

Year 5 and Year 6 Opportunity Class (OC) - Term 2, 2023

Dear 'Treehouse' students, parents and carers,

Welcome to Term 2! We hope you had a restful break. We enjoyed meeting new parents and carers at the parent-teacher meetings in Term 1, as well as touching base with some familiar faces. Thank you for your time in this process, as we believe that getting to know you and your child is central in fostering an effective teaching and learning environment. We have a big term of learning ahead, as well as the excitement of Stage 3 camp in Week 10 (3 days, from Wednesday 28th - Friday 30th June). More information about camp will be distributed to parents and carers, in the coming weeks.

Message for the Year 5 Cohort

In Week 9 of Term 1, Year 5 students, parents and carers received a 'Frequently Asked Questions (FAQs) about the Selective High Schools Application Process and Placement Test' document via SkoolBag. At present, the Selective High School application date is to be confirmed. Applications are expected to open in October and close in November 2023. In the meantime, it is strongly recommended that you and your child attend as many high school open days as you can. The school can often pass on information about open days to families, but sometimes we don't get the information in time. We strongly urge you to contact any schools you are interested in directly and find out when their open days are, or when you can make an appointment to visit.

Message for the Year 6 Cohort

Congratulations to the Year 6 students, who sat the Selective Schools Placement Test on Thursday 4th May. Thank you to the parents, friends and families who helped in preparing and supporting students for this day. Year 6 students, we want to commend your hard work and efforts! Remember that this is only one test, a snapshot of your learning on that particular day. This test doesn't measure your passion, empathy, creativity, courage or strength. Your teachers are incredibly proud of the way you managed and navigated this experience with perseverance and resilience.

English and ProjectNEST

Our English and ProjectNEST units in Term 2 will continue to align with our overarching driving question: 'How can we keep culture alive?' Term 2 will also be driven by creativity, as students

explore poetry and create artworks using visual literacy, relating to their personal notions of culture and identity.

Literature

During Term 2, students will be studying the text, 'Bridge to Terabithia' for our literature unit. Students will identify and discuss relationships that they are familiar with and identify relationships in texts. Students will continue to use and develop their knowledge of the 'Super Six' comprehension strategies to make comparisons between characters within and between texts, to better understand the interplay of personalities and influences upon different relationships. Students will also work on narrative structure, planning and writing with specifically focused lessons.

Multicultural Perspectives Public Speaking Competition

This term, students received information regarding the upcoming 'Multicultural Perspectives Public Speaking Competition'. On our shared 'Google Classroom', students have access to a PDF with information regarding this year's speech topics, timing expectations, rules of the competition, timeline of due dates, as well as tips for delivering a speech with effective manner, matter and method. The marking rubric has also been posted on 'Google Classroom'. Some class time will be provided for students to work on their speeches which will be presented in class during **Week 5 of Term 2**.

Reading and Viewing

Students will participate in daily independent reading, and we'd like to remind students to **always have a novel of interest in the classroom space**, to read during this time. Novels can be brought in from home (labelled with name and class), borrowed from the school library, or borrowed from the class collection. Students will also complete comprehension activities based on 'The School Magazine', as well as 'Reading Box' comprehension tasks.

Mathematics

Students will continue to 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. All students will also engage in this year's 'Maths Olympiad' test papers (facilitated by APSMO), regardless if they made it onto the school's teams. Students will have the opportunity to discuss these challenging questions, as well as regularly engage in mathematical problem solving sessions to assist with their cross-strand fluency of concepts.

History

Students will continue the 'Australia as a Nation' unit, investigating why Australia became a nation, how Australian society has changed throughout the twentieth century and what the contributions of significant individuals and groups were, in the development of Australia. Students will also explore the key figures and events that led to Australia's Federation, including the British and American influences on Australia's systems of law and government.

Science

In Term two, students will complete an additional hour of science with their classroom teacher. The science unit on forces in everyday life is designed to help students explore the concept of forces and their applications in our daily lives. This unit follows the inquiry question, "How can we make a force stronger or weaker?" and aims to develop students' understanding of the different types of forces and how they can be manipulated to achieve desired outcomes.

Investigative Learning - Freedom to Learn

Students have been working on their individual and/or group project(s), through our 'Freedom to Learn' unit of work. The theme of this semester's projects is 'language', in any sense of the word. Students will have another two weeks of Term 2 to work on their projects at school. Presentations will begin in Week 5. **Due date: Monday 22nd May (Week 5 of Term 2)**

Personal Development, Health and Physical Education (PDHPE)

Students will continue our Child Protection unit, which focuses on recognising and maintaining personal safety, as well as understanding the different changes experienced during this time in their lives. Students will also participate in an in-school PDHPE program facilitated by 'Interrelate'. During this three-week program that begins in Week 5, Year 5 and 6 students will engage in separate 'Moving Into The Teen Years' programs which explore a range of adolescent issues. Throughout the rest of the term, students will continue their Term 1 unit of managing emotions, themselves, and environmental situations. Additionally, students will learn and participate in various sports that are targeted to all fitness and ability levels, e.g. table tennis, slam ball, pickleball.

PE - Friday Sport

During Term 2, students will have the opportunity to engage in either PSSA soccer, PSSA netball, fitness at the PCYC or school sport. More information on these different sport options will be provided shortly. Please note that if students are interested in participating in PSSA soccer or netball, or PCYC this will require a small fee and students will leave the school premises to participate.

Visual Arts

In Term 2, students in Stage 3 will continue to participate in artmaking, theory and practice. Students will be given hands-on experiences in the art room with Mrs. Bowman to use different media and materials to create art.

Music

This term, students will continue their work with identifying and understanding the key musical concepts - beat, tempo, pitch, rhythm, dynamics and tone colour using the Amplify Music Education program. They will also look at song structure and the relationship between music and storytelling.

STEAM

All students will continue to participate in STEAM for 1 hour per week with Ms Loxton. Students will research and discover future transportation options to transport resources across Australia. They will explore sustainability issues relating to the industry and possible renewable energy sources to power their vehicles. They will develop an understanding of the vast systems in the Australian transport network, due to Australia's large area and low population density in considerable parts of the country, and the spread of natural and developed resources. Students will design and build a prototype of a future transport vehicle and the system/network it would operate in. They will test, share for feedback to refine design solutions, and present with justifications to an audience. Students will review their portfolio and reflect on their actions, processes and thinking.

Classroom items

As we begin a new term, 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.** During Term 1, we noticed that many students did not have a hard copy diary/planner. We strongly encourage students to utilise this diary/planner throughout the year, to assist them with their self-organisation of due dates, as well as to prepare them for the routines of high school.

Kind regards

Ms Rose Reedy & Mrs Amanda Pitman

Stage 3 OC Teachers, Balmain Public School