



## CLASSROOM INFORMATION FOR YEAR 5 ROOMS 11, 16 & 17

Dear Parents and Caregivers

Welcome to the new school year. We are looking forward to teaching your children and providing them with an enjoyable and educational year.

### **CLASS TEACHERS & EDUCATION ASSISTANTS**

Room 11: Miss Hannah Barnett                      EA: Mrs Lea Vogas  
Room 16: Miss Elisa Letizia  
Room 17: Ms Paula Thompson

### **WE AIM TO:**

- provide a nurturing, inclusive and stimulating classroom environment where students become critical and creative thinkers.
- promote the development of positive self-esteem in students and a respect for others.
- use a variety of motivating and challenging learning experiences in order to engage the students in the learning process.
- develop each student's potential to be a resilient and resourceful learner.
- encourage open communication and collaboration between students, staff, parents and the community in order to enhance positive relationships and develop a sense of pride in the school.

### **CORE VALUES**

1. A pursuit of knowledge and a commitment to the achievement of potential.
2. Self-acceptance and respect of self.
3. Respect and concern for others and their rights.
4. Social and civil responsibility.
5. Environmental responsibility.

### **SPECIALIST TEACHER TIMES & LIBRARY**

<b>Lesson</b>	<b>Room 17</b>
<b>Music</b>	Wednesday 11.05
<b>Art</b>	Monday 8.45
<b>Drama</b>	Tuesday 11.05
<b>Sport</b>	Tuesday & Thursday
<b>Library book exchange</b>	Monday 11.05

**Note: Senior School Sport is on Fridays.**

### **MORNING ROUTINE**

The classroom is open to students at 8:35am to come in and prepare for the day to be ready for an 8:45am start. Students are expected to set up their chair, organise their supplies, finish any unfinished work and/or participate in the morning class activity prepared by the teacher. If your child arrives before 8:35am they need to go to the undercover area where there will be supervision. Please note, walking into the classroom at 8:45am is considered 'late'.

## **CURRICULUM**

All learning areas are planned for collaboratively by the year five teachers, using the Western Australian Curriculum.

**Literacy (English)** Literacy skills will be integrated across all learning areas.

### **Spelling**

'Words Their Way' is a program used by years 2 – 6. Personal spelling lists consisting of topic vocabulary words will also be used with extra support in term one for student preparation in NAPLAN.

### **Reading**

Students will be exposed to a variety of texts and strategies to develop reading comprehension. 'Keylinks' and 'Springboard' guided reading programs will be used to continue to develop reading comprehension. Class novel study will be introduced this year and *Comprehensive Assessment of Reading Strategies (CARS)* and *Strategies to Achieve Reading Success (STARS)* will be used as tools to develop higher level comprehension skills and strategies.

### **Writing**

Students will be given the opportunity to write every day in a variety of forms (narratives, recounts, procedures, information reports, descriptions and persuasive texts). These texts will be taught explicitly. Grammar will be taught formally and informally. This year the *English Skills* workbook will be used several times a week to practice and monitor essential literacy skills. CPS uses the 'Seven Steps to Writing' resource to foster shared strategies and vocabulary across year levels.

### **Handwriting**

Cursive writing is encouraged during all writing tasks. We ask parents to encourage their children to continue neat and legible handwriting while doing work at home.

### **Speaking and Listening**

Students will participate in the telling and listening of news using a variety of cooperative learning strategies developing explicit social skills. We encourage students to speak confidently and listen respectfully. Project presentations will also be used to assess this area.

### **Library**

Library time is an opportunity for students to change their home books. Students will need to bring their borrowed library books and bag on library day (see above).

## **Numeracy (Mathematics)**

The strands of the Australian numeracy curriculum are: number & algebra, measurement & geometry and probability & statistics. In semester one, teachers will be reporting on number & algebra only. Semester two reports will include all strands. CPS will be using the whole school maths program 'Envision'. Mental Maths Book E and Mathletics will be used as supporting resources during year three. NAPLAN practise and preparation will be a focus in terms one and two.

## **HASS (Humanities and Social Science)**

This term we are studying economics and business. We will be looking at the differences between needs and wants and how these can change with the individual and the environment. Students identify the imbalance between wants and resources, and the impact of scarcity on resource allocation. They identify that, when making choices, people use strategies to inform their purchasing and financial decisions.

Our focus in term two is geography. Students identify the location of North America and South America and their major countries, in relation to Australia. They describe the characteristics of places, and the interconnections between places, people and environments. Students identify the impact of these interconnections and how people manage and respond to a geographical challenge.

The study of history in term three will be Australian colonies. Students identify the cause and effect of change on Australia's colonies, and describe aspects of the past that have remained the same. They describe the different experiences of people in the past. Students recognise the significance of a group, individual, event or development in bringing about change in the Swan River Colony.

During civics and citizenship in term four, students identify the key features of Australia's democracy, describe the electoral process, and explain the significance of laws and how they are enforced. They describe how participation in groups can benefit the community.

## **Science**

The strands we are studying this year are; Earth and Space sciences, Physical sciences, Chemical sciences and the Biological sciences with an equal emphasis on content and Working Scientifically. In Earth sciences we will be studying the structure of the earth in relation to the sun and the other planets in our Solar System. Chemistry will be exploring and identifying the properties of matter and the differences between physical and chemical changes. The Physical science unit will consist of the study of light and how light from a source forms shadows and can be absorbed, reflected and refracted. Biology will focus on the classification of plants and animals and the adaptations that enable them to survive in different environments.

## **Health**

The program in 2018 will continue to focus on whole school health and wellness. Together with our Churchlands PS essential social skills.

We will also focus on different kinds of friendship, protective behaviours, Bounce Back and cyber safety. In Term 4 the school nurse is likely to teach the students a couple of lessons on puberty and changing bodies.

**Crunch & Sip** is a health priority that will continue this year. This involves a short break during the morning sessions, with a healthy snack (1-2 pieces of fresh vegetables or fruit), water and toilet break.

### **Sun Smart**

A wide brimmed hat must be worn outside at all times. "No hat, no play" rule applies all year round. Students are encouraged to use sunscreen regularly.

## **ASSESSMENT**

Each term we undertake numerous assessments in a variety of learning areas, following the whole school assessment plan. Formal and informal assessment data is used to track student progress and inform future planning of learning programs. Common assessment tasks are used to monitor student grading across the year level. NAPLAN is scheduled in Term 2.

## **HOMEWORK**

Homework tasks will focus on finishing class work rather than 'homework for homework's sake.' All homework is meaningful and part of the class programme. If a child is having specific difficulties with a concept they may be given homework to practise this skill/concept. Students are encouraged to have a go and be responsible for asking for extra help from the teacher. Students are expected to read each night as well as complete Mathematics tasks on a weekly basis.

## **CLASSROOM AGREEMENTS**

Classroom agreements have been created by individual class teachers and students guided by the school agreements and social skills being learned. Focus is on the responsibilities of the student with appropriate consequences for when the agreements have been broken. Positive rewards are given for encouragement and motivation.

## **MUSIC**

Whole school (Pre-primary to year 6) will learn and sing community songs including ANZAC song, Music Count Us In song and WA day song

### **Year 5 and 6 - 60 mins per week**

- Children's picture book composition
- 12 Bar blues study – explore, play write
- Orchestra and score study – Britten's Young Person's Guide to the Orchestra
- Uke development – more difficult chords, rhythms and scales plus improvisation
- Rhythm playing and writing including drum kit and digital rhythm writing
- Short Blast music making experiences – from stimulus to performance in 1 session
- Music First digital music programs to be utilised

Michael Howesmith Music Specialist

Email: [michael.howesmith@education.wa.edu.au](mailto:michael.howesmith@education.wa.edu.au)

## **VISUAL ART**

Students will be participating in a visual art lesson once a week for 60 minutes in the Visual Art room. We always begin the New Year remembering routines, how to be safe in the art room, anticipating the highlights for each grade level, and reviewing the ELEMENTS of ART: line, shape, colour, form, space, value and texture. Next, students layer on the ART PRINCIPLES of emphasis, movement, rhythm, balance, and proportion.

All that takes on a deeper relevance when we use art to explore classroom curriculum, knowing that learning visually and kinaesthetically makes for learning that is remembered and internalized. The art room is a supportive class environment where decision making, confidence, self-esteem and relevant social skills are encouraged.

Please help your children to be organised. All students should cover their uniform with an art shirt or an old large t-shirt or old business shirt during class. Some paints and other products stain even if they claim they're "washable."

I hope you will always feel welcome to drop into our art room to enjoy all the masterpieces that the 2017 school year will bring!

Mrs Cockerill is available to discuss aspects of the art curriculum and student progress Monday to Thursday by appointment.

[melinda.cockerill@education.wa.edu.au](mailto:melinda.cockerill@education.wa.edu.au)

## **PHYSICAL EDUCATION**

Every Year 5 student will participate in 2x 40 minutes/week structured Physical Education lessons with Mr Marshall. Every Friday they will participate in an additional 40 minutes of Middle Sports with all Year 5 and Year 6 classes. The lessons are designed around in improving the students' fundamental movement skills, understanding movement, game play tactics and learning through movement.

**Fundamental Movement Skills in Games** – Students will learn how to throw in varying conditions and for different circumstances during game play.

**Game Play Tactics** – Students will learn how to read play and react with effective positioning, timing and change of pace.

**Understanding Movement** – Students will learn the benefits of physical fitness on mental and emotional wellbeing. Also, they will learn the effect on movement skills when time, space, effort and people are changed or manipulated.

**Learning through Movement** – In this area student will learn the roles and responsibilities of players, coaches and referees/umpires during physical activity.

### **Assessment**

During 2018 students will be assessed on the following;

- How they lead into offence and defence in game situations.
- Consistency of their catching from varied distances in game play
- How they modify their throw to suit the position of their teammate.
- How they read and react to movement in game play.
- Understanding of the effects of physical fitness on mental and emotional wellbeing.
- Explain the effects on movement skills when certain stimuli are manipulated.
- Explain the roles and responsibilities of players, coaches and referees during physical activity.

Michael Marshall – Phys Ed Specialist

Email: [Michael.marshall@education.wa.edu.au](mailto:Michael.marshall@education.wa.edu.au)

## **DRAMA**

Students will be participating in a drama lesson once a week for 45 minutes in the Drama Room (next to the library). Curiosity, imagination and creative thinking will be essential ingredients for each lesson. Students will be performing improvised and scripted drama in a supportive class environment, exploring roles and imagining situations. Developing confidence, self-esteem and relevant social skills is a core aim this semester. In addition, an appreciation of vibrant oral language and engaging vocabulary will be nurtured.

Mrs Idle is available to discuss aspects of the drama curriculum and student progress by appointment.

[Diane.Idle1@education.wa.edu.au](mailto:Diane.Idle1@education.wa.edu.au)

## **PARENT INTERVIEWS**

There will be one formal teacher and parent interview this year at the end of term 2.

If you would like an informal interview/meeting with your child's teacher to discuss progress or concerns, please make a time to do so before or after school or when possible, during specialist teacher classes.

Please be aware that before and after school are very busy times for teachers to prepare lessons and class activities and detailed conversations about individual student concerns can not be fully addressed with the required attention without a scheduled time.

## **COMMUNICATION**

Emails are a good way to communicate with your child's teacher, informing of late drop offs, early pick-ups or absences.

Miss Barnett: [hannah.barnett@education.wa.edu.au](mailto:hannah.barnett@education.wa.edu.au)

Miss Letizia: [elisa.letizia2@education.wa.edu.au](mailto:elisa.letizia2@education.wa.edu.au)

Ms Thompson: [paula.thompson@education.wa.edu.au](mailto:paula.thompson@education.wa.edu.au)