

Thursday 18th February, 2021

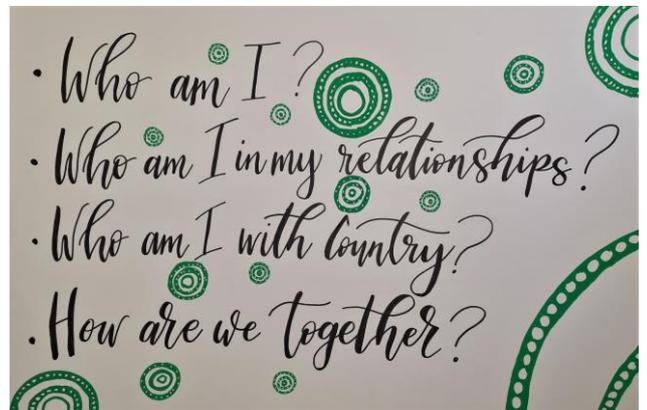
S5/6 Team
Term 1 Letter – 2021
'Who Am I?'

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)	<u>Democracy</u> <i>Who is involved in our Democratic government and how does it work?</i>	<ul style="list-style-type: none">• Identifies important events in life and recognizes why some places are special to people• Identifies how individuals, families and friends know about their past and commemorate events that are important to them• Responds to questions about the past and places one belongs to• Reflects on learning to suggest ways people can care for a familiar place
English	<i>Writing to Persuade</i>	<ul style="list-style-type: none">• Reads aloud with developing fluency• Reads short text with some unfamiliar vocabulary, simple and compound sentences and supportive images• Creates short texts for a small range of purposes• Takes turns responding when interacting in pair, group and class discussions• Accurately spells high-frequency words and words with regular spelling patterns

		<ul style="list-style-type: none"> • Uses capital letters and full stops, and forms all upper- and lower-case letters correctly
Mathematics	<p><i>Place Value</i></p> <p><i>Number</i></p> <p><i>Addition and Subtraction</i></p> <p><i>Fractions</i></p> <p><i>Problem Solving</i></p> <p><i>Time</i></p> <p><i>Money</i></p>	<ul style="list-style-type: none"> • Describes number sequences resulting from skip counting by 2s, 5s and 10s • Counts to and from 20 and orders small collections • Identifies representations of one half • Recognises Australian coins according to their value • Explains time durations • Counts to and from 100 and locates numbers on a number line • Carries out simple additions and subtractions using counting strategies • Partitions numbers using place value • Continues simple patterns involving numbers and objects • Tells time to the half-hour
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>Health</p> <ul style="list-style-type: none"> • Identifies and describes the different emotions people experience • Uses personal and social skills when working with others in a range of activities • Demonstrates, with guidance, practices and protective behaviours to keep safe and healthy in different activities <p>Physical Education</p> <ul style="list-style-type: none"> • Performs fundamental movement skills and solves movement challenges • Identifies actions that help to be healthy, safe and physically active
The Arts - (Visual Art and Music)	<p><i>Exploring the Arts through our inquiry 'Who am I?'</i></p>	<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

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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