

Thursday 18th February, 2021

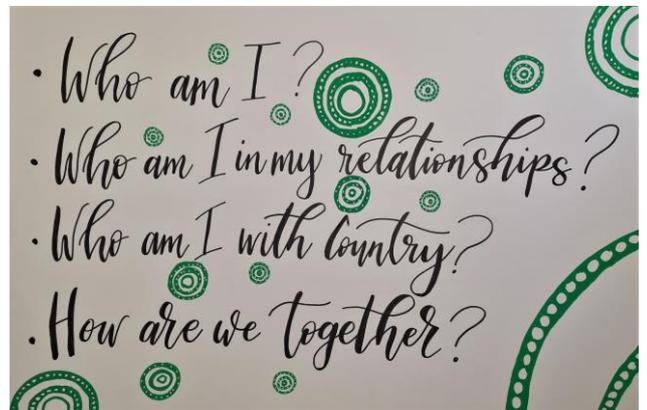
5/6 Team
Term 1 Letter – 2021
'Who Am I?'

Dear families

Welcome to 2021! We are very excited about the year ahead and we hope you are too. After only a couple of weeks it feels like 2021 is going to be a very special year and your children are the main reason for that. They have been wonderfully settled in class and have started the year with a very encouraging eagerness to learn.

This letter aims to provide you with a greater level of insight into what we will be covering in our classrooms during the first term. At Turner we recognise the importance of establishing strong collaborative partnerships between home and school in order to meet our children's educational needs. Thank you for all the letters and emails that have been sent in to teachers telling us about your child. It's wonderful seeing your children through your eyes and we encourage those of you who haven't already responded to send either a letter (by email if you like) or the student information sheet (available on the website and in the school foyer).

This year, all children at Turner will channel their learning through our 4 big inquiry questions (see image to the right). This will provide connection points for children to layer their learning across the year as well as opportunities to personalise learning. We have started the year in all classrooms by prompting the children to ask themselves: *How can I be a leader in my own learning?* and *What are the learner assets, skills and dispositions that I will need?*



5/6 classrooms offer flexible learning spaces and we believe that this promotes collaboration and caters for different learning styles. With the children, we have established work areas that are both functional and fun and the children have choice over where and how they work.

We began our year with a mini-inquiry into Australian authors, which resulted in our 5/6 class names. We will continue to learn more throughout the year as we work towards our Artists' & Writers' Festival in term 3, with the theme this year 'If I were the author...'. If this is an area of interest or expertise and you would like to be involved, please let your child's teacher know.

We have also spent the last few weeks reflecting on ourselves as learners and begun to look at Learner Assets to identify our strengths in the classroom. These Learner Assets, their skills and dispositions will be at the core of each of our lessons across the curriculum throughout the year. We will set goals around them and acknowledge areas of development to improve ourselves as learners.

Learning Assets				
Collaborators	Communicators	Thinkers	Researchers	Self-Managers
empathic compassionate reliable	confident responsive respectful	open-minded flexible persistent	curious courageous resourceful	resilient responsible reflective

Extracurricular Activities

In term 1, we will establish many of our extracurricular opportunities to enrich student learning. More detailed information about community projects such as Djembe group, Ukulele, Coding, Earthlings, Senior Choir, etc. will be advertised in the week 3 newsletter and also communicated with students. Our regular extracurricular activities will begin in week 4.

Devices & GAFE (Google Apps For Education)

In 5/6, we use chromebooks and iPads to complement learning when relevant. We use both of these devices to access Google Apps For Education (GAFE) and conduct research. Through GAFE students have the opportunity to be a part of Google Classrooms where they can share their work, seek and provide feedback. GAFE encompasses Google Docs, Google Sheets, Google Slides and Google Forms. Classes will access these programs throughout the year to assist with learning. Across the year, we explicitly teach and reinforce cyber-safe practices when utilising technology. The 'Appropriate use of IT' note was sent home in week 1. Please support us by having these conversations at home with your child before signing and returning the note. We will also be hosting an incursion for the students throughout the year from the 'ThinkUKnow', facilitated by the AFP, as well as a parent information session.

Phones / Smart Watches

Children with mobile phones, smart watches and any other devices that can connect to the internet or the network, have a daily routine of checking them into the Condamine Street office on arrival at school and retrieving them at 3pm. Children should not bring valuable items and toys to school.

Fruit and Brain Breaks

Children in 5/6 classes are encouraged to self-manage their fruit break to help maintain energy levels in class throughout the morning session. Raw vegetables are also accepted as a healthy snack in these sessions. Please make sure fruit and vegetables are easy to eat and do not require cutting.

Nut Aware and Safe Food Guidelines

Turner School asks that you do not send food containing any nuts or nut oil with your child. We have many students with allergies and this whole school approach links to our inclusive policy.

Reading Workshop

All parents are welcome to attend the Reading Workshop in Term 1. It is on Thursday, 11th March (week 6), and will provide insight into reading processes and strategies. Dates for the workshops will be advertised in the school newsletters and on our website.

Learning Overview for Year 5/6

Please find below the Term 1 Overview (including Achievement Standards from the Australian Curriculum) and inquiry focus that will frame your child's learning experiences.

Learning Area	Focus	Australian Curriculum Achievement Standards
Inquiry (HASS – Civics & Citizenship)	<i>Democracy</i> <i>How are the structures and rules created by our Government changed to suit the needs of our community?</i> (Students will submit a proposal for the structure of our new 'Children's Parliament')	Year 5 <ul style="list-style-type: none">Identifies the importance of values and processes to Australia's democracy and describes the roles of different people in Australia's legal system Year 6 <ul style="list-style-type: none">Explains the importance of people, institutions and processes to Australia's democracy and legal systemExplains the importance of people, institutions and processes to Australia's democracy and legal systemDescribes the rights and responsibilities of Australian citizens and the obligations they may have as global citizens
English	<i>Writing to Persuade</i>	Year 5 <ul style="list-style-type: none">Explains how text structures assist in understanding the text

		<ul style="list-style-type: none"> • Encounters and decodes unfamiliar words using phonic, grammatical, semantic and contextual knowledge • Analyses and explains literal and implied information from a variety of texts • Listens and asks questions to clarify content • Creates imaginative, informative and persuasive texts for different purposes and audiences • Demonstrates understanding of grammar using a variety of sentence types • Selects specific vocabulary and uses accurate spelling and punctuation • Edits work for cohesive structure and meaning <p>Year 6</p> <ul style="list-style-type: none"> • Understands how the use of text structures can achieve particular effects • Analyses and explains how language features, images and vocabulary are used by different authors to represent ideas, characters and events • Compares and analyses information in different and complex texts, explaining literal and implied meaning • Listens to discussions, clarifying content and challenging others' ideas • Creates detailed texts elaborating on key ideas for a range of purposes and audiences • Demonstrates an understanding of grammar, and makes considered vocabulary choices to enhance cohesion and structure in writing • Uses accurate spelling and punctuation for clarity and makes and explains editorial choices based on criteria
Mathematics	<p><i>Place Value</i></p> <p><i>Four Operations</i></p> <p><i>Fractions / Decimals / Percentages</i></p> <p><i>Problem Solving</i></p> <p><i>Timetabling / Calendars</i></p> <p><i>Time</i></p> <p><i>Chance</i></p> <p><i>Data</i></p>	<p>Year 5</p> <ul style="list-style-type: none"> • Solves simple problems involving the four operations using a range of strategies • Checks the reasonableness of answers using estimation and rounding • Identifies and describes factors and multiples • Interprets different data sets • Orders decimals and unit fractions and locates them on number lines • Converts between 12- and 24-hour time • Lists outcomes of chance experiments with equally likely outcomes and assigns probabilities between 0 and 1 <p>Year 6</p> <ul style="list-style-type: none"> • Recognises the properties of prime, composite, square and triangular numbers • Describes the use of integers in everyday contexts • Solves problems involving all four operations with whole numbers • Connects fractions, decimals and percentages as different representations of the same number • Describes rules used in sequences involving whole numbers, fractions and decimals • Interprets timetables • Interprets secondary data displayed in the media • Locates fractions and integers on a number line • Calculates a simple fraction of a quantity • Describes probabilities using simple fractions, decimals and percentages
Health & Physical Education	<p><i>Being healthy, safe & active</i></p> <p><i>Emotional Regulation</i></p> <p><i>Nutrition</i></p> <p><i>Fundamental Movement Skills</i></p>	<p>Years 5 & 6</p> <p>Health</p> <ul style="list-style-type: none"> • Recognises the influence of emotions on behaviours and discuss factors that influence how people interact • Describes the key features of health-related fitness and the significance of physical activity participation to health and wellbeing • Examines how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding <p>Physical Education</p> <ul style="list-style-type: none"> • Demonstrates fair play and skills to work collaboratively

		<ul style="list-style-type: none"> • Accesses and interprets health information and applies decision-making and problem-solving skills to enhance own and others' health, safety and wellbeing • Performs specialised movement skills and sequences and proposes and combines movement concepts and strategies to achieve movement outcomes and solve movement challenges
The Arts - (Visual Art and Music)	<i>Exploring the Arts through our inquiry 'Who am I?'</i>	<ul style="list-style-type: none"> • Describes characteristics of artworks from different social, historical and cultural contexts that influence their art making • Explains how ideas are communicated in artworks personally made and those to which a response is provided • Structures elements and processes of arts subjects to make artworks that communicate meaning • Works collaboratively to share artworks for audiences, demonstrating skills and techniques
Indonesian (Mainstream classes)	<i>Language and Culture</i> Children songs and dances such as 'Menthok Mentok tak Kandani and 'Kumpul bocah'	<ul style="list-style-type: none"> • Understand how to express actions and events in time and place using prepositions, and continue to express knowledge of ber-verb and vocabulary. • Engage in cultural experiences, describing different aspects that are familiar and unfamiliar and discussing own reactions and adjustments.

If you would like to contact your child's class teacher to discuss their progress, please email them directly or call Turner School on 6142 2430..

We are looking forward to a great year of learning!

Kind Regards

The 5/6 Team

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