Williamstown North Primary School

Year 5

Parent Information Session

2014

Melissa Brown 5B, Ana Milnes 5M and Jamie Peters 5P
Welcome to 2014

• 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 be reading Just Right texts as well as articles and non-fiction texts daily.
• All reading lessons will be focused on Learning Intentions that will further build and enhance their comparative, analytical, evaluative and inferential thinking.
• Reading sessions involve a whole class introduction followed independent reading where students reflect on the learning intention in their reading journal.
• 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 modelling, reading mentor texts and explicit instruction, students learn the appropriate structure/ language features / vocabulary /grammar / sentence structure relevant to each text type.

• We want students to develop their confidence and independence to work through the Writing Process, including planning, drafting, editing, revising and publishing a variety of different genres, using a success criteria.

• A big focus of Year 5 is planning and developing independent revising practices.
  • Does my writing make sense?
  • How can I improve my writing?
  • Is my word choice strong?
  • Can I reword/delete or add?
  • Have I used a variety of different sentences and started my sentences in interesting ways?

• Students will be using their Writer’s Notebook to explore and expand ideas that interest them. They will be able to take risks and experiment with language as a writer.
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. They will also be asked to constantly reflect on their goals.
Inquiry

• Throughout Inquiry Units students will:
  • Learn how to gather, apply, analyse, and evaluate information themselves.
  • Responding to the challenges of the twenty-first century
  • Complex environmental, social and economic pressures requires young people to be creative, innovative, enterprising and adaptable.
  • Use critical and creative thinking purposefully
  • Have the scope to delve into areas of personal interest
• This year, given the new curriculum, students will be covering two units of learning per term.
• Term One units are Australian History and Australian Geography
Intervention and Extension Program

- This year we are fortunate to be working alongside Giorgia Moss and Crissy Samaras 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.
# Intervention and Extension Program

## Year 5 Place Value Pre Assessment

<table>
<thead>
<tr>
<th>Operation</th>
<th>1a</th>
<th>1b</th>
<th>2a</th>
<th>2b</th>
<th>3a</th>
<th>3b</th>
<th>4a</th>
<th>4b</th>
<th>5a</th>
<th>5b</th>
<th>6a</th>
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- M: Monday  
- TTh: Tuesday  
- Th: Thursday  
- H: Holiday  
- T: Tuesday  
- O: Other  
- HTh: Holiday Thursday
Specialist Classes

• The specialists teachers this year are:
  • Sarah Nobbs – PE
  • Helen Atkins – Japanese
  • Dean Pearce – Performing Arts
  • Vicki Symons – Visual Art
  • Felicity Minton – ICT
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.
**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.

<table>
<thead>
<tr>
<th>Given out Tuesday in Week</th>
<th>Due on Monday in Week</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Numeracy</th>
<th>Inquiry</th>
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<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>At least 20 minutes nightly reading</td>
<td>Fortnightly Writer’s Notebook Entry</td>
<td>Spelling</td>
<td>Numeralry</td>
<td>Maths Mate</td>
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<td></td>
<td>(L.S.C.W.C.)</td>
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<td>From 1788 until 1823, New South Wales was a penal colony. That meant that there were mainly convicts, sailors and the wives of the sailors, although free settlers started to arrive in 1783. 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.</td>
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<td>4</td>
<td>5</td>
<td>At least 20 minutes nightly reading</td>
<td>Fortnightly Writer’s Notebook Entry</td>
<td>Spelling (L.S.C.W.C.)</td>
<td>Numeralry</td>
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<td>Draw a picture of a British settlement site before and after colonization. What aspects of daily life could we see? What might be happening at the settlement? How has the environment changed? What animals might we see?</td>
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<td>At least 20 minutes nightly reading</td>
<td>Fortnightly Writer’s Notebook Entry</td>
<td>Spelling (L.S.C.W.C.)</td>
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<td>In July 1834, the colony of Victoria was officially proclaimed. But later that year, Melbourne, a thriving colony of almost 20,000 people, was almost deserted. Why? Explain what happened and how it changed the life of everyone in Victoria. Be creative in how you present your findings.</td>
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<td>6</td>
<td>7</td>
<td>At least 20 minutes nightly reading</td>
<td>Spelling (L.S.C.W.C.)</td>
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<td>Research and select someone who was pivotal in the colonization of Australia. Explain their contribution. Are there any remaining landmarks or monuments? Present your findings in a poster.</td>
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<td>7</td>
<td>8</td>
<td>At least 20 minutes nightly reading</td>
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<td>The Australian environment undergoes many natural processes, for example, rainfall, drought, floods, earthquakes, cyclones and bushfires. Choose one and investigate how people can prepare for them, manage them, and help themselves and their environment recover from them.</td>
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<td>8</td>
<td>9</td>
<td>At least 20 minutes nightly reading</td>
<td>Spelling (L.S.C.W.C.)</td>
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<td>What impact have humans had on the Australian environment? Write a persuasive text to encourage the settlers in the early colonies to think about how their settlements could affect the environment long term.</td>
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<td>9</td>
<td>10</td>
<td>At least 20 minutes nightly reading</td>
<td>Fortnightly Writer’s Notebook Entry</td>
<td>Spelling (L.S.C.W.C.)</td>
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<td>Draw a detailed map of Williams Town, including scale, compass points, grid references and legends.</td>
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Diaries

• 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 at school.
• The purpose of introducing diaries in Year 5 is to develop organisational skills, developing ownership of their learning and independence.
Peer Leadership

• Building Leadership skills through practical experiences
• 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:

An Educational Tour of Canberra
Monday 28th April – Friday 2nd May

• We will be travelling to, around and from Canberra with four luxury Coaches through Coach Tours of Australia
• We will be staying at Bush Capital Lodge
• During their time in Canberra, students will visit a wide range of educational attractions including, Parliament House, Questacon, the Australian Electoral Office, Australian War Memorial, National Museum of Australia, CSIRO Discovery and the Australian Institute of Sport.
• These experiences will be engaging, educational, eye opening and inspiring, which will form the basis of valuable work undertaken at school
### NAPLAN

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>13 May 2014</td>
<td>14 May 2014</td>
<td>15 May 2014</td>
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<tr>
<td>Language Conventions</td>
<td>Reading</td>
<td>Numeracy</td>
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<td>40 minutes</td>
<td>50 minutes</td>
<td>50 minutes</td>
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<tr>
<td>Writing</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.
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Thank you for coming