

Term 3, 5/6 Newsletter

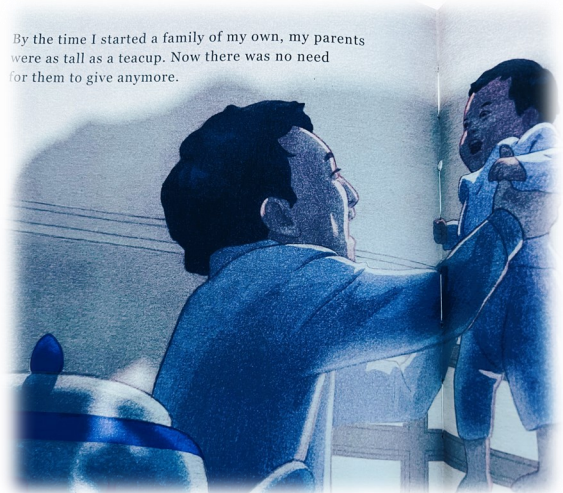
Reading

The Year 5/6 students have been studying picture story books and the genre being Myths and Legends. The beautifully written and illustrated books that the teachers framed their teachings from were *Paradise Sands* and *My Strange Shrinking Parents*. Year 5/6 analysed both books and were able to depict the mood and tone to assist in better understanding emotion, develop deeper comprehension and practice critical thinking. A unique combination of visuals and text helped students better analyse the tone and mood portrayed by the author.

The additional features of both books provided the opportunity of teaching metaphors and symbolism. The students composed their own fractured fairytale, myth or legend and had the opportunity to read their story to their loved one's.



Similes



Metaphors

Book Parade

On the 23rd of August our school celebrated 'Book Week' with a parade. There were amazing character dress ups by the students in Year 5 and 6. The Year 5 and 6 teachers dressed up as Minions and Felonious Gru.

It is important that students in Year 5 and 6 read for at least 20 minutes every night in order to improve their vocabulary, learning outcomes and to continue to foster their love for reading the amazing literature our school has to offer!



Respectful Relationships

This term students learnt about help seeking behaviour and clear communication.

They explored this through categorising how and where to seek help for problems. Students discussed and debated the best source of help appropriate for the problem.

Students role played help seeking conversations using sentence stems to guide the conversation and acted out the scenes in order to help understand the best way and most appropriate way to seek help.

Next term students will be focusing on gender and identity covering the following curriculum outcomes:



Health and Physical Education

- Students investigate developmental changes and transitions
- Students understand the influences people and places have on personal identities
- Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact
 - Students describe their own and others' contributions to health, physical activity, safety and wellbeing
- Students examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment
 - Students explain and apply strategies to enhance

their own and others' health, safety and wellbeing at home, at school and in the community

Personal and Social Capabilities

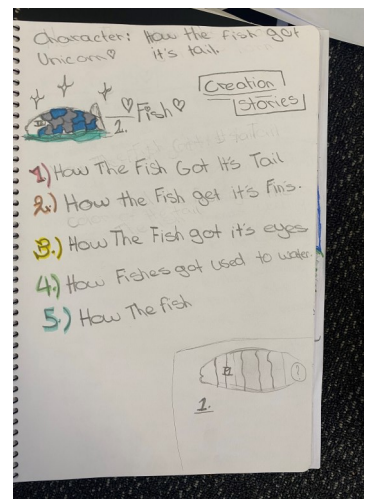
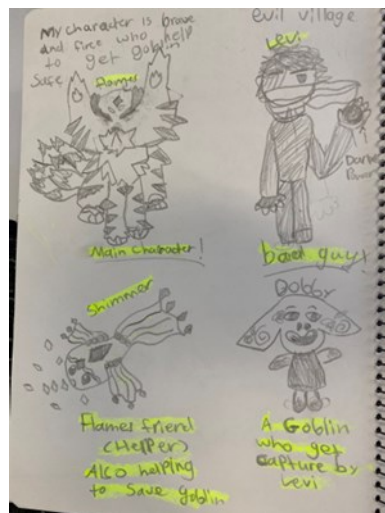
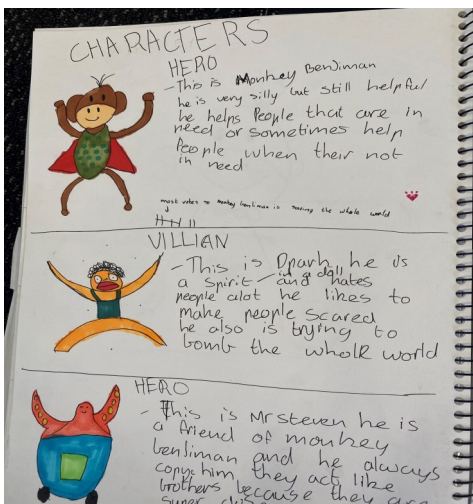
- Students describe the influence that personal qualities and strengths have on achieving success
- Students recognise and appreciate the uniqueness of all people
- Students are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes
 - Students identify characteristics of respectful relationships
 - Students contribute to groups and teams suggesting improvements for methods used in groups and investigations

Writing

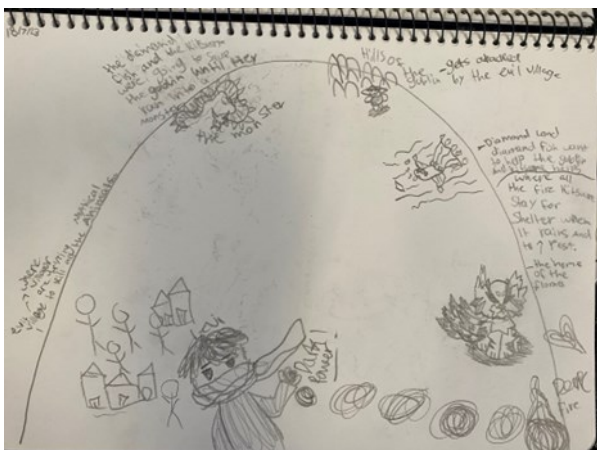
Myths, Legends and Fractured Fairytales...

This term, students have been learning about myths, legends and fairytales structures of writing. Students developed mythical creatures and legendary quests for their characters to overcome.

Students focused closely on grammar choices in their writing. They explored their understanding of their own authorial intentions as writers. Students thought closely about the impression they wanted to make on readers through metalinguistic analysis of their writing.



During the planning the process, students sketched out their thinking process by drawing out a map of the quest their character was taking. This process allowed students to visualise and discuss the journey their character was taking.





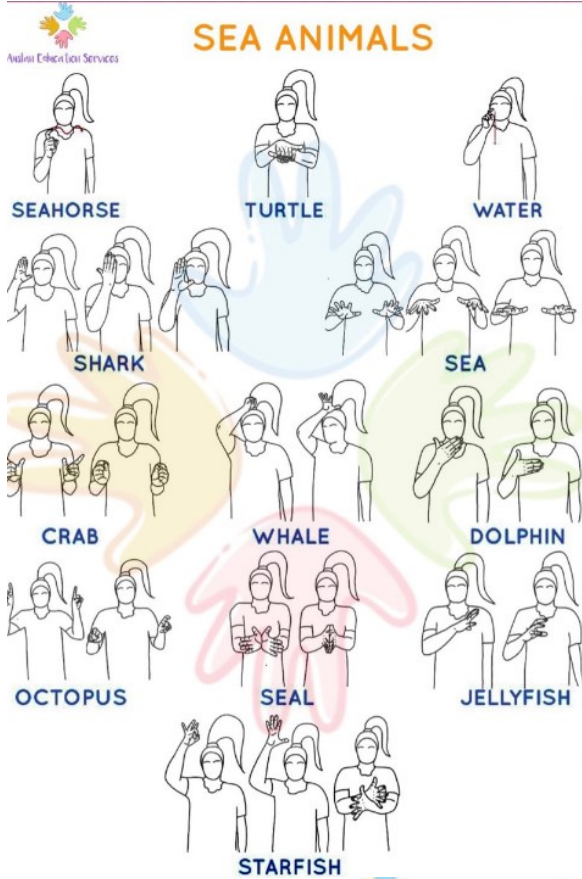
Maths

This term the students started off working with Fractions, Decimals, and Percentages. We begin this unit by exploring what makes up a fraction and the different types of fractions. We found out the denominator and numerator create a fraction, and there are three different types. The Mixed fraction, Improper fraction, and Proper fraction. Students used physical objects to imagine different fractions as well as writing them out, drawing them, and placing them on numbers lines. We ended with adding and subtracting fractions. This unit blended nicely into our second unit of the term...probability! We looked at probability as randomness and chance. Students explored the concepts through creating our own experiments and testing the likelihood of pulling different coloured counters from a bag. Students also worked with number lines and practiced placing events with different chances of occurring on those number lines. Finally we explored how fractions, decimals, and percentages linked with different odds of probability. For example a 1 in 10 odds would look like $1/10$ or 0.1 or 10% .



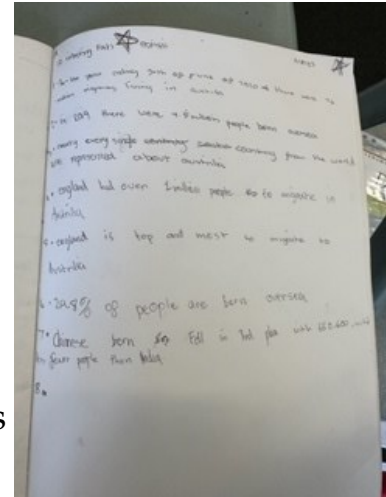
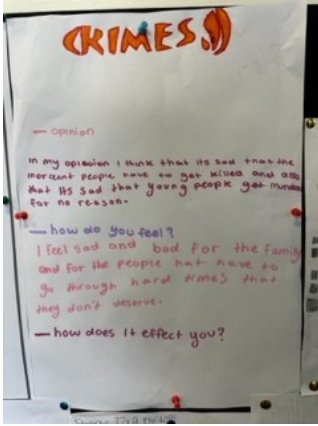
Auslan

Throughout Term 3, students in Year 5 and 6 have been learning about sea animals, weather, fruit, feelings and greetings. Students have been working collaboratively during these sessions to develop and refine their hand signing and facial expressions when communicating in Auslan.



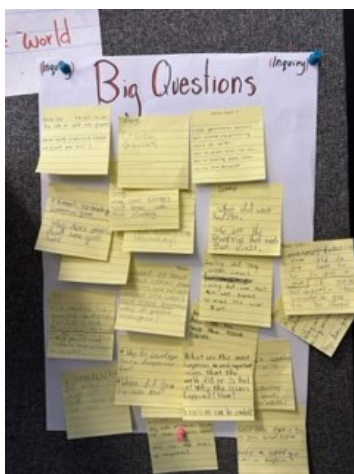
Inquiry

This term the students started a new unit. We focused on three big main understandings. The first was “People and events have influenced change in Australia (political, social, and economical). The second being “There are a variety of political, social, and economical reasons for migration and settlement. The third was “There are many issues that people across the world believe in”.



As part of this Inquiry unit the students worked on assignments aimed towards learning about

immigration, change in Australia, and different issues around the world. This all led up to students starting their personal inquiries stemming from one of our big understandings from the beginning of the unit.



Students reflected on their learning to develop big and small questions that they wanted to learn more about. Students have used metacognitive skills to dig deep into their learning around their developed questions to then take action on their personal inquiry focus.

Excursion – Immigration Museum

As part of our second inquiry unit the topic of migration was introduced. To explore this more we ventured out into the city to the immigration museum. Students had the chance to investigate different migrant success stories that have helped shape the communities around Australia. They were also given their own passport to use and write in when exploring the exhibit sections of the museum. After lunch students took a short walk through the city to Sandridge Bridge. We noticed different sculptures and questioned what they meant. Students also had the opportunity to look at different countries that lined the bridge and read more about different cultures. Overall the day was a huge success!



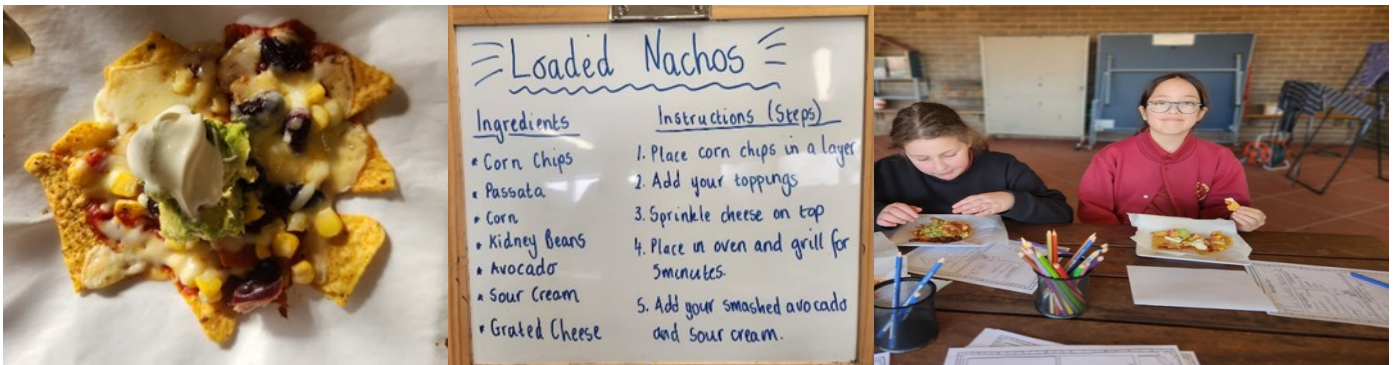
Visual Arts

Senior School students learnt about the famous Spanish artist Joan Miro. He was born in 1893 and died in 1983. He was good friends with Pablo Picasso as they were introduced by their mothers. Miro loved to paint, sculpt, and use ceramics. Miro's work is filled with symbols, including women, birds, and stars. Students really enjoyed using Miro's work as an inspiration for their own.



Kitchen Garden

The Year 5's and 6's had a great time in the Kitchen/Garden program. They made pizza, flat bread and beetroot dip, scones and nachos. Students used ingredients harvested from the garden. Their maths skills came in handy for measuring and dividing the ingredients!





PERFORMING ARTS TERM 3

Our year 5/6 students have been exploring Music skills by using Rhythm sticks and creating their own rhythmic sound. We have also spent time learning the Ukulele- learning chords and strumming patterns.

Physical Education

Year 5 and 6 students have been actively participating in an 'Invasion Games' topic this term.

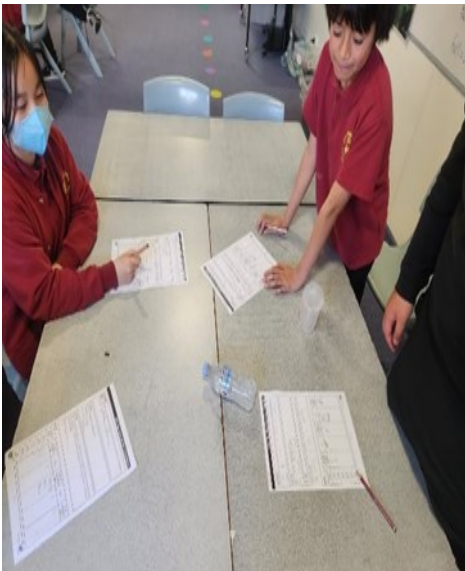
Invasion games are defined as games in which the aim is to invade an opponent's territory and score a goal or point. These games are typically fast-paced games that need teamwork in order to control the ball, keep possession, move into a scoring position, and prevent the opposition from scoring.

Students started their learning this term by taking part in a Tag Rugby topic and spent the second half of the term engaging in European Handball.



Science

This term in Science, the Years 5 and 6 students have been learning about the states of matter – solids, liquids and gasses. Students have described and named chemical processes that they observed such as melting, freezing, vaporisation and condensation. During Science Week, students looked at ways in which scientists and engineers use their knowledge of chemistry to develop solutions to solve problems.



The science behind
Bottle Flipping.



Using salt to melt ice
just enough so that
string can stick be-
fore it re freezes.

Mini Irrigation System

