

# Williamstown North Primary School

Year 5

## Parent Information Session 2020



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# Welcome to 2020

- The purpose 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 Year Five.
- A large component of students development in Years 5 and 6 is focused on:
  - Improved organisation
  - Being prepared for learning
  - Demonstrating initiative
  - Developing greater independence
  - Taking Personal Responsibility for self and their learning
  - Improved Resilience
  - Enhancing Problem Solving skills
  - Being inherently motivated to achieve to their personal best
  - Respectful and supportive interactions with peers

# Literacy – Reading

- All students will have the opportunity to read easy, just right and challenging texts during independent reading time
- All reading lessons will be focused on Learning Intentions that will cover the reading comprehension strategies: Visualising, Text Structure, Summarising, Prediction, Connecting and Questioning
- Reading sessions involve a whole class introduction followed by independent reading where students reflect on the learning intention in their Reading Notebook during share time
- During teaching groups, they will read a variety of texts in Literature Circles where they will hold a variety of roles such as the Discussion Director, Summariser, Connector and Illustrator over the course of reading the book.
- Students will begin to select and use evidence from their text to explain their response to it.
- Students set reading goals during conferences with their teacher based on individual learning needs.

# Literacy – Writing

- Through explicit instruction, students learn the appropriate structure/ language features relevant to each text type.
- Through our Writer's Workshop, students will learn the writing process of: planning, writing, editing, revising, conferencing and publishing a variety of different text types.
- Students will be using their Writer's Notebook to explore and expand ideas that interest them as part of the planning process. They will be able to take risks and experiment with language as a writer. Teachers DO NOT correct in this book. The purpose of a Writer's Notebook is to be creative and express their ideas without hesitation or focusing on their spelling.
- In their writer's notebook, students will have a seed box that they can refer to for planning their writing.
- Students will write their drafts on hardback and publish their story using their 1:1 computer



# Literacy – Language Conventions

- Year five 5 classrooms teachers may use a variety of resources and tools in their spelling programs to to identify and subsequently meet their students' specific needs. All students will receive or have access to differentiated spelling lists targeting their specific needs (SWST or the Oxford Word Lists)
- As part of the year 5 spelling program students will also use the ICT website 'Spellodrome', which provides students with the opportunity to move from level to level based on their weekly performance during their spelling homework. It also allows students to play interactive educational games, all the while, students are learning while having fun
- To allow students to enrich their vocabulary, they will write any unfamiliar words from their Reading, Writing and Shared Inquiry into their spelling list in their spelling/ grammar book. They might also use these words as part of their weekly homework
- Throughout the school year, there will be a big emphasis placed on punctuation and grammar. Students will complete weekly/fortnightly assignments in class and as part of their homework

# 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.

# Shared Inquiry

Key Understandings covered in Year 5:

- 1) Design and Technology – Engineering focus – looking at the important factors when designing and constructing a product , food and fibre production – lifecycle of products and the processes that have changed over time
- 2) History: Colonial Australia – How did an Australian colony develop over time and why?
- 3) Geography: Indigenous Focus, Natural Disasters Focus, Human Impact on Environment

# Intervention and Extension Program

- Through ongoing common assessments, students will be able to participate in sessions explicitly targeting their individual learning 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.



# Proficiency Scales

Each separate dot point describes the skill and/or knowledge proficiency towards the ultimate mastery of that concept.

Proficiencies increase in complexity and depth as students progress through each level

NUMERACY PROFICIENCY SCALE	
Curriculum/Strand: Fractions	Student: Year: Five
<b>Power Standard:</b> <ul style="list-style-type: none"> <li>Compare and order common unit fractions and locate and represent them on a number line</li> <li>Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator</li> </ul>	
<b>EXTENDING</b>	<i>In depth problem solving and application of the information and/or processes</i> <ul style="list-style-type: none"> <li>Can:           <ul style="list-style-type: none"> <li>solve word problems involving fractions</li> <li>add and subtract fractions with the same or related denominators using efficient strategies</li> <li>compare and order fractions with related denominators and represent them on a number line</li> <li>find common denominators of fractions through effective written method</li> <li>explain the relationship between fractions and division e.g. <math>\frac{3}{4}</math> of <math>30 = 30 \div 4 = 7.5</math></li> <li>represent a quantity as a fraction, decimal and percentage e.g. <math>\frac{3}{4}</math>, <math>0.75</math>, <math>75\%</math></li> </ul> </li> </ul>
<b>EXPANDING</b>	<i>Independently begin to apply the information and/or processes</i> <ul style="list-style-type: none"> <li>Can:           <ul style="list-style-type: none"> <li>identify equivalent fractions e.g. <math>\frac{3}{4} = \frac{6}{8}</math></li> <li>compare fractions with related denominators</li> <li>represent a quantity as a fraction and a decimal</li> </ul> </li> </ul>
<b>ESTABLISHED</b>	<i>No major errors or omissions regarding any of the information and/or processes (simple or complex) explicitly taught</i> <ul style="list-style-type: none"> <li>Can:           <ul style="list-style-type: none"> <li>add fractions with the same denominators using number lines, diagrams, shapes and fraction wall e.g. <math>\frac{3}{4} + \frac{1}{4} = \frac{4}{4} = 1</math></li> <li>subtract fractions with the same denominators using number lines, diagrams, shapes and fraction wall e.g. <math>\frac{4}{4} - \frac{1}{4} = \frac{3}{4}</math></li> <li>compare unit fractions to identify between the larger and smaller e.g. <math>\frac{1}{4} &gt; \frac{1}{8}</math></li> <li>order unit fractions and represent them on a number line</li> </ul> </li> </ul>
<b>DEVELOPING</b>	<i>No major errors or omissions regarding the SIMPLER information and processes but some help needed with the more complex information and processes</i> <ul style="list-style-type: none"> <li>Can:           <ul style="list-style-type: none"> <li>model fractions with diagrams and materials, showing the proportion of the whole number</li> <li>demonstrate equivalence between fractions using drawings and models</li> <li>identify the components of a fraction e.g. numerator (top) &amp; denominator (bottom)</li> <li>convert improper fractions to mixed number fractions e.g. <math>\frac{12}{5} = 2 \frac{2}{5}</math></li> <li>convert mixed number fractions to improper fractions e.g. <math>1 \frac{2}{5} = \frac{7}{5}</math></li> </ul> </li> </ul>
<b>BEGINNING</b>	<i>With 1:1 HELP, a partial knowledge of some of the simpler information and processes</i> <ul style="list-style-type: none"> <li>Can:           <ul style="list-style-type: none"> <li>represent improper fractions and mixed number fractions pictorially</li> <li>count by quarters, halves and thirds, including with mixed number fractions</li> <li>investigate equivalent fractions by using a fraction wall</li> </ul> </li> </ul>

Our school's essential learning statements (Power Standards) taken directly from the Victorian Curriculum.

ESTABLISHED is the proficiency level expected for each student by the end of each year

These statements demonstrate the sequence and progression of learning, from a student working with 1:1 support towards a student independently problem solving.

# Specific and Personalised

NUMERACY PROFICIENCY SCALE	
Curriculum/Strand: Fractions	Student: <span style="background-color: black; color: black;">XXXXXXXXXX</span> Year: <span style="background-color: black; color: black;">XXXX</span>
<b>Power Standard:</b> <ul style="list-style-type: none"> <li>Compare and order common unit fractions and locate and represent them on a number line</li> <li>Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator</li> </ul>	
EXTENDING	<i>In depth problem solving and application of the information and/or processes</i>
	I can: <ul style="list-style-type: none"> <li>solve word problems involving fractions</li> <li>add and subtract fractions with the same or related denominators using efficient strategies</li> <li>compare and order fractions with related denominators and represent them on a number line</li> <li>find common denominators of fractions through effective written methods</li> <li>explain the relationship between fractions and division e.g. <math>\frac{3}{4}</math> of 30 = <math>30 \div 4 = 7.5</math></li> <li>represent a quantity as a fraction, decimal and percentage e.g. 6, <math>\frac{6}{10}</math>, 60%</li> </ul>
EXPANDING	<i>Independently begin to apply the information and/or processes</i>
	I can: <ul style="list-style-type: none"> <li>identify equivalent fractions e.g. <math>\frac{1}{2} = \frac{2}{4}</math></li> <li>compare fractions with related denominators</li> <li>represent a quantity as a fraction and a decimal</li> </ul>
ESTABLISHED	<i>No major errors or omissions regarding any of the information and/or processes (simple or complex) explicitly taught</i>
	I can: <ul style="list-style-type: none"> <li>add fractions with the same denominators using number lines, diagrams, shapes and fraction wall e.g. <math>\frac{1}{4} + \frac{2}{4} = \frac{3}{4}</math></li> <li>subtract fractions with the same denominators using number lines, diagrams, shapes and fraction wall e.g. <math>\frac{3}{4} - \frac{1}{4} = \frac{2}{4}</math></li> <li>compare unit fractions to identify between the larger and smaller e.g. <math>\frac{1}{2} &gt; \frac{1}{3}</math></li> <li>order unit fractions and represent them on a number line</li> </ul>
DEVELOPING	<i>No major errors or omissions regarding the SIMPLER information and processes but some help needed with the more complex information and processes</i>
	I can: <ul style="list-style-type: none"> <li>model fractions with diagrams and materials, showing the proportion of the whole number</li> <li>demonstrate equivalence between fractions using drawings and models</li> <li>identify the components of a fraction e.g. numerator (Top) &amp; denominator (Bottom)</li> <li>convert improper fractions to mixed number fractions e.g. <math>\frac{10}{3} = 3 \frac{1}{3}</math></li> <li>convert mixed number fractions to improper fractions e.g. <math>2 \frac{1}{3} = \frac{7}{3}</math></li> </ul>
BE GAINING	<i>With 1:1 HELP, a partial knowledge of some of the simpler information and processes</i>
	I can: <ul style="list-style-type: none"> <li>represent improper fractions and mixed number fractions pictorially</li> <li>count by quarters, halves and thirds, including with mixed number fractions</li> <li>investigate equivalent fractions by using a fraction wall</li> </ul>

Each student will receive a personalised version of their Year Level's relevant Proficiency Scale in **Number** and **Writing** with items highlighted to show individual achievement and attainment.

# NAPLAN

**Tuesday**  
**12th May 2020**

Language Conventions  
45 minutes

Writing  
40 minutes

**Wednesday**  
**13th May 2020**

Reading  
50 minutes

**Thursday**  
**14th May 2020**

Numeracy  
50 minutes

- Students will prepare for NAPLAN at school by completing a practice of each test, so they are familiar with how they work.



# 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.
- Acceptable use policy
- Google Drive/ Classroom – It helps teachers create and organise assignments quickly, provide feedback efficiently, and communicate with students with ease. It also allows students to interact with their peers on an educational level through pair and group work.



# Specialist/Support

**The specialists teachers this year are:**

- Jack Rhodes and Bill Manoleras – Physical Education
- Helen Atkins – Japanese
- Michelle Barnes – Performing Arts
- Robyn Law – Visual Art
- Simon Radford – Science
- Dale Evans – ICT Support/ Digital Technologies
- Giorgia Moss – Student Wellbeing/ Inclusion
- Crissy Samaras – Numeracy Coach
- Sharon Hunt – Literacy Coach
- Sarah Nobbs – Student Achievement Leader

# SPECIALIST SUBJECTS

## PERFORMING ARTS

Each class will have Performing Arts as a specialist class for one semester. Years 3-6 will be learning an item for this years school production, 'The Little Mermaid'. Years Foundation-2 will be learning a song/dance item for their end of semester junior showcase. Students will be learning to 'create, perform and respond' in the areas of Music, Dance and Drama.

## VISUAL ARTS

All students attend the Visual Arts Room for a 60 minute lesson per week for one semester. During this session students use a range of art media and materials to plan, make, present and reflect on artworks. Planning is guided by the Victorian Curriculum. Art smocks are provided but students may bring in their own. Any Art incursions, special projects or competitions will be communicated through the school newsletter and eNews bulletin.

## PHYSICAL EDUCATION

In Physical Education, we run a 1 hour session each week. In these lessons, the Prep - Year 2's will focus on Fundamental Motor Skills, the Year 3/4's will learn about the different team sports that may be on offer around the local community and in Year 5/6, they will learn about the rules and tactics of each of these sports. They will also be exposed to some non mainstream sports including Ultimate Frisbee. As always, there will be extra curricula events for students in Years 3 - 6, including Hoop Time Basketball.

## Science

Science will be a 1 hour session each week for a semester. It will be a very 'hands on' and engaging program with the added bonus of using technology where possible to enhance the student's scientific knowledge within a STEM approach. Foundation will be learning about living things in Biological Science, daily and seasonal changes in Earth and Space, How things move in Physical Science and materials in Chemical Science. Year 1, Year 3 and Year 5 will be learning States of Matter for Chemical Science and Space and Earth Science. Year 2, Year 4 and Year 6 will be learning about the life cycle and biomes in Biological Science and forces and electrical circuits in Physical Science.



# SPECIALIST SUBJECTS



## LOTE – Japanese 日本語

All students attend Japanese for a 60 minute lesson per week.

Students in **Foundation to Year 2** enjoy learning through songs and games, and also start to recognise the Hiragana writing script.

Students in **Years 3 to 6** are challenged to read and write Hiragana, aiming to become "Hiragana Black Belts" by the end of Year 6. Language games and activities are used to reinforce the students' Japanese language acquisition.

Students have the opportunity to correspond with children from our **sister school in Yokohama, Japan**.

On our annual **Japanese Day**, the whole school comes together to celebrate Japanese culture.



## Digital Technologies

In addition to the digital technologies used regularly to enhance the learning opportunities within classrooms, all P-3 classes will participate in hourly sessions for One Semester with the Digital Technologies specialist teacher, Melissa Ziebowski.

These sessions will focus on developing skills and encouraging all students to become confident and discerning users of digital technologies.

As well, there will be a focus on developing computational thinking which involves creating digital solutions in response to solving a problem, including the use of programming languages (coding).

The 4-6 classes will be using their 1:1 device daily and exploring Digital Technologies further through one of their Inquiry Units. Lunchtime activities held in the MMC will allow students to choose to explore and extend their interests in Digi Tech.



# Homework

- Homework from Years 3 – 6 at WNPS is compulsory
- Students are expected to complete 45 – 60 minutes of homework per week.
- Homework is an extension of what the students do in class and is intended for them to be able to complete independently
- We encourage parents to promote the development of an independent homework routine
- Homework is usually due on Thursday and handed out on a Friday however this may vary between classrooms and teachers will advise students of any changes

## Year 5 Homework Tasks – Example

Homework tip 1: Plan out when you are going to complete your homework by writing down when you will complete it in your diary Homework tip 2: When you have completed a task for the week, highlight it on this page, and then make sure you tick it off in your diary.						
Given out Friday Week:	Due on Thursday Week:	Reading	Typing Skills	Spelling	Comprehension	Numeracy
3	4	Please remember to read for at least 20 minutes each night.	*****Peer Leadership Reflections***** Typing Tournament (www.typingtournament.com) 5 minutes per night/ 25 minutes per week	Weekly Spelling (L.S.C.W.C.) <u>Spellodrome</u>	Comprehension See: <u>StudyLadder</u>	Khan Academy 5 minutes per night/ 25 minutes per week  <u>StudyLadder</u> Times tables x3
4	5	Please remember to read for at least 20 minutes each night.	Typing Tournament (www.typingtournament.com) 5 minutes per night/ 25 minutes per week	Weekly Spelling Investigation (L.S.C.W.C.) <u>Spellodrome</u>		Khan Academy 5 minutes per night/ 25 minutes per week  <u>StudyLadder</u> Times tables x4
5	6	Please remember to read for at least 20 minutes each night.	Typing Tournament (www.typingtournament.com) 5 minutes per night/ 25 minutes per week Shared Inquiry (Starts Week 7)	Weekly Spelling Investigation (L.S.C.W.C.) <u>Spellodrome</u>	Language Conventions See: <u>StudyLadder</u>	Khan Academy 5 minutes per night/ 25 minutes per week  <u>StudyLadder</u> Times tables x5
6	7	Please remember to read for at least 20 minutes each night.	Design & Technology  to Week 9.	Weekly Spelling Investigation		Khan Academy 5 minutes per



# 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
- Students are expected to get their diary signed every week by the homework due date
- The diary is a communication tool between students, parents and teachers

# *Growing Up* – Family Planning Victoria

## Relationships and Sexuality Education

An incursion series delivered by Family Planning Victoria.

Sessions are run in your child's class group with their classroom teacher present. The program is delivered by qualified, experienced and trained FPV educators.

The content aligns with the Victorian Curriculum, with sessions covering topics appropriate and suitable for Year 5 students.

**The Year 5 program, *Growing Up*,** includes three sessions:

Session 1 - Human development across the lifespan

Session 2 - Puberty

Session 3 - Managing changes and transitions

*(A follow-up program of a further three sessions is conducted in Year 6.)*

# Peer Leadership

- The program is aimed at developing each student's personal leadership skills
- The students completed two days training in week 3
- The Peer Leadership program began last Thursday. The Year 5's began working together in small groups of 4 or 5. They are working with groups of Year 1 and 2 students, organising and taking activities that encourage collaboration and the fostering of friendships
- 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 Teamwork
- 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
- The Peer Leadership program will run into Term 2. On the successful completion of the Peer Leadership Program, the Principals will present the Year 5 students with their Peer Leaderships Badges at a celebration BBQ at school at the end of Term 2 or early in third term



# Year 5 Camp

This year's camp is:

**Howqua**

**Monday 5th October – 9th October (Term 4: Week 1)**

Students will enjoy a challenging but wonderful week away with their peers. They will participate in a number of activities over the week, supervised and run by qualified Outdoor Education Staff. Activities may include, High and Low Ropes, the Flying Fox, Horse Riding and Bush Walking, the Obstacle Course and Orienteering.





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Year 5

Parent Information Session

2020

Thank you for attending.

