



Dear Parents,

Welcome to Year 5. We look forward to sharing your child's educational journey with you. The year ahead looks to be a promising one with an array of learning experiences that will encourage the development of each child's intellectual, social, emotional, spiritual and physical capacities.

IMPORTANT DATES FOR TERM 1



*** may change depending to COVID restrictions ***

- Swimming Trials - 16th February
- Ash Wednesday Liturgy - 17th February
- Labour Day Public Holiday - 1st March
- Swimming Lessons - 2nd-5th March and 8th-12th March
- Swimming Carnival - 16th March
- Parent/Teacher Interviews - 22nd-26th March and 29th-31st March
- Stations of the Cross - 26th March (Parish)
- 31st March (School)
- Interschool Swimming Carnival - 30th March
- Pupil Free Day/Staff PD - 1st April



Other important dates for 2021

- 5G assembly - 30th April
- 5B assembly - 26th November
- Faction Carnival (field) - 22nd April
- Faction Carnival (track) - 23rd April
- School Photos - 4th May

GENERAL THEMES

- Term One: History - Colonisation of Australia
- Term Two: Australian History - Gold Rush
- Term Three: Australian Government - 3 levels & electoral process
- Term Four: Economics / Business



RELIGIOUS EDUCATION

The Religious Education learning area is comprised of eight units of work. Each unit endeavours to assist the children to develop a relationship with God and strengthen their

understanding of Catholic faith and practices. During the course of this term, we will be completing two units: Church and Lent/Easter.

Year Six will also prepare the Stations of the Cross dramatisation during Lent.

A number of students will be invited to be a part of this service, which will be performed in front of the parish and school. All families are invited to attend these performances.



ENGLISH

The students will engage in a range of learning experiences that will develop their reading comprehension, writing and visual literacy skills. Through modelled and independent reading and writing activities, higher order thinking skills and knowledge of genre structure will be promoted.

In Term One, emphasis will be placed on developing the reciprocal reading strategy whereby students 1) **predict** the content based on the heading and other contextual features; 2) look up the meaning of unknown words in the dictionary (**clarify**); 3) identify and **summarise** the key ideas presented; and 4) question or make connections between the information provided.

The Talk for Writing approach continues to be implemented across the school this year. Talk for Writing enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

SPELLING

St Anthony's will continue to implement the Diana Rigg Spelling Program this year. Each week students will study a list of words targeted at their spelling level. These words will focus on a specific phoneme (sound) and integrate spelling rules.

The students will also be tested on grammar and punctuation skills through dictation.



MATHEMATICS

The Mathematics learning area is broken up into four proficiency strands and three sub-strands.

Proficiency strands:

* Understanding

* Fluency

* Problem Solving

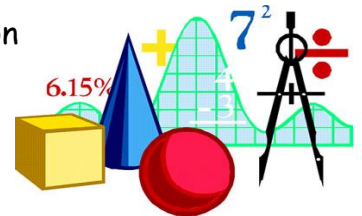
* Reasoning

Sub-strands:

* Number & Algebra * Statistics & Probability * Measurement & Geometry

We will be incorporating a variety of resources to plan interactive and developmentally sequential programs that build upon the children's prior knowledge. In addition to explicitly teaching concepts, students will be involved in a variety of hands on activities that will focus on developing the students' mental mathematics and problem solving skills.

It is vitally important that students develop their mental computation skills through practising their times-tables and problem solving.



HISTORY



This term students will be studying colonial Australia in the 1800s. Students will investigate the founding of British colonies and the development of various colonies within Australia. They will learn what life was like for different groups of people in the colonial period and will examine significant events and people, political and economic developments, social structures, and settlement patterns.

SCIENCE - Mr Bernie Schelfhout

Children at St Anthony's will explore science concepts through the 'Primary Connections' program, which is fully aligned with the Australian Curriculum and promotes inquiry learning. Year 5s will be completing the Chemical Science: Matter unit. Students will be assisted to pose questions and develop evidence-based claims to support their reasoning.

SPECIALIST SUBJECTS:

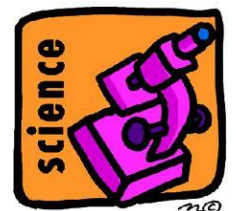
PHYSICAL EDUCATION - Miss Emily Rasmussen
(Wednesday 5G / Thursday 5B) in Term 1,
then Mrs Christine Schelfhout in Terms 2-4

MUSIC - Ms Lockyer (Friday 5B & 5G)

ITALIAN - Mrs Natalie Zisa-Wares (Tuesday 5G & 5B)

SCIENCE - Mr Bernie Schelfhout (Tuesday 5G & 5B)

GEOGRAPHY / ECONOMICS - Mr Bernie Schelfhout (Friday 5G & 5B)



UNIFORMS:

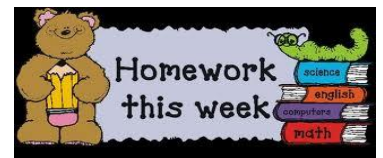
Please label all items clearly. A school hat is compulsory and all students must comply with the school uniform requirements (including hair, jewellery, shoes and socks). School uniform is to be worn with pride at all times.

ASSESSMENT AND REPORTING

Parent / teacher interviews will take place at the end of Term One, during which an interim report will be given out. Mid-year and end-of-year reports will also be provided for each child. Throughout the course of the year, various standardised and teacher-made assessments will be administered to track student progress. Early in Term Two, Year 5s will sit NAPLAN and in Term Three they will complete the Bishop's Religious Literacy test.

HOMEWORK:

- Homework will be in the form of a fortnightly grid sent home in children's Homework books and also available in their Homework folder in OneNote. This means that even if a child leaves their Homework book at school or is absent when the grids are distributed, he or she is still able to complete homework!
- Completion of homework on time (consistently, frequently, occasionally or rarely) is reported on each student's semester report.
- As a guide, children should complete approximately 20-30 minutes of homework per weeknight.
- Personal reading (approximately 20 minutes) should be enjoyed outside of the set homework time.



COMMUNICATION:

- School newsletters are distributed fortnightly (Thursdays). Please take the time to read them as they contain important information about upcoming events.
- Both class teachers will use Seesaw as the main communication tool with parents. Please check it regularly.
- If you would like to speak with your child's teacher, please message to arrange a mutually convenient time before or after school. Impromptu meetings just before the morning bell (except where information needs to be urgently communicated) are discouraged as we are responsible for student supervision from 8:40am.
- Notes must be submitted to the office for every student absence. This is a legal requirement.
- Parents need to sign their children in and out of school at the office if they arrive late or are leaving early.



BEHAVIOUR:

In Week 1, we revised our Student Code of Conduct and discussed our own set of class rules. Both Year 5 teachers use praise and class dojos as our main form of positive reinforcement, with small prizes awarded when students reach a certain number of points.

We recognise that sometimes children test boundaries, for a variety of reasons. Across both Year 5 classes and all specialist subjects, children can expect:

- **one verbal warning / gentle reminder of appropriate behaviour**, as we recognise that everyone makes mistakes. Children may be given a "traffic light" picture to colour one light and keep on their desk as a visual reminder to start making better choices.

(if the undesirable behaviour continues)

- **name on the board or teacher clipboard**, documenting that the student has now been spoken to twice but there is still the opportunity to make a better choice. Children may be asked to colour a second light on their traffic light picture, reminding them they are getting close to a serious consequence.

(if the misbehaviour continues)

- **tick next to the student's name on the board or teacher clipboard**, documenting that despite at least two chances to change behaviour, the student is still not responding to the standards of conduct expected at St Anthony's. In these (rare) cases, the child will be sent to our Deputy Principal, Mrs Potts, who will contact you to discuss your child's behaviour. The student concerned will miss their next play time as a consequence and also complete a reflection sheet at lunch time on a Friday, encouraging them to think deeply about the impact of their behaviour on their own learning and on their classmates.

GENERAL:

Our aim this year is to foster a supportive and challenging learning environment in which each child is empowered to achieve his or her full potential. Emphasis will be placed on each child developing responsibility for his/her own learning and leadership skills.

We look forward to working with you this year.

Warm regards,

5 Gold: Ms Kirsty Pitman
kirsty.pitman@cewa.edu.au

5 Blue: Mrs Martina Sweeney
martina.sweeney@cewa.edu.au

