

Year 5 Information Session 2020

Mrs Helen Crockett (5A), Ms Chudleigh (5C),
Miss Grace Hulls (5H) and Miss Eloise Robertson
(5R)

Tonight's Agenda

- * Camp
- * Mathematics
- * English
- * Subject Focus
- * Digital Technologies
- * Homework & diaries
- * Specialist teachers
- * Extra curricular
- * Q & A

Camp

- * Sovereign Hill (Monday, Tuesday, Wednesday)
- * PGL Campaspe Downs (Wednesday, Thursday, Friday)
- * Medication: in a named zip lock bag and handed to Megan Chudleigh from 8:30 am.
- * No technology (except cameras – no phones!)
- * \$10 spending money
- * Questions?

Mathematics

- * Covering the three strands of:
- * **Number and Algebra**
- * **Measurement and Geometry**
- * **Statistics and Probability**

Mathematics (cont.)

- * Regular revision of concepts to aid retention
- * Focus on fast and accurate knowledge of number facts
- * Small instruction groups to support, consolidate and extend
- * Mathematics tasks for homework (revision) and as a tutorial program
- * Maths Olympiad (extension program)
- * NAPLAN to be conducted in May

English

- * Following the 3 strands of:
- * Reading
- * Writing
- * Speaking & listening

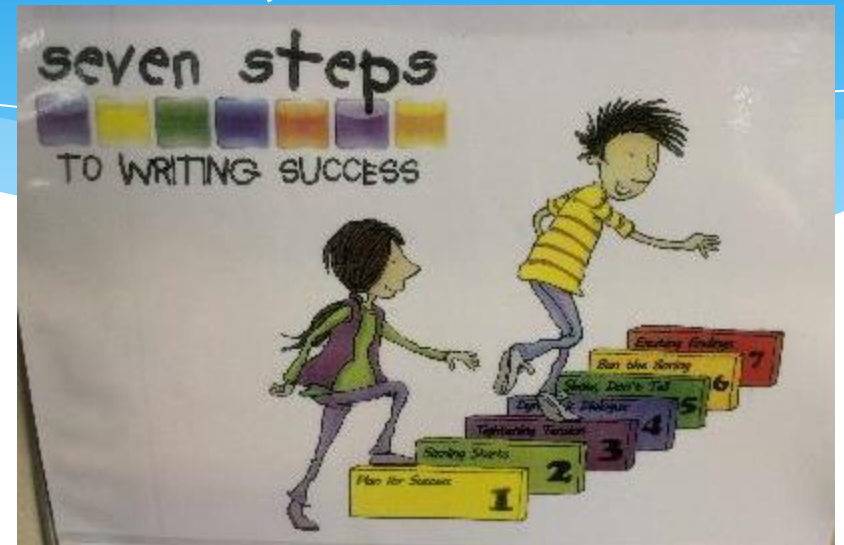
English (cont.)



- * **READING:**
- * CARS / STARS – teaching and assessment tool
- * CAFÉ – 4 areas of reading (comprehension, accuracy, fluency and expanding vocabulary)
- * Reading groups - examples
- * Silent sustained reading and library
- * Nightly reading to be recorded in diaries
- * Premier's Reading Challenge

English (cont.)

- * **WRITING:**
- * The Writing Process
- * 7 Steps to Writing Success
- * Covering all the major text types (approx. 2 per term)
- * Spelling program (structured word inquiry, SWST)
- * Grammar & punctuation



English (cont.)

- * **SPEAKING & LISTENING**
- * Class meetings
- * BTN
- * Focus students
- * ERP presentations

Subject Focus

- * Based on the philosophy of Walker Learning Approach
- * Subjects studied this year:
 - * Term 1: History
 - * Term 2: Geography
 - * Term 3: Science
 - * Term 4: Economics & Business/Health
- * Classroom teaching and rotations for curriculum delivery
- * Linking of interests to learning intentions
- * ERP (one aspect of the term's assessment)
- * Focus students
- * Communication Board
- * Research for projects
- * Incorporates elements of 21st century learning design

History (Term 1)

- * Learning Intentions for Term 1:
- * 1) Investigate the reasons for establishing British colonies in Australia
- * 2) Explore and describe the lives of people and groups in Australia's colonial past
- * 3) Examine and sequence significant events that shaped Australian colonies
- * 4) Identify and describe aspects of the past that continue to influence the way we live

Digital Technologies

- Computational thinking (*one's ability to decompose problems, recognise patterns and understand abstract concepts*)
- Around 50 per cent of the curriculum can be taught without the use of a computer. This is referred to as 'unplugged' learning. Our program consists of both plugged and unplugged lessons

- **3 STRANDS**

Digital Systems

Data and Information

Creating Digital Solutions

Digital Technologies

Sphero

- A SPHERO is a high-tech robot that encourages STEAM learning through play
- Designed to teach basic programming skills
- Sphero connects via Bluetooth® and drives via the Sphero Edu app
- 12 Spheros available at BPS

Sphero Lessons



Code Breaker:

Provide the class with a set of codes. Students to predict outcome then replicate using software.

Mini Golf:

Devise a mini golf course then program their sphero to get a hole in one!



Driving School

Sphero must be constantly moving and must not bump into another. Zone gets increasingly smaller.



Target practice

Set the challenge. Drive forward 50 cm, turn left and drive forwards 25 cm. Can you get your sphero in the target zone?



Build a Bridge:

Build a bridge and drive sphero across to test the structural integrity



Maze:

Create a maze and program the Sphero to drive through it

Homework & Diaries

- * Homework set on a 6-day basis (Tuesday to Monday)
- * Homework will consist of a variety of tasks including:
 - Reading: documented in diaries
 - Mathletics
 - + one additional activity of Maths, English or the subject focus
- * Diaries used as a communication tool between home and school

Homework & Diaries (cont.)

Expectations

- * Diary to go to go home/school each day
- * Diary to be handed in each Monday
- * Read each night for at least 30 minutes (or 1 hour every second night etc.)
- * reading to be recorded
 - * Title:
 - * Duration:
- * Parent signature once a week
- * Read out loud at least once a week
- * Used as a communication tool

Communication

- * Term newsletter/Statement of Intent (fortnightly)
- * Stop Press
- * School website
- * Absence notes
- * Parent reps
- * Compass
- * BPS Facebook page

Extra Curricular Activities/Roles in Year 5

PLAY Leaders

Upstanders (formerly known as Bully Stoppers)

Dolphin Research Ambassadors

Junior School Council

District Athletics, Cross Country, Swimming

Sustainability workshops - kids teaching kids

Digital Technology workshops - kids teaching kids

Interschool Sports Competition

Maths Olympiad

Bike Ed

Life Saving

Interrelate (formerly known as Family Life)

Specialist Teachers

- * Japanese: Gall Sensei
- * Performing Arts: Mrs Caroline Rothberg
- * Physical Education: Mr Joe Lilburne
- * Art: Miss Alycia Palermo

Performing Arts

All students have a 50 minute session per week in Performing Arts.

As per the Victorian Curriculum, students are involved with Music, Dance and Drama.

Years Prep, 2 and 4 will participate in an evening performance on the stage in our hall.

Years 1, 3 and 5 showcase their skills at an assembly throughout the year.

Year 6 students are involved with a musical in Term 3.

Students from Years 3, 4 and will 5 learn an instrument, the recorder.

Students from Years 4 to 6 have the opportunity to be part of the school Glee Club.

Glee Club perform at many local community events as well at school. events



Mrs
Rothberg





Gall Sensei

Wilson Sensei



日本語



- Classes held every week for 50 minutes in the Japanese room.
- Every year level covers the 4 strands of Language learning : listening, speaking, reading and writing.
- **Gall sensei** teaches Years 1-6 and **Wilson sensei** teaches Year 2. **Keiko sensei** comes and helps with the preps and **Rika Sensei** helps with the Year 6's. We also have other Japanese assistants throughout the year.
- Preps, Year 1 and 2: learn Japanese through songs, games and listening and speaking activities. A small amount of writing and reading. All students will be able to read and write their katakana name.
- Year 3 and 4 learn the hiragana alphabet and have individual reading and writing books.
- Students in year 5 have their own vocabulary book that also covers the 4 strands of the curriculum
- Year 6: Work through the 'Belts' which encompasses all the Japanese they have learnt over the past 6 years, as well as some new material this year. Each Belt has 10 activities they need to achieve and then they will be awarded a certificate and a belt at assembly. They must wear their belt to class to work on their next colour belt. The Belts in order are: white, yellow, orange, green, blue, red and black.
- Every year we have 18 students from Minato Ku for 5 days and they homestay with families from years 5 & 6. This is a very successful language and cultural exchange program. Please let the office know if you are interested in hosting a student. The Grade 6's also have the opportunity to Skype.



Mr Lilburne

Physical Education



- * **All Phys Ed sessions are 50 minutes. Students with a temporary medical condition that may affect participation in lessons written confirmation of their condition/ limitations.**
- * **Hats are required at all Physical Education sessions in our Summer and Spring months for all year levels.**
- * **Sneakers/runners are the preferred option on the days your child has PE/Sport.**
- * **Please ensure your child is dressed to be able to take part in active play.**
- * **In Prep Years 1 and 2 the focus is on basic movement skills, introduction to basketball, cross country running, athletic skills, Gymnastics, simple social dances, Fundamental Movement skills and skipping.**
- * **In Years 3 and 4 the focus is on the introduction to skills of the summer and winter sports, athletic skills, gymnastics, simple social dances, Fundamental Motor skills, complex movement skills, ball handling skills and skipping with a rope.**
- * **In Years 5 and 6 the focus is on skills for the summer and winter sports, alternative sports, athletic skills, Gymnastics, fitness, game strategies and fair play.**
- * **Prep to Year 4: 2 week Intensive Swimming Program.**
- * **Years 5 and 6: 3 day Lifesaving program.**
- * **Years 4, 5 and 6 have these events: District Swimming, District Tennis, District Athletics and District Cross Country.**
- * **Year 5 and 6 Sport: Friday sport is 100min and some double headers that will be longer. Students will compete in inter school sport in Seaside District or Intraschool sport here at school. Term 1 Summer Sports, Term 2 Winter Sports**



Visual Arts

With Miss Palermo

Students attend Visual Arts for 50 minutes per week.

Art Smocks - students require a NAMED art smock or shirt. Each classroom has its own smock box/basket.

Visual Diaries - each student has their own visual diary, which will be used during Art from Prep to Year 6.

In conjunction with the Victorian Curriculum dimensions **Creating & Making** and **Exploring & Responding**, students will explore areas such as:

- drawing, painting & printing
- threads & textiles
- construction and collage
- modelling (clay)
- mosaics

Elements of Art

These are the basic elements that are used by Artists in creating Art; they are what you use to create an aesthetically pleasing work. When we make Art, we need to understand and apply these seven Elements of Art.



Line

A mark made by a pointed tool such as a brush, pen or stick; a moving point.



Shape

A flat, enclosed area that has two dimensions, length and width. Artists use both geometric and organic shapes.



Color

Is one of the most dominant elements. It is created by light. There are three properties of color; Hue (name,) Value (shades and tints,) and Intensity (brightness.)



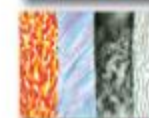
Value

Degrees of lightness or darkness. The difference between values is called value contrast.



Form

Objects that are three-dimensional having length, width and height. They can be viewed from many sides. Forms take up space and volume.



Texture

Describes the feel of an actual surface. The surface quality of an object; can be real or implied.



Space

Is used to create the illusion of depth. Space can be two-dimensional, three-dimensional, negative and/or positive.

Q & A