

Dear Parents/Caregivers,

Can you believe it is Term 4 already? We have had such a wonderful year already and have an action-packed term ahead before we say goodbye to our Year 6s at Graduation.

Please see an outline below of the learning intentions for this term in the Senior Block.

### The Senior Block Team

**Room 1:** Mr Jack Swan (Monday-Friday) [jack.swan@education.wa.edu.au](mailto:jack.swan@education.wa.edu.au)

**Room 2:** Mrs Ellie Walker (Monday-Thursday) [eleonor.walker@education.wa.edu.au](mailto:eleonor.walker@education.wa.edu.au)

Mr Dan Robinson (Friday) [daniel.robinson@education.wa.edu.au](mailto:daniel.robinson@education.wa.edu.au)

**Room 3:** Miss Amy Edmonds (Monday-Thursday) [amy.edmonds@education.wa.edu.au](mailto:amy.edmonds@education.wa.edu.au)

Mr Eric Truong (Thursday-Friday) [trieuvi.truong@education.wa.edu.au](mailto:trieuvi.truong@education.wa.edu.au)

### Homework

As we get closer to the end of the year, we are no longer setting homework tasks each week, although students will still be expected to complete the additional homework tasks, we have been doing so far this year. Instead, we are expecting that when students have not completed work started in class, that they will be finishing this off in their own time. This will include tasks such as their yearbook entry, leadership speeches and English presentations.

Additional homework tasks		
<b>Reading</b>	Reading for at least 15 min per day	This can include: chapter books, graphic novels, being read to, reading to a sibling, reading aloud, environmental print (signs, product packaging, recipes).
<b>Times Tables Rockstars</b>	Online	We recommend consistent but shorter practice sessions using the TTRockstars app or through a web browser. Students can practice times tables by logging in using their account details.
<b>Spelling</b>	We are using Spelling Mastery this year to teach spelling. There are no formal spelling lists that students are to memorise; however, we are teaching formal rules. Every 5 lessons there is a spelling quiz made up of 25 words. The words are chosen to follow the specific rule the children practised in the four lessons prior to the quiz.	
<b>Handwriting</b>	Book 10-15mins, 3x per week	We recommend that handwriting is completed in consistent but shorter practice sessions of around 10-15 minutes, 3 times per week. This helps to build fine motor skills and the correct formation of cursive writing. Students will be set a double page of the Handwriting book to focus on each week and are asked to complete as much as possible during the time limit.

### Mobile Phones

Mobile phones and any other technology devices must be handed to the class teacher first thing in the morning and collected again at home time. Smart watches need to be turned on the flight mode. Phones are not to be used on the school grounds as per the Department of Education policy.

### Uniform Policy

It is important that students come to school dressed in full school uniform. As we move towards the warmer weather, please make sure that your child has a hat every day. Please ensure all pieces are labelled so students can keep track of their items.

- **Shirts/Jumpers:** Jumpers are included in the school uniform. If a student does not have a school jumper, they can purchase one from the Uniform Shop or wear a red jumper with no visible logos until a school jumper is available. It is asked that students only wear their faction shirts on Tuesdays and Fridays as these are the sports days.
- **Shoes:** For safety reasons, appropriate shoes must be worn. Sport shoes need to be supportive of the foot and provide enough grip to take part in all sporting activities – laces should be done up.
- **Hats:** As part of our uniform policy, hats are compulsory for students to participate in sporting and play activities as well as being in the sun during recess and lunch. Our School Board supports caps with a back flap as well as bucket and wide brimmed styles, both being available from the uniform shop which is open on Mondays. Students without hats can play in the undercover area.
- **Hair:** All shoulder length hair needs to be tied back.
- **Makeup and jewellery:** No makeup is a part of our School Policy and nail polish is considered makeup. To ensure the safety of students whilst playing, earrings must be small studs or sleepers. Religious jewellery may be worn, but no other jewellery including rings or necklaces.

<https://whitegumvalleyyps.wa.edu.au/wp-content/uploads/2020/03/WGV-PS-Dress-Code.pdf>

### Communication

Our main form of communication this year will be through Connect. We will use this to share any class or Senior Block notices and information. It will also be used for the submission section, which allows students to submit their digital work to teachers. You should have received an email at the start of the year which invited you to join your child's class page, but please let your child's class teacher or Ms. Sam Tingle ([samantha.tingle@education.wa.edu.au](mailto:samantha.tingle@education.wa.edu.au)) know to reset your login if needed.

We always endeavour to meet promptly with parents to discuss any issues involving their child, so please do not hesitate to email if you have any queries or concerns.

### Curriculum Summary

<b>English</b>	<p><b>Reading and Viewing</b></p> <p>This term, we have integrated our HASS and Reading programs to focus on the age of exploration. Students will be investigating the changes made to the lives of 15<sup>th</sup> century people as a result of exploration.</p> <p><b>Writing</b></p> <p>We will be practising writing summaries, identifying perspective and bias, as well as formal responses. Towards the end of the term, students will have the opportunity for creative writing and creating their speeches and yearbook entries.</p> <p><b>Spelling</b></p> <p>We will be continuing with our Spelling Mastery program five times a week, with mixed groupings. This program is comprised of smaller and more intensive sessions focused on accumulation of skills over the year. Spelling Mastery revolves around understanding parts of words, such as base words, prefixes and suffixes, to build word families.</p>
<b>Mathematics</b>	<p>In maths this term, we will be working on consolidating students understanding of all maths concepts taught this year. We will be focusing on problem solving and reasoning skills, alongside real-life applications.</p>

<b>HASS</b> (Humanities and Social Sciences)	<p>As mentioned above, HASS is integrated with Reading this term. We will be practising skills such as note-taking, identifying primary and secondary sources, representing information in graphic organisers, and drawing conclusions from different sources of information.</p> <p>We will be exploring the different discoveries made by early explorers and the ways these changed information about the world (maps, ship building etc).</p>
<b>Science</b>	<p>This term we are focusing Earth and Space Science. The year 5 students will be examining what makes up our solar system and how other planets compare to Earth. They will also look at the different phases of the moon and why it changes. The year 6 students will be researching various natural disasters. They will be learning the causes and how these disasters impact the environment and human lives.</p> <p>We will be learning about the scientific method and how humans have combined their natural curiosity about the world with a set process to find the reasons for events they observe.</p>
<b>Health</b>	<p>This term we will continue to focus on our own character strengths and how we use these in all aspects of our day-to-day life. We will also be looking at building upon character strengths and setting targets to develop areas we can improve in. Students will be learning strategies to make healthier and safer choices when it comes to cybersafety, sun safety and unknown substances. We will also be looking at transition to high school for our Year 6 students, building the skills of resilience and independence. Towards the end of Term, the students will have further sessions on the emotional changes they will go through in puberty and strategies to manage them.</p>
<b>Handwriting</b>	<p>We use the NSW handwriting font style, which best reflects the letter formation that students encounter in environmental print.</p> <p>In Years 5 and 6, students are required to develop a consolidated handwriting style that is legible, fluent and automatic, and that can support sustained writing. We recommend cursive, as once learned, it is effective for longer-form written responses.</p> <p>Handwriting skills and muscle strength are better developed if practised in more regular and shorter sessions. Students have a handwriting book that will be used to form part of the homework schedule on a weekly basis.</p>
<b>Technology</b> Mr Dan Robinson	<p>In Design and Technologies this Term, students will be learning how electrical energy or forces can control movement, sound or light in a product or system. They will be research electrical games and design and make a unique game suitable for all ages which includes light, sound and/or movement.</p>
<b>Art</b> Ms Cathy Henderson	<p><b>Year Six</b></p> <ul style="list-style-type: none"> <li>Students will be given the opportunities to apply their ideas, skills and techniques to developing/ making artwork.</li> <li>Students will be given opportunities to be inspired by observation and imagination, reflecting on various artwork and design elements.</li> </ul> <p>Through interactive white board and i-pad research etc</p> <ul style="list-style-type: none"> <li>students will explore artworks inspired by observation or imagination from various artists and cultures that use materials and techniques to enhance the artists belief or viewpoint.</li> </ul>

	<ul style="list-style-type: none"> <li>students will apply art elements by selecting techniques and materials to communicate an idea, belief, opinion or viewpoint.</li> </ul> <p><u>Studio Practice</u></p> <p>Artists are varied, yet share a common thread of celebrating pattern and shape. Focus artists are Anya Brock (Australia), Gustave Klimt, MC. Escher, Anni Albers, Andy Warhol, Keith Haring, Yayoi Kusama, Sarah Morris, Brigid Riley, Takashi Murakam and Sally Morgan (Australia).</p> <p>Colour activities. Focus artists are Pablo Picasso, Rene Magritte and Anya Brock.</p> <p><u>Key Activities</u></p> <p>Textiles, painting, printmaking, drawing, collage, design, visual inquiry and visual literacy, studio practice and reflection.</p> <p><b>Year Five</b></p> <ul style="list-style-type: none"> <li>Students will be given the opportunity to apply their ideas, skills and techniques to developing/ making artwork.</li> <li>Students will be given the opportunities to be inspired by observation and imagination, reflecting on various artwork and design elements.</li> </ul> <p>Through interactive white board and i-pad research etc</p> <ul style="list-style-type: none"> <li>students will examine artworks from different artists considering different ways they express themselves in their work/ideas.</li> <li>students will explore the influences of artists on their artworks including animal hybrid artists using Photoshop, David Mattingly, Chris Foss and Patricia Piccinini (Australia).</li> </ul> <p><u>Studio Practice</u></p> <p>Artists studied are generally contemporary. Focus artists are Alexander Calder, Ruth Asawa, Salman Koshroo, Kendra Haste, Barbara Hepworth and Robert Klippel (Australia).</p> <p><u>Key Activities</u></p> <p>Sculpture, painting - colour mixing, 3D clay modelling, drawing, design, visual inquiry, visual literacy, studio practice and reflection.</p>
<p><b>Music</b></p> <p>Mr Dave Kaloczy</p>	<ul style="list-style-type: none"> <li>Games and songs</li> <li>Art Music – Little Fugue in G minor by JS Bach (1685 – 1750)</li> <li>Ensemble music with 3 parts for xylophone</li> <li>Practise rhythms up to tam ti</li> <li>Theory and notation exercises</li> </ul>

<p><b>Sport</b> Ms Di Foster</p>	<p><u><b>Year 5</b></u> will be focussing on the following fundamental skills.</p> <ul style="list-style-type: none"> <li>Locomotor skills/Body Management Skills/Object control skills – movement skills demonstrating adjustment of force and speed to improve accuracy and control.</li> </ul> <p>Students will participate in partner, group activities and games that will include a variety of refined fundamental movement skills such as striking a ball with a forehand action. When participating in tennis and softball, students will learn how to demonstrate ethical behaviour and use this to be effective when taking on the role of player, coach, or referee/umpire.</p> <p><u><b>Year 6</b></u> will be focussing on the following fundamental skills.</p> <ul style="list-style-type: none"> <li>Locomotor skills/Body Management Skills/Object control skills – movement skills demonstrating adjustment of force and speed to improve accuracy and control.</li> </ul> <p>Students will participate in partner, group activities and games that will include a variety of refined fundamental movement skills that link to a specific skill such as striking a ball with a forehand action. When participating in tennis and softball students will implement simple</p>
<p><b>Languages</b> Signóra Lina Hawke</p>	<p>To celebrate Italian Week (Week 4) in our school, students in Years 2-6 will be invited to participate in the Create an Italia Showbag Competition, (SEE LINK BELOW) as well as being involved in games and other activities during their Italian classes.</p> <p><u>Year 5</u></p> <p>This group will resume their exploration of the theme My Community, with an emphasis on the marketplace and shopping. Then, with the Year Six students, they will focus more closely on <i>La Gelateria</i>. In this short unit they will learn and practise how to place orders and work out how much to pay in euros at a simulated ice cream shop, through role playing.</p> <p><u>Year 6</u></p> <p>The students will complete a short unit on <i>La Gelateria</i> in which they will learn and practise how to place orders and work out how much to pay in euros at a simulated ice cream shop, through role playing. Finally, as they approach their transition to high school, the students will reflect on their experiences by participating in a Gallery Walk activity about '<i>I miei ricordi della scuola elementare</i>' (my primary school memories) and '<i>I miei progetti futuri</i>' (my future plans)</p>

Please feel free to get in touch if you have any questions or queries regarding your child's learning this term.

#### Senior Block Team

Mr Jack Swan (Room 1)

Mrs Ellie Walker and Mr Dan Robinson (Room 2)  
Miss Amy Edmonds and Mr Eric Truong (Room 3)