



CAMELOT RISE PRIMARY SCHOOL LEVEL 4 – PARENT INFORMATION EVENING

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Welcome to Years 5 and 6. We hope that the following information will be useful to you. If you have any queries, please don't hesitate to speak to us. We are usually available before or after school (except Mondays and Wednesdays, when we have staff meetings and Professional Development).

The following expectations for Years 5 and 6 are in line with DEECD guidelines and the new AusVELS curriculum. AusVELS incorporates the Australian Curriculum F-10* for English, Mathematics, History and Science within the current curriculum framework for the Victorian Essential Learning Standards (VELS). (* F -10 = Foundation (Prep) to Year 10.)

At Camelot Rise we pride ourselves in our ability to cater for individual needs. Our programs are strongly differentiated, so that we can focus on the particular needs of individuals, extending and enhancing the academic, social and emotional abilities of all students. We believe that the link between school and home is extremely important and encourage parents and family members to participate as much as possible in their child's learning and school experiences. We look forward to another successful year, working together as a team to make learning fun, enriching and rewarding.

MATHEMATICS

- The Mathematical program encompasses three Strands: Number and Algebra, Measurement and Geometry, Statistics and Probability.
- Within classes, students are regularly pre-tested to determine prior knowledge on the broad range of mathematical concepts examined throughout the year. Based on the results of these tests, ability groups are determined. The content taught is directed specifically to the needs of the students and will typically cover concepts from Year 4 standard through to Year 8 standard. This approach to teaching ensures that student learning is supported when concepts have not been fully grasped. It also ensures that learning is appropriately extended when students demonstrate an advanced understanding of the different topics.
- Students participate in a range of challenging learning activities to acquire the mathematical skill and knowledge of the targeted concept. There is a strong focus on the use of open-ended challenges, which extend students' thinking and link to real-life situations.
- Students will:
 - have a variety of concrete materials to assist in their understanding, as required (e.g. MAB and fraction kits);
 - investigate and solve problems linked to real life situations;
 - work in small groups for particular skill development;
 - be exposed to a broad range of skills and strategies to assist with the development of their investigative skills and higher-order thinking when solving problems;
 - use different methods and tools to check calculations and problems.
- By the end of Year 5, all students should demonstrate a quick and automatic response for all times tables and knowledge of all basic number facts up to 40. Assistance at home with these will greatly benefit your child in all areas.

ENGLISH

Spelling and Word Study

- The Smart Words programme has been implemented since 2005. This programme emphasises spelling strategies, rather than the rote learning of spelling words.
- In 2011, an extension programme was developed for those students working at levels beyond Smart Words. Students will be tested, and a vocabulary and spelling programme will be developed based on the individual needs of these students. The extension programme includes extending and challenging students' vocabulary.
- To supplement the Smart Words programme, focus words will be derived from the integrated topic for the term, word study lists and commonly used words in everyday writing.
- Activities will include word building, understanding the parts of speech, defining words, finding synonyms, homonyms and the use of dictionaries, thesauri and charts.
- Students are taught strategies to try to spell new or unfamiliar words independently.

Reading and Viewing

- In Years 5 and 6, students are no longer 'learning to read' but they are 'reading to learn'. As such, reading lessons focus on strengthening and deepening comprehension. This includes literal comprehension, inferential comprehension (commonly known as "reading between the lines") and evaluative comprehension (linking texts to themselves and the wider world).
- Under the new AusVELS curriculum, 'viewing' is taught alongside reading. Students are growing up in a world where they are surrounded by multi-media. As a result, the ability to critically view, analyse and evaluate visual media is essential. To ensure that our students are fully equipped for their future, these important comprehension skills are explicitly taught as a part of the class Literacy program. To reinforce this learning, students will be required to use their viewing skills across the different disciplines as they view movies, look at advertisements, study paintings and comics, and review websites and other visual media in other subject areas.
- Students will work both individually and in groups on reading and viewing activities based around the current theme or group novels. Tasks completed by the students are always targeted specifically to the needs of the individual.
- Group work with literature sets occurs throughout the year. A group novel is selected based on students' interests, reading abilities and comprehension skills. Discussions then take place between the teacher and students. These discussions are supported by creative, open-ended activities based on the book. Parent assistance to lead these groups within the classroom would be of benefit.
- Comprehension activities will include the use a variety of fiction and non-fiction texts, including atlases, dictionaries, maps, telephone directories, newspapers, magazines, documentaries, movies, websites, graphs, labels, recipes, etc.
- All students will participate in 'silent reading' on a regular basis and are expected to have a book in their tubs at all times for these purposes.
- Students should always have a book to read at home, which they usually choose for themselves. This book should be read for at least 30 minutes each night. Many students are independent readers by now, but if you feel your child still needs more assistance in selecting suitable reading material please let us know or visit the Premieres Reading Challenge Website.
- Parental support in hearing children read at home could still be of value at times in assisting students to develop their fluency.
- At school, all students visit the Library once a week to borrow and return books.

Speaking and Listening

- Students will be encouraged and supported to speak clearly, correctly and confidently. Activities to develop this include both formal and informal oral presentations such as weekly news reports, contributing to class and small-group discussions and reporting on individual projects or group work.
- All students are explicitly taught the skills of attentive listening when interacting with both their peers and teachers.
- Students regularly develop and refine goals for improvement in Speaking and Listening. They are provided the opportunity to critique their own progress in this area, so that they have more responsibility and ownership over their learning and improvement.

Writing

- Students will be required to write for a variety of purposes Including:
 - Recounts – to retell something that occurred
 - Narratives – to entertain
 - Reports – to inform
 - Persuasive/exposition texts – to persuade
 - Procedures – to explain how to do something
 - Explanations – to explain a phenomenon
- Students will continue to develop and strengthen the “Seven Steps” of writing, which was implemented for the first time in 2011. These include:
 - Plan for success
 - Sizzling starts
 - Tightening tension
 - Show don’t tell
 - Dynamic dialogue
 - Ban the boring
 - Exciting endings

Students will apply their writing skills to a range of practical, real-life writing tasks. For example, they may be required to design a procedure for a scientific investigation or to provide a report on a topic being examined in Integrated Studies.

During Term 1 2013, all of the Year 5 and 6 students will focus on ‘Persuasive Writing’, as this is the form of writing the Year 5 students will complete for NAPLAN.

INFORMATION, COMMUNICATION AND TECHNOLOGY

In class....

- All students will have regular access to computers through the use of the classroom computers and netbooks.
- Students will gain an understanding of responsible computer use and safety when online.
- All students will receive a set printing allocation.
- Word processing skills will be practised along with problem-solving activities.
- Inquiry learning activities will regularly incorporate the necessity for students to access the internet and use digital cameras and scanners.
- Students will develop the skills to analyse different websites based on the author's credibility/qualifications, data presented, age of publication, etc.
- By the end of Year 6 students should be familiar with a range of ICT tools and techniques. They will be able to process different data types and produce accurate and suitably formatted documents to suit different purposes and audiences.
- Children will be exposed to a variety of software including Word, Excel, PowerPoint, and Publisher to name but a few.

In Lab Sessions...

- Students will develop the skills to confidently use a range of software including PhotoStory, Movie Maker and Inspiration to produce documents for different purposes and audiences.
- A variety of challenges will be set for students demonstrating outstanding ICT skills.

Edmodo

Year 5 and 6 students will be using an online community called Edmodo to collaborate and communicate during their study of The Quest. Edmodo is a safe and secure environment where students can download and upload homework tasks, contribute to discussions and share their learning. Edmodo provides a great way to bring the world into the classroom, fostering links between learning at school and the wider world. Students will be given the opportunity to put into practice their cyber safety skills in real-world situations. Edmodo has features that allow parents to view their child's online activity and parents can use Edmodo to communicate with school if the need arises.

Inquiry Learning

Throughout the year, all of our Inquiry Units (formally known as Integrated Studies units) will be developed from the Discipline-based Learning Domains (Maths, English, Humanities, Science) the Physical, Personal and Social Learning Domains (Health, Interpersonal Development, Personal Learning and Civics and Citizenship) and the Interdisciplinary Learning Domains (Communication, Technology, ICT, Thinking).

In Term 1 2013, we are trialling a whole-school Inquiry-based approach to our teaching and learning for Integrated Studies.

Why Inquiry-based Learning?

"Tell me and I forget, show me and I remember, involve me and I understand."

In today's society, where facts are constantly changing and information is readily available, the memorization of facts and information is not as important as it once was. Rather, what's needed is an understanding of how to access and interpret the large quantity of data and information available to us. Inquiry-based Learning equips students with the ability to develop relevant questions and solve real-life problems. Students learn to conduct research to gain knowledge and understanding and they take action through community-based projects.

What is 'The Quest'?

This term, 'The Quest' will be part of our Inquiry-based Learning program throughout the school. Through our inquiries, a broad range of science and humanities concepts will be explored. 'The Quest' encourages learners to draw on the technologies they use in their daily lives to solve real-world problems. 'The Quest' is collaborative and hands-on, asking students to work with others to develop deep subject area knowledge, identify and solve challenges, take action and share their findings.

This term our focus is 'Identity'.

Our *Big Question* is "How can our school better reflect our identity?"

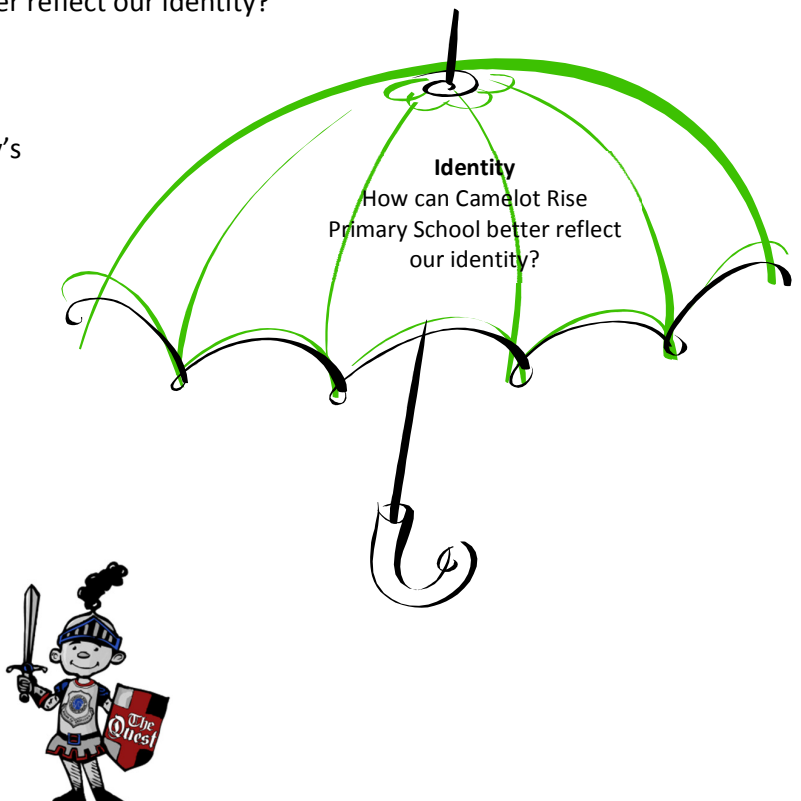
Our Level questions are:

Level 1 - How can we better reflect our family's identity at Camelot Rise?

Level 2 - How can we better reflect our school/community identity at Camelot Rise?

Level 3 - How can we better reflect our historical identity at Camelot Rise?

Level 4 - How can we better reflect our National identity at Camelot Rise?



HOMEWORK

Our weekly expectations for homework this year, in line with the school Homework Policy, are:

- 5 sessions of 30 minutes reading
- 1 session of 30 minutes maths
- 2 sessions of 30 minutes Literacy and/or Integrated Studies activities

If your child has worked hard, but can not complete the requirements in the time allocated (see above) then please sign your child's work and return it to their classroom teacher.

Reading

It is expected that students will read each night. A broad range of reading material is recommended, including factual and fictional texts such as novels, encyclopedias, comic books, magazines, newspapers, educational websites, etc. Students are to record their reading on the sheet provided. This simply requires them to record the date, title of the book, a brief comment/thought/opinion on the book and the time spent reading. It will be a quick and easy way for teachers to determine if students are completing the required reading.

Diaries

The use of student diaries reinforces our value of responsibility. In Years 5 and 6, we expect students to begin using their diaries on a regular basis, marking in their extracurricular activities and homework commitments. Having a parent sign the diary on a weekly basis is ***not necessary***; however, ensuring its use is strongly encouraged. Furthermore, we do request that parents view their child's homework each week, so that they are aware of the quality of work that their child is producing and the type of tasks being completed at school.

Homework Club

This is not the place for support or assistance in understanding and completing homework. Students need to seek assistance from their teacher ***prior to*** the day when it is due – any teacher will be willing to sit down and assist a student in this circumstance.

Homework Club is for students who have not completed the requirements of their homework tasks. It will be held on Wednesday lunchtimes in the supervising teacher's classroom. If a student has to attend Homework Club for two consecutive weeks, their parents/guardians will be contacted. This will also be the case if homework isn't completed three times in a term (i.e. three visits to Homework Club). This approach will be consistent across Levels 3 and 4.

FRENCH

French at Camelot Rise is run by Mrs Rosemary Arney. Research has shown that there are many advantages for children learning another language including enhancing literacy skills, developing thinking and problem-solving skills that are applicable across the curriculum, as well as enhancing their listening and confidence in oral communication. In the first semester, the 5/6 program will focus on food, shopping, New Caledonia and a short ICT unit. The second semester focus will be on the play "How do I Get There?" and on the family, French History and Provence. Rosemary uses a special gestural method to build up French vocabulary more effectively and to give students a deeper understanding of grammatical structures through the medium of the shared context of a play.

ART

Year 5/6 students have a one hour Art lesson per week with Ms Hong. They partake in a variety of 2D and 3D works, ranging from drawing and painting to textiles and felting. Where possible, the Art program incorporates the Integrated Studies topic of the classroom. Students will be building on their knowledge of Art concepts and techniques, such as line and movement, perspective, tone, dimension and cultural art. Year 6 students will be involved in making of a piece of artwork that will feature as a permanent display in the school. Each student is required to bring an art smock with them to Art class. It is a good idea at the beginning of each school year to check that your child's art smock still fits them. For maximum protection, a smock should cover the uniform and be waterproof, preferably with elastisized long sleeves and neck. Water-based paints are purchased for school and if paint does get on uniforms, the manufacturer recommends washing straight away, but not to spray with pre-wash stain remover.

MUSIC

Year 5/6 students will have a 45 minute Music lesson each week with Miss Burney. They will continue to use their music skills to create their own music and explore other music styles and concepts. Students will work in groups to perform and present music ideas. Where possible the Music programme will tie in with the Integrated Studies topic for the term. For example, in Term 1 students will conduct research on an instrument from their own cultural background. They will present their findings to the class.

PHYSICAL EDUCATION

Every class has a 45 minute P.E. session each week with Mr Milsom. The lesson normally begins with a running activity and stretches as warm-up. The students then have a skills session, followed by a modified game in order to practise their skills, develop hand-eye coordination and learn teamwork values such as strategy, cooperation and the sharing of equipment.

Interschool sport

- Term 1 – Swimming and interschool summer sport
- Term 2 – Cross country and summer/winter interschool sport
- Term 3 – Athletics and winter interschool sport
(Trials will be held at school for all of the above events.)
- Term 4 – Kanga Cricket and Year 6 Round Robin

Summer Sports (Friday 9:30am to 10:45am)

Basketball, Softball, Kickball, Volleystars, Kanga Cricket, Bat Tennis

Winter Sports (Friday 1:15pm to 3:00pm)

T-Ball, Soccer, Netball A & B, Football, Rounders

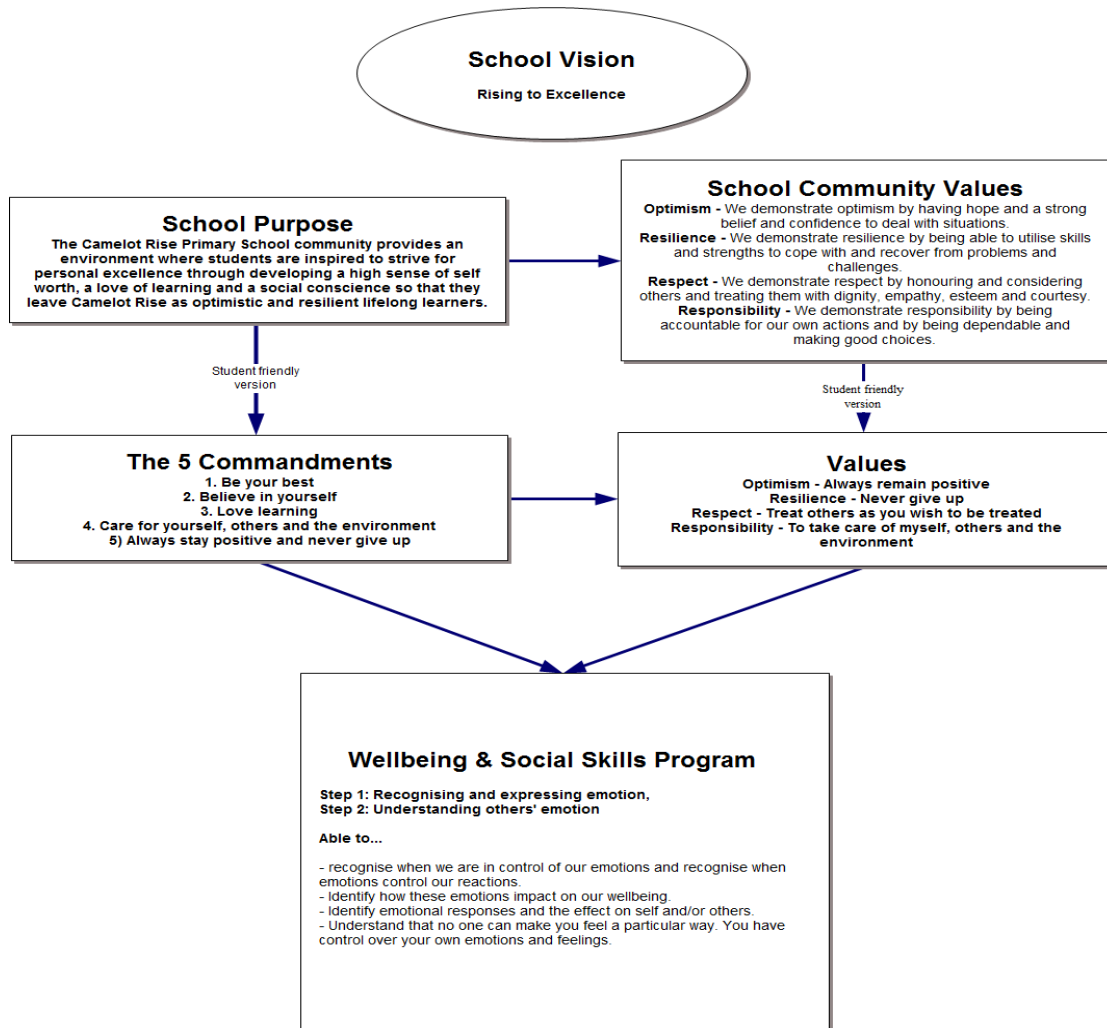
N.B. When Year 6 students are on camp (March 4-8), all Year 5 students will play interschool sport.

WELLBEING AND SOCIAL SKILLS PROGRAM

Since 2010, the staff at CRPS has been trialling a new approach to the teaching of wellbeing and social skills. We have received positive feedback from parents, students and staff and are looking forward to continuing to develop, refine and improve our current practice.

What does the program look like?

- A strong emphasis on developing students’ Social & Emotional Intelligence (SEI).
- Planning follows a carefully designed Scope and Sequence outlining SEI strategies appropriate for each Level.
- A whole-school language has been developed to talk about our emotions (NOTE your feelings – Name, Own, Tame and Explain).
- Lessons and wellbeing experiences incorporate a broad range of rich learning tasks (with greater emphasis on students interacting, talking and experiencing things, rather than completing worksheets).
- Lessons incorporate a range of interactive learning tools to assist greater understanding.
- All Year 4 and 6 students are invited to participate in a survey to ascertain our students’ level of SEI skills (to assist with directed planning).
- Surveys and interviews have been implemented to gather student, parent and teacher feedback regarding the success of the program and ideas for future activities and direction.
- ‘Optimism’ has been added to our existing school values of Respect, Responsibility and Resilience.
- Our School Vision has been re-written as part of the review process (see below).



The year ahead...

We look forward to a happy and productive year together. Please remember that a strong collaboration between home and school will greatly assist your child in reaching their full potential. If you have any concerns about the education and general welfare of your child, please make an appointment to see us. Likewise, we will request a meeting with you if we have any concerns about your child. Please note that the student diaries can be used for communication between home and school.

We welcome any parent helpers in the room and the students love to see their parents or guardians involved in the classroom. If you can offer any assistance on a regular or occasional basis, please let us know.

Best wishes for a productive and exciting year of learning

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