

## Year 5 and Year 6 Opportunity Class (OC) - Term 3, 2023

Dear *Treehouse* students, parents and carers,

Welcome to Term 3! We hope that students have had a restful and relaxing break and are ready to start a new and exciting semester.

### Message for the Year 6 Cohort

Congratulations to the Year 6 cohort, who in Term 2 sat their Selective Schools Placement Test. With results being released shortly, we hope you are proud of your achievements, because we know how hard you have worked! Just remember, a test cannot measure your creativity, your kindness or ambition. These results will support your future but will not define it. A big 'well done' from your teachers. During Term 3, Year 6 students will continue their Year 6 meetings, to discuss the upcoming events and fundraisers leading up to graduation.

### English and ProjectNEST

Our English and ProjectNEST units in Semester 2 will align with our new overarching driving question: *How can power promote diversity?* Students will complete a series of 'mini-outcomes' which will explore the cross-curriculum priority of *Asia and Australia's Engagement with Asia*.

#### Literature

Literature in Term 3 will be driven by a variety of focus texts, including *Chinese Cinderella* by Adeline Yen Mah, *The Red Butterfly* by Deborah Noyes, *The Peasant Prince* by Li Cunxin and the film *Mao's Last Dancer*. Students are not required to purchase any of these texts. These texts will guide students to explore literary concepts of characterisation, connotation, imagery and symbolism, through the perspective of Chinese culture. Students will engage with these themes through a variety of *Writing and Representing*, *Speaking and Listening* and *Viewing and Responding* opportunities.

#### Literacy Activities

In class, we will continue to encompass guided reading, writing and responding opportunities with a teacher, alongside a range of activities such as *SOLE* (Self-Organised Learning Environments) (*Speaking and Listening*), *Reading Box* and *The School Magazine* comprehension (*Reading and Viewing*), *Soundwaves* (*Spelling*), independent writing tasks (*Writing and Representing*) and sustained silent reading (*Reflecting on Learning*). We'd like to remind students to **always have a novel of interest in the classroom space**, to draw upon during this time.



## **Mathematics**

Students will continue to work through the Stage 3 syllabus and participate in the explicit teaching and learning of the mathematical strands: 'Number and Algebra', 'Measurement and Geometry' and 'Statistics and Probability'. The learning across these strands will be consolidated with mathematical investigations, designed to support students' ability to be fluent in mathematics and reason with ease.

### *Maths Olympiad*

During Term 3, students will complete the remaining *Maths Olympiad* problem-solving tests (facilitated by APSMO), regardless if they have made it onto the school's competition teams. During class, students discuss these challenging questions, as well as regularly engage in mathematical problem-solving sessions to assist with their cross-strand fluency of concepts.

## **Geography**

In Term 3, students will begin our Geography unit, *A Diverse and Connected World*. Students will undertake research, investigate geographical features and compose texts which explore the inquiry questions: 'How do places, people and cultures differ across the world?', 'What are Australia's global connections?' and 'How do people's connections to places affect their perception of them?'

## **Investigative Learning - Freedom to Learn**

Students will begin a new *Freedom to Learn* project in Semester 2. The theme will be *diversity*, in any sense of the word. Students will have 10 school weeks to complete their project(s), whilst focusing on their ability to demonstrate creativity, communication, critical thinking and collaboration, in an open-ended learning environment. Now that all students are familiar with the *Freedom to Learn* project structure, teachers are looking forward to seeing a high standard of different end-products.

## **Personal Development, Health and Physical Education (PDHPE)**

Students will engage in a *Personal Health and Wellbeing* unit. In which, students will explore personal health and wellbeing, including physical, mental, and emotional health. They will learn about nutrition, body image, resilience, and strategies for managing stress. Students will also learn and play *Yulunga Traditional Indigenous Games*.



## *PE - Friday Sport*

During Term 3, students will continue to have the opportunity to engage in either PSSA soccer, PSSA netball, fitness at the PCYC or school sport.

## **Visual Arts**

In Term 3, students will continue to work with Mrs Bowman in the creation and appreciation of Visual Arts. Lessons will focus upon the use of different media and materials to impact audiences in a meaningful way.

## **Creative Arts**

Students will engage in weekly creative arts lessons in class with their teacher. They will draw upon drama performances, artworks, dance, music and indigenous stories from a variety of cultures. They will respond to and create with the arts, evaluating how they communicate intentions for different audiences. This will culminate in an in-class performance at the end of the term.

## **STEAM**

In Exploring the 'E' in STEM, students will define and identify STEM skills before dissecting the Engineering elements of STEM to gain a greater understanding of how to 'think like an Engineer', to creatively solve problems using an iterative design process (iSTEM Process) to produce prototypes for a variety of engineering challenges. As students engage in engineering challenges, they will strengthen key skills in collaboration, communication, creativity and critical thinking, as well as fundamental STEM skills, such as construction techniques and problem solving strategies. Students will also explore Engineering careers, global and local engineered solutions and the social and ethical concerns affecting STEM industries, such as equity and diversity.

## **Science**

Stage 3 students will complete an additional hour of science with their classroom teacher each week. Students will examine and understand that living things have structural features and adaptations that help them to survive in their environment. They will analyse how the form of living things enables them to function in their environments and understand that plants and animals have internal and external structures that function to support survival, growth, behaviour, and reproduction.



## Homework

We have provided students a new and refreshed homework grid for this term. Students should continue to practise spelling and times tables every week, and read for pleasure as much as possible. The *Mangahigh* program will continue to be updated with new activities, which will reflect the topics learned in class. Students can also choose individual *Mangahigh* activities of their own interest to explore.

*Please note that homework is not compulsory, however we do encourage students to do these activities where possible, in order to set good learning habits prior to high school.*

## Classroom items

We request that students check their belongings to see if any equipment needs replacing or replenishing. **We expect that all students come to school prepared with their own belongings, such as pens, pencils, highlighters, a whiteboard marker, ruler and glue stick.**

Kind regards

Ms Amanda Pitman & Ms Rose Reedy | Stage 3 OC Teachers