

Dear Parents/ Caregivers,

Welcome to the Senior Block for 2024! As a team, we work together to plan curriculum opportunities for your children. We also group for mathematics, which means your child may experience different teachers and styles throughout the week.

We are all looking forward to getting to know your children and becoming a part of their learning journey.

### **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 Walker (Monday-Thursday) [eleonor.walker@education.wa.edu.au](mailto:eleonor.walker@education.wa.edu.au)

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

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

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

The aim of this newsletter is to give you an overview of the learning that will be taking place in the Senior Block this term. We have also included some general information about some of our class routines and expectations.

### **Homework**

All students are encouraged to read for at least 15 mins per day, including reading aloud and being read to, as well as regular practise of their times tables. We would also like to encourage Year 5 children where possible to practise their typing skills using typing.com. This will be a key skill in their NAPLAN tests and as they move on to high school.

### **NAPLAN**

NAPLAN assessments will be carried out by all Year 5 pupils during Week 7 and 8 of Term 1. The children will take tests in Reading, Writing, Maths and Language Conventions (Grammar, Spelling and Punctuation). We will be integrating NAPLAN content into our classroom learning and will expose children to NAPLAN style questions to familiarise them with the question style. In some circumstances, Year 6 students will be involved in NAPLAN preparation to allow them to revisit and revise key concepts and prepare them for Year 7 NAPLAN.

### **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. Smartwatches 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>

**All items should be clearly labelled.**

### **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 recently received an email 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.

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>We will be focusing on comprehension strategies including building upon previous skills of locating literal information and making inferences. We will be using the Core Knowledge unit 'Maya, Aztec and Inca Civilisations'.</p> <p>The text links to our HASS program of Civics and Citizenship. We will be investigating how ancient societies ran their communities and government systems. Students will learn the technical structure of the Westminster system and responsibilities of local, state, and federal government bodies..</p> <p>Each class will read a class novel for enjoyment with activities interspersed between our core English curriculum.</p> <p><b>Writing</b></p> <p>Students will be focusing on narrative and persuasive text types. We will experiment with figurative language and expanding sentences using more engaging and sophisticated vocabulary. Students will further develop their skills of creating imagery, suspense, and tension using rich descriptions. These concepts will be reiterated in stand-alone grammar lessons, where focus will be on the sentence features needed to enhance student's writing. This will include use of dependent clauses, relative clauses and correctly punctuated speech.</p> <p>As NAPLAN Writing is completed online, students will complete some writing tasks on devices in preparation. Typing practise at home is strongly encouraged.</p> <p><b>Spelling</b></p> <p>We will be continuing our Spelling Mastery program four times a week. 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>Year 5 students will be revising the content expected to be learnt in readiness for NAPLAN. We will be reviewing previously taught content, including using the four operations, number patterns and working with fractions. A particular focus will be placed on the comprehension of written questions and problem-solving approaches.</p> <p>Year 6 students will cover these topic areas to activate their prior knowledge, with students being extended through further activities to match the expectations of the Year 6 curriculum.</p>
<b>HASS (Humanities and Social Sciences)</b>	<p>This semester, we will be linking the two areas of Civics and Citizenship and Economics. We will look at the concepts of needs and wants, and how these differ for individuals and varying contexts. Students will explore the connection of these diverse needs and wants to our society and the building of the nation's government.</p> <p>We will also investigate how Australia's government has been directly influenced by the United Kingdom and chronologically evolved throughout the history of colonialism. We will discuss how not all groups in society have been equally impacted by this form of government and its laws, especially Aboriginal and Torres Strait Islander people, women, and migrants.</p>
<b>Science</b>	<b>Physical Science.</b>

	<p>Year 5s will be learning how light from a source forms shadows and can be absorbed, reflected and refracted. Year 6s will be learning how electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources (including sustainable versus unsustainable sources).</p> <p>We will be working towards identifying variables in an experiment and designing fair tests.</p>
<b>Health</b>	<p>Students will be provided the opportunity to reflect on their own character strengths, identifying how they are used in all aspects of our day-to-day lives. Goal setting will be practised using the SMART acronym (Specific, Measurable, Achievable, Realistic, Time period). Classes will review the Zones of Regulation and how these zones may appear in others, as well as strategies to use to return to the Green Zone.</p> <p>Each class has established clear expected and exceptional behaviours that may be demonstrated under our behaviour expectations of being Respectful, Organised and Safe (ROS). Students will be discussing how unexpected behaviours can make others feel, and the ways relationships may change as they move through Upper Primary and transition to high school.</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 will be undertaking short regular handwriting practice sessions each week.</p>

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

Senior Block teachers

Mr Jack Swan (Room 1), Mrs Ellie Walker (Room 2), Miss Amy Edmonds and Mr Eric Truong (Rooms 2 and 3)