” policy. Students also need to wear appropriate shoes to school particularly on their P.E days. The school uniform is able to be purchased from school. Jewellery is to be kept to a minimum and for safety reasons, it is preferred that only stud earrings be worn. Hair that is shoulder length needs to be tied back.

**Lost Property**

This is a constant problem particularly with our changeable weather. It is helpful if all articles of clothing are labelled. Then they can be returned to their rightful owners. The lost property is kept in the cupboard opposite the art room next to where the lunch orders go. Please leave it neatly when you have searched through its contents.

**Lunches**

The students are supervised eating their lunch for 10 minutes at the start of each lunch session. The students are encouraged to bring home any food they do not finish so you have an indication of how much they have eaten. Lunch orders are available from the school canteen Monday through to Thursdays. The canteen is closed on Fridays.

**Communication**

General information that concerns the whole school is published in the Stop Press which is the school newsletter, which is distributed on Thursdays. Each Level publishes their own bulletin at the beginning of the term informing parents about what is happening in that level. Events organised by individual classes are advertised in the school newsletter and a separate note will be sent home if students are travelling by bus.

Parents can also communicate with the Level 4 class teacher through the school diary that every child received this year.