

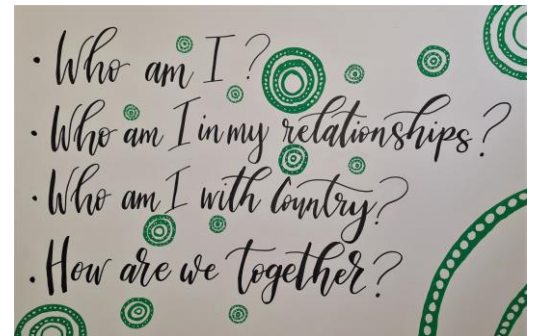
Friday 16<sup>th</sup> July, 2021

**S 5/6 Team**  
**Term 3 Letter – 2021**

Dear families,

Welcome to term 3!

Please find below the Term 3 Overview (including Achievement Standards from the Australian Curriculum) and inquiry focus that will frame your child’s learning experiences. Our learner asset focus this term will be done through the **‘thinker’** and **‘collaborator’** learner assets as well as linking to our whole-school inquiry guiding questions (pictured to the right).



We will also have a large focus through our project-based learning on the concepts of *Migration & Immigration* (Humanities & Social Sciences). Our festival will be a great tuning-in experience for the power of storytelling with these concepts.

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

**Learning Overview for Year 5/6**

Learning Area	Focus	Australian Curriculum Achievement Standards
Inquiry  (Humanities & Social Sciences)	<i>Migration &amp; Immigration</i>	<ul style="list-style-type: none"> <li>Identifies the causes and effects of change on particular communities and describes aspects of the past that have remained the same</li> <li>Describes the experiences of different people in the past</li> <li>Examines sources to determine purpose and to identify different viewpoints</li> </ul>

Learning Area	Focus	Australian Curriculum Achievement Standards
<b>English</b>	<i>Writing to Entertain</i>	<ul style="list-style-type: none"> <li>• Make connections to personal experience when explaining characters and main events in short texts.</li> <li>• Describe characters, settings and events in different types of literature</li> <li>• Understand how characters in texts are developed and give reasons for personal preferences</li> <li>• Create reate texts that show understanding of the connection between writing, speech and images</li> <li>• Create texts that show how images support the meaning of the text.</li> <li>• Read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images</li> <li>• Identify literal and implied meaning, main ideas and supporting detail.</li> <li>• Accurately spell high-frequency words and words with regular spelling patterns</li> <li>• Listen to others when taking part in conversations, using appropriate language features and interaction skills</li> <li>• Use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters</li> </ul>
<b>Mathematics</b>	<i>Number Shape Length Time Data Mapping</i>	<ul style="list-style-type: none"> <li>• Count to and from 100 and locates numbers on a number line</li> <li>• Carry out simple additions and subtractions using counting strategies</li> <li>• Partition numbers using place value</li> <li>• Describe two-dimensional shapes and three-dimensional objects</li> <li>• Order objects based on lengths and capacities using informal units</li> <li>• Tell time to the half-hour</li> <li>• Explain time durations</li> <li>• Use the language of direction to move from place to place</li> <li>• Collect data by asking questions, draws simple data displays and makes simple inferences</li> </ul>
<b>Health &amp; Physical Education</b>	<i>Mental Health &amp; Wellbeing  and  Identity, Resilience, Peer Pressure &amp; Self-esteem</i>	<p>Health</p> <ul style="list-style-type: none"> <li>• Explains the influence of people and places on identities</li> <li>• Recognises the influence of emotions on behaviours and discuss factors that influence how people interact</li> <li>• Describes the key features of health-related fitness and the significance of physical activity participation to health and wellbeing</li> </ul> <p>Physical Education</p> <ul style="list-style-type: none"> <li>• Demonstrates fair play and skills to work collaboratively</li> <li>• Accesses and interprets health information and applies decision-making and problem-solving skills to enhance own and others' health, safety and wellbeing</li> <li>• Applies the elements of movement when composing and performing movement sequences</li> </ul>
<b>The Arts - (Visual Art and Music)</b>	<i>Exploring Relationships &amp; Identity</i>	<ul style="list-style-type: none"> <li>• Describes characteristics of artworks from different social, historical and cultural contexts that influence their art making</li> <li>• Explains how ideas are communicated in artworks personally made and those to which a response is provided</li> <li>• Structures elements and processes of arts subjects to make artworks that communicate meaning</li> <li>• Works collaboratively to share artworks for audiences, demonstrating skills and techniques</li> </ul>
<b>Technologies</b>	<i>Cybersafety Coding Living Skills</i>	<ul style="list-style-type: none"> <li>• Records design ideas using techniques including labelled drawings, lists and sequenced instructions</li> <li>• Safely creates solutions and communicates ideas and information face-to-face and online</li> <li>• Designs solutions to simple problems using a sequence of steps and decisions</li> <li>• Students follow class rules about using digital information</li> </ul>

\*Please note that your class teacher will personalise learning for your child as required

## Extracurricular Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Before School</i>			<b>Ukulele</b> (with Allison in hall)	<b>Yr 5 Band Rehearsal</b> (with Julie)	
9:00 - 10:00am				<b>Yr 5 Band Lesson</b> (with Carlee & Julie) --- <b>Djembe Group</b> (with Allison)	
10:00 - 11:00am				<b>Yr 6 Band Lesson</b> (with Carlee & Julie)	
<b>LUNCH</b> 11:00 - 11:50am	<b>Chess Club</b> (in hall with Rima) --- <b>Yr 6 Band Rehearsal</b> (with Julie)	<b>Senior Choir</b> (in Music room with Julie & Jocelyn)	<b>Djembe Group</b> (with Allison & Julie)		<b>Coding Club</b> (with Georgia in her room)
11:50 - 12:40pm	11:50-12:20pm: <b>Yr 6 Band Lesson</b> (with Carlee & Julie) 12:20-12:50pm: <b>Yr 5 Band Lesson</b> (with Carlee & Julie)				
12:40 - 1:30pm					
<b>RECESS</b> 1:30 - 2:00pm	<b>Pedals to the Petals</b> (in the kitchen garden with Flick)		<b>Earthlings</b> (with Flick & Laura)		<b>Pedals to the Petals</b> (in the kitchen garden with Flick)
2:00 - 3:00pm					
<i>After School</i>					

## Phones / Smart Watches

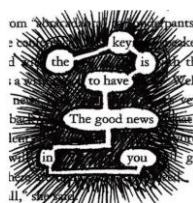
Children with mobile phones, smart watches and any other devices that can connect to the internet or the network, have a daily routine of checking them into the Condamine Street office on arrival at school and retrieving them at 3pm. Children should not bring valuable items and toys to school. If your child has recently received one of these devices and will be bringing it to / from school, can you please let the class teacher know so they can ensure these are handed in to the front office each day.

## Parent Event – Artistis’ & Writers’ Festival (Blackout Poetry)

We would like to invite you to join us for our family event during the Turner School Artists’ and Writers’ Festival. All students in 5/6, with their family if able to attend, will create a ‘Blackout poem’. These poems use an excerpt from an existing text and are created by choosing language existing on the page to highlight. We would welcome any (old) book donations to support this activity. If you have any questions, please contact your child’s classroom teacher.



Thursday 5<sup>th</sup> August 2021  
9:00am – 10:00am



Please RSVP by filling out the attached google form: <https://forms.gle/ijUeydBeb8yT2jdw8>

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.

Kind Regards

Helen - [Helen.Middleton@ed.act.edu.au](mailto:Helen.Middleton@ed.act.edu.au)

Felicity (Flick) - [Felicity.O'Flynn@ed.act.edu.au](mailto:Felicity.O'Flynn@ed.act.edu.au)

Antonia - [Antonia.McGuire@ed.act.edu.au](mailto:Antonia.McGuire@ed.act.edu.au)

Ilesha - [iesha.siotis@ed.act.edu.au](mailto:iesha.siotis@ed.act.edu.au)