

# Level 5 and 6 Term Three Newsletter 2023



## Sandringham East Primary School

Care – Aspiration – Respect



*Our Vision: To build an inclusive community where our children are active learners, critical thinkers and creative explorers.*

### Level 5 and 6 teaching staff

5A Jacqui Perdriau

5B Jana Hain (M, T & F) & Eileen Thompson (W-Th)

5C Kate Littlehales (M, T & F) & Zarah Scott (W-Th)

6A Kristy Cullen

6B Kym Seccull (Week 1 – 4) + Robyn Hall (Week 5 – 10)

6C Anthony Klvac (Week 1 & 2) + Michelle Stainfourth

6D Amanda Stanford (Mon), Richelle Fraser (Tue – Fri)

### Learning support

Sonia Dickson, Kathy Bowles, Melissa Bonello

Welcome back to Term 3, 2023. We hope that you enjoyed the recent winter break and had a chance to re-energize.

Care, Aspiration and Respect embody the culture within the Level 5 and 6 learning space, where students are encouraged to be themselves and always try their personal best. Students have done well to settle into the expectations of the area as well as contribute to the senior school culture of collaboration, mutual respect and growing responsibility and independence.

Our building doors will open at 8:50am every morning. This is an opportune time for students to independently prepare for their day—check the communication board and calendar to see what the day entails, write upcoming dates in their diary, and set up for their first lesson.

Learning begins at 9.00am, so it is important all students are arriving at school on time each day. Students who arrive after 9:00am are asked to get a late slip from the front office to hand to their classroom teacher.

### Home-school communication:

Parents are encouraged to communicate with teachers through your child's diary or by leaving a message with the office to pass on. The school also communicates via our weekly newsletter and daily COMPASS communications. Be sure to download the COMPASS app as this is where all permission slips are uploaded, and permission is given for excursions.

Please note that the teachers are not available on Tuesday or Wednesday afternoons due to scheduled meeting commitments.

### Key Dates

#### **Week 2**

Tue 18<sup>th</sup> July – House Athletics

Wed 19<sup>th</sup> Jul – L56 Introduction to Oz Harvest Feast program

#### **Week 3**

Mon 24<sup>th</sup> – Wed 26<sup>th</sup> July – Level 6 Sovereign Hill Camp

Mon 24<sup>th</sup> July – Tee Ball Boys and Hockey Girls Division Finals

Wed 26<sup>th</sup> Jul – L5 APSMO Maths Games #3

#### **Week 4**

Mon 31<sup>st</sup> July – Curriculum Day

Wed 2<sup>nd</sup> Aug – L6 APSMO Maths Games #3

#### **Week 5**

Friday 11<sup>th</sup> Aug – L6 Lions Tree Planting Day

#### **Week 6**

Science Week – stay tuned.

Mon 14<sup>th</sup> – Fri 25<sup>th</sup> Aug – Dance Incursion

#### **Week 7**

Book Week – stay tuned.

#### **Week 8**

Tue 29<sup>th</sup> Aug – Father's Day Stall

Wed 30<sup>th</sup> Aug – PP Student Free Day

#### **Week 10**

Tue 12<sup>th</sup> Sep – Seaside District Athletics

Fri 15<sup>th</sup> Sep - Final day of term 3 (2:30 finish)

## Literacy

This term students will investigate a wide range of texts that explore points of views, vocabulary, writing style and thought-provoking topics. Students will read and analyse rich texts written by award winning authors. They will look deeply at the language, structure and themes authors imbed in their texts and use this to inspire the creation of their own texts in a series of patterned writing tasks. Furthermore, each student will read a novel of their choice throughout the term and will focus on their individual goals with their teacher and peers.

The writing genres for this term are persuasive and biographies. For the first half of the term, students will learn about the '3-pillars' of persuasive writing (*Ethos, Logos, Pathos*). They will continue learning about sophisticated persuasive techniques and how to structure persuasive texts. By the end of the unit, students will exercise their persuasive skills in a year level debating competition. In the second half of the term, students will be researching an important Australia, in line with our History Unit of Inquiry, and they will learn how to structure a biography.

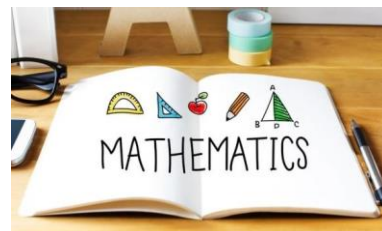
Students will participate in clinic groups, teacher-student conferencing, and Big/Cold writes. Writer's notebook will be done weekly for students to explore their personal interests and experiment with different styles and genres. Student's individual spelling needs will be supported through classwork using SMART spelling and Structured Word Inquiry.

## Numeracy

Numeracy this term will focus on Number, Geometry & Measurement and Statistics. Students will participate in the explicit teaching of number skills and will engage in activities that build on their written and mental number strategies. These skills are then applied to solving open-ended problems using Peter Sullivan's Inquiry Approach to Mathematics. Students will continue engaging in Number Talks and Maths Fluency games at the start of each lesson. Our areas of study include:

### **Number and Algebra:**

- Multiplying Whole and Part Numbers
- Rounding and Estimating
- Place value
- The four operations
- Open ended worded problems



### **Measurement & Geometry:**

- 3D Shapes and Nets
- Nets
- Area
- Angles
- Translation and Enlargement of Shapes

### **Statistics & Probability:**

- Posing questions
- Gathering data
- Selecting and constructing graphs
- Analysing and summarising findings
- Calculating Expected Probabilities

## Inquiry

### **History (Weeks 1 – 6)**

This term Levels 5 and 6 students will study Australia between 1788 and 1901, the journey of Australia becoming a nation. Our children will look at the founding of British colonies and the development of a colony. They will learn about what life was like for different groups of people in the colonial period. They will examine significant events and people, political and economic developments, social structures, and settlement patterns. Students will explore the factors that led to Federation and experiences of democracy and citizenship over time. Students will understand our deep, rich First Nations experience and the significance of Australia's British heritage, the Westminster system, and other models that influenced the development of Australia's system of government.

Students learn about the way of life of people who migrated to Australia and their contributions to Australia's economic and social development. Students will apply the following historical concepts and skills to the historical knowledge: sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect, and determining historical significance.

### **Level 5 Sustainability (Weeks 7 – 10)**

In the second half of this term and through term 4 the Level 5s will study sustainability. Sustainability addresses the ongoing capacity of Earth to maintain all life.

Education for sustainability develops the knowledge, skills, values, and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural, and economic systems and their interdependence.

Level 5's sustainability learning will be guided by the Oz Harvest Feast program. Students will be involved in classroom-based activities and cooking sessions.

### **Level 6 Business and Economics (Weeks 7 – 10)**

In the second half of this term the Level 6's will be exploring key knowledge and concepts related to business and economics. Students will investigate the importance of economic and financial decision-making in everyday life, including calculating opportunity costs and considering profit and loss. Students will examine the choices made by consumers and businesses arising from the concept of scarcity, and how ever-changing consumer demands alters the marketing of products, such as the need for items to be sustainable and ethical. The knowledge and skills learnt throughout this unit will support the Level 6s in designing, marketing, and establishing their own business.

### **Social and Emotional Learning (SEL)**

#### ***PLAY IS THE WAY***

"Be the Master, not the Victim of your feelings" Play is the Way is the backbone to SEPS' social and emotional teaching and learning. Students develop their Personal and Social Capability skills using guided play, classroom activities and empowering language. The key concepts of Play is the Way are:

- Treat others as you would like them to treat you
- Be brave- participate to progress
- Pursue your personal best no matter who you work with
- Have reasons for the things you say and do
- It takes great strength to be sensible



#### ***RESPECTFUL RELATIONSHIPS (RR)***

SEPS also implements RR which focuses on personal and social capabilities. Lessons incorporate explicit teaching, group work, partner sharing and personal reflection. This term our focus will be:

- Gender and Identity
- Positive Gender Relations

### ICT & Cyber Safety

Please ensure that laptops are brought to school, fully charged, every day. battery as there are no chargers available at school. Students without their own laptop will have shared access to computers at school.

Cyber Safety education will be explicitly taught fortnightly throughout the year, across the entire school, supported by teaching and learning materials from The Cyber Safety Project.



Home Learning is given to each student via a fortnightly matrix of activities linked to literacy, numeracy, inquiry, and SEL. Students select five out of eight activities from the grid per fortnight, selecting the best fit for them. The work is to be completed in their home learning book, including their working out from Mathletics and My Numeracy. These will be collected by the teacher and checked each fortnight. We also encourage students to record their 20-minutes of reading each night in their school diaries.

### Term 3 Assessment and reporting:

At SEPS student learning is continuously monitored against the Victorian Curriculum F-10 achievement standards, tailoring learning experiences to address the needs of the child. Teachers make informed, on-balance judgements, based on evidence gained from a range of formal and informal assessment tasks and rich learning experiences.

Each term students undertake two learning tasks, one core curriculum task and one specialist area task. A rubric and feedback is provided to students and parents on COMPASS.

This term the Level 5&6 learning tasks are:

- Level 5 –
- Level 6 – Market Day Planning
- Art

### Parent helpers:

Parent helpers are welcome into the level 5&6 learning space. Whether it is listening to students reading, assisting during writing sessions or mathematic groups. All helpers need a current Working With Children Check (WWCC) and will need to have completed the Parent Helpers Training.



### General expectations:

- All students are expected to wear full school uniform, (only yellow, green or black headbands or ribbons).
- There is NO teacher on yard duty before 8.45 in the morning so students should not be in the school grounds prior to this time.
- School assemblies will take place on a Monday morning. Please be punctual for Monday morning assemblies.
- School concludes at 3:30pm every weekday.
- Students are not permitted in classrooms without a teacher being present.
- Students need to observe class and school rules and protocols.
- Bottles of water only are permitted in the classroom. A daily fruit break is scheduled each morning. Only pieces of fresh fruit or vegetable are to be eaten. Nothing messy please!
- We encourage all students to have a 'Nude Food' lunch box- no wrappers to be brought to school please.
- Head lice can be a problem so please keep checking your child's hair and remember to tie up long hair.

## Specialist Timetable

Class	P.E	Performing Arts	Art	LOTE Mandarin	Science
5A	Friday	Thursday		Thursday	
5B	Friday	Friday		Thursday	
5C	Thursday	Friday		Thursday	
6A	Wednesday	Wednesday	Monday		Thursday
6B	Wednesday	Wednesday	Monday		Thursday
6C	Monday	Monday	Wednesday		Wednesday
6D	Tuesday	Tuesday	Wednesday		Wednesday

Looking forward to a wonderful term!

Warmest regards,  
The 5/6 team

### **Specialist Term Overviews**

#### **Level 5:**

##### **Mandarin:**

In term three, classroom instruction will initially focus on revising the greeting phrases in Mandarin and consolidating them in our lessons. We will then move onto learning about nationalities and different pronunciations, along with sentences and conversations incorporating those elements.

For example: "I'm Australian, I live in Australia, and I want to visit Italy."

Let's have fun in Mandarin!

Vanessa Low

##### **Performing Arts:**

And we're back for possibly the most exciting term of performing arts in living memory! This term our laser-like focus will be on preparations for the upcoming extravaganza that will be our 2023 SEPS whole school cinematic extravaganza. We have songs to sing and dance routines to perfect. All our hard work will undoubtedly pay off in week 9 with a night to remember; a chance to share all our hard work with our nearest and dearest. In amongst all this we'll try to find the time to continue our journey to the west with the inimitable Sun Wukong... it's going to be a jam-packed term.

Excelsior!

### **Physical Education:**

We have another exciting term for Level 5 students, which will see them participating in the house athletics carnival on 18th July. District qualifying students will then participate in sessions to support their events on various Friday mornings in the lead up to the district event on 12th September. More information on this to come. Friday morning sport time will also see students participate in electives that support and promote physical activity and well-being. The latter part of the term will be focused on striking and fielding games, with a particular emphasis on the two-handed side arm strike. The term will include explicit lessons to teach and develop the two-handed side arm striking skill, along with opportunities for students to explore, self-assess, give peer feedback, and create their own striking and fielding games.

Looking forward to a great term.

Kate Foster and Dave Richardson

### **Visual Art:**

The discovery of art continues into term three, as level 5 students continue to 'Explore and Express Ideas' through the Victorian Curriculum, with students actively contributing to the program. The new provocation in term three will be 'Love Where You Live', with an emphasis on further developing drawing and painting techniques incorporating sustainable practice and materials. There will be a connection to the local community, local artists, and the bayside environment as inspiration within the provocation. The Learning task, completed in term 3 will incorporate inspiration from these provocations. An ongoing connection to artworks by Aboriginal and Torres Strait Islander peoples, with a focus on local indigenous art will continue in term three.

With a focus on student voice and developing emotional literacy in visual art, students will be encouraged to tell their own story and continue to explore the art principle of 'Emphasis'. Our art program will make connections to ongoing work within the classroom and as always, focus on wellbeing, mindfulness, and respectful interactions, including strategies inspired by Adam Voigt.

Love Art!

Julie Van Etten and Jo Hemmings

### **Level 6:**

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**Science:**

In Term 3, Level 6 students will be introduced to the concept of energy and how it can be transformed. Students will use basic circuits to explore electricity and the different ways it can be generated.

Be curious!

Wilko and Safety Sue

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