



## IMPORTANT DATES

### PYP Evening

Thursday 22nd March

### School photos:

Mon/Tue/Wed  
26th/27th/28th March

### Last day of Term 1:

Thursday 29th March

### First day of Term 2:

Monday 16th April

### Last day of Term 2:

Friday 29th June

### First day of Term 3:

Monday 16th July

### City Stay A/B/C:

July/August dates TBA

## YEAR 4 CURRICULUM OVERVIEW TERM 1 2018

Dear Year 4 Parents/Caregivers,

Welcome to Year Four!

We would like to extend a warm welcome to all of our parents, caregivers and students, old and new. We have hit the ground running and are pleased to say that all of our students have made an impressive start to the term, applying outstanding effort and enthusiasm. We have a busy year ahead, with brand new and exciting Units of Inquiry planned that will ignite the curiosity of the students. We have our city stay and will also look at possible excursions and/or incursions that will enrich our units further. We look forward to a positive and productive year ahead, working as partners in supporting your child through their Year 4 learning journey!

Introducing our team:

**Jackie Daniali** – Assistant Principal

4A - **Ms. Kate Franco:**

[frk@alamandacollege.vic.edu.au](mailto:frk@alamandacollege.vic.edu.au)

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### LOTE Teachers:

Timetable A - **Tiffany Zhang**

Timetable B - **Rida Su**

Timetable C - **Wen Lee**

### Food Tech: **Niki Sylaidos**

**Sports Teachers: Daniel Pickles, Danni Galante, Daniel Grey**

**Drama Teacher: Sean Moran**

**Music Teacher: Bobi Joveski**

**Robotics Facilitator: Ellin Tideswell**

**Science Teacher: Maryanne Molino**

### TERM ONE LEARNING

To begin the term, the students were busy getting to know each other and settling into routines. They investigated what the PYP values and attitudes are and collaboratively wrote their Essential Agreements. The students started to inquire into the ways that their brains like to learn. This part of the year is called 'Learning to Learn'.

### STUDENT AGENCY

At Alamanda, we recognised the need for more student voice in planning our Units of Inquiry. The school decided to use the James Beane model, a process by which student agency and voice can be more prevalent in our school overview of learning. We began by asking the students to share their personal and world wonderings on Transition Day 2017. Within our new class, we then categorised these wonderings into the six IB Transdisciplinary units. The teachers then worked with an IB consultant to use The Australian Curriculum and the input of the students to plan the overall focus of each Unit of Inquiry for the year.

This year we will be inquiring into (the Central Ideas and Lines of Inquiry are yet to be decided);

## Timetable/Assembly/Specialist Lessons

Class/ Time table	Recess	Lunch	Assembly	Specialist Lessons Mon	Specialist Lessons Tue	Specialist Lessons Wed	Specialist Lessons Thur	Specialist Lessons Fri
4A TTA	9:40am- 10:00am	11:30am- 12:10pm	Tue 8:40 -9:40am	P.E.		Food Tech	LOTE	Art, Robotics
4B TTA	9:40am- 10:00am	11:30am- 12:10pm	Tue 8:40 -9:40am	Art, Food Tech			P.E.	LOTE, Robotics
4C TTA	9:40am- 10:00am	11:30am- 12:10pm	Tue 8:40 -9:40am	LOTE	Food Tech		Art	P.E.
4D TTB	10:10am- 10:30am	12:10pm- 12:50pm	Wed 8:40 -9:40am	Art, LOTE	Robotics	Science, P.E.	Music	
4E TTB	10:10am- 10:30am	12:10pm- 12:50pm	Wed 8:40 -9:40am	LOTE, P.E.		Science, Music	Robotics, Art	
4F TTB	10:10am- 10:30am	12:10pm- 12:50pm	Wed 8:40 -9:40am	PE Music	Robotics, Science	Art	LOTE	
4G TTB	10:10am- 10:30am	12:10pm- 12:50pm	Wed 8:40 -9:40am	Music, Art	Robotics	LOTE	Science PE	
4H TTC	11:10am- 11:30am	1:10pm- 1:50pm	Mon 12:00 -1:00pm		Drama, Robotics	LOTE P.E.	Art	
4I TTC	11:10am- 11:30am	1:10pm- 1:50pm	Mon 12:00 -1:00pm		Robotics	Art, P.E.	LOTE, Drama	
4J TTC	11:10am- 11:30am	1:10pm- 1:50pm	Mon 12:00 -1:00pm	Drama		LOTE, Art	Robotics, P.E.	

**Who We Are:** Comparative religion and belief systems;

**How We Express Ourselves:** To be advised (currently under review);

**How The World Works:** Weather systems/ Change of state/Atmosphere;

**How We Organise Ourselves:** From farm to table (where our food comes from/food systems);

**Where We Are In Place And Time:** Technology;

**Sharing The Planet:** Distribution of wealth.

### UNIT OF INQUIRY ONE

#### WHO WE ARE

Across the Year 4 cohort, we agreed that we would like to start learning about values, cultures, belief systems and religions around the world. In particular, we decided to inquire into belief systems and compare the doctrines and practices of the world's religions. Throughout this unit, we will continue to take into consideration the interests and ideas of the students wherever possible and encourage the students to have a voice in what they learn about.

#### Central Idea:

Global citizens respect and appreciate different belief systems.

#### Lines of Inquiry:

The different belief systems and values around the world.

The connections between the different belief systems.

#### Key Concepts:

Perspective

Connection

Function

#### Focus Attribute of the Learner Profile:

Open mindedness

#### Transdisciplinary Skills:

**Analysis:** Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics;

**Dialectical thought:** Thinking about two or more different points of view at the same time; understanding those points of view; being able to construct an argument for each point of view based on knowledge of the other(s); realizing that other people can also take one's own point of view;

**Respecting Others:** Listening sensitively to others; making decisions based on fairness and equality; recognizing that others' beliefs, viewpoints, religions and ideas may differ from one's own; stating one's opinion without hurting others.

### LITERARY FOCUS

#### INFORMATIONAL TEXTS

During this Unit of Inquiry, our Literacy focus has been on informational texts. As a part of our tuning in, the students have begun to read and unpack a range of these texts, identifying the text structure and language features most commonly used by authors when writing these pieces.

The students are being explicitly taught



how to compose their own informational texts, through teacher modeling and class joint construction. They are learning how to plan an informational text by deciding on the aspects of the topic that they intend on including. They are learning how to research from suitable sources and note-take (Cornell method), which includes identifying and categorising the key facts whilst ignoring irrelevant information.

The students have been learning how to use their research notes to write their first draft by paraphrasing and elaborating on the information they have gathered. Throughout this drafting process, the students have participated in one-on-one conferencing with their teacher, who has given regular, timely feedback and suggestions for refining, editing and proofreading their work.

As a part of their summative assessment for this unit, the students will be informing their community about the doctrines and practices of a belief system through an information report.

#### Reading Focus

In addition to reading (and writing) informational texts related to the Central Idea, the students have been focusing on building their reading comprehension through guided reading sessions, as well as SOLO Taxonomy and Author Studies. The use of SOLO Taxonomy encourages students to complete tasks with a higher cognitive demand, scaffolding deeper thinking and metacognition. The students work through leveled questions or tasks based around a given text.

## Writer's Notebook

A writer's notebook is a special book where the students are able to react to the world around them. In this notebook, they can record their observations, wonderings, thoughts, feelings, experiences and ideas. These begin as 'seeds' that can serve as stimuli for more formal writing. The writer's notebook encourages a love of writing; helps students to find their writer's voice and allows them to develop their writing skills based on personal learning goals.

## Spelling

Spelling is run daily and includes the explicit teaching of spelling strategies as well as independent and small group spelling investigations. Time is also given to work on personal spelling goals and personal spelling lists. The spelling program is planned around the needs of the students, which are identified through student assessment data, their workbooks and The Australian Curriculum.

## MATHEMATICS FOCUS

This semester in Mathematics, we are working on key concepts from all strands. The teachers support the specific areas of need for each student (identified through assessment data) through focused workshops. The students are also learning how to work toward their personal learning goals through an inquiry-based approach, both in small cooperative groups and independently. Wherever possible, mathematics will be integrated into the Unit of Inquiry. For example: timelines and mapping of religions in history; Statistics of different religious groups.

## Number and Algebra

Recall addition, subtraction, multiplication and division facts up to  $10 \times 10$ ;  
Understanding large numbers (to at least the tens of thousands);  
Worded problems involving addition, subtraction, multiplication and division (no remainder) operations;  
Money – calculating total costs and change to the nearest 5 cents;

## Measurement and Geometry

Time concepts

## Statistics and Probability

Statistics

## RESTORATIVE PRACTICES

Alamanda College is committed to the process of Restorative Practice, which assists teachers, students and parents with building, maintaining and restoring relationships. Restorative Practice helps to build capacity to enable students to self regulate their behaviour, and contributes to the overall improvement of learning outcomes across the school. Within the classroom, students are maintaining healthy relationships with each other and with their teachers through mutual understanding and respect. When conflict or issues arise, students are encouraged to communicate and express their concerns, while reflecting on their actions and how they can improve the situation for themselves and others. These practices will be reflected in classroom Essential Agreements, and be referred to throughout the year.

## Uniform

In Term 1, students are to wear full summer uniform: shorts and shirt for boys, dress or skirt and shirt for girls, as well as navy blue socks and black school shoes. The Alamanda school hat is to be worn daily. Due to health and safety reasons, your child will be unable to participate in outdoor sport or games should he/she not have their hat. The sport uniform is to be worn on the day students have PE and is optional on Fridays. If your child temporarily does not have the correct uniform, please send in a note to the classroom teacher, or speak to them directly.

## iPads

iPads (or laptops) are an important resource within our classrooms and will continue to be used regularly to support the curriculum.

They need to be brought to school fully charged, every day and are the responsibility of the student. We also request that you purchase a set of headphones or earphones for your child (they do not need to be expensive). During inquiry investigations, the students often need to view documentaries and news reports from sites such as 'Behind the News'. They also need to view tutorials, create clips of their learning or listen to texts when working on their personal learning goals or during Numeracy or Literacy rotations.

## City Stay:

Rather than a camp, the Year Fours will attend a 3 day/2 night city stay. We will be staying at City CYC on Collins Street. Due to our large numbers, the camps will run over three dates in July and August. The cost per student will be approximately \$350. We are not taking names for parent volunteers at this stage. Once we get closer to the date and determine our numbers/needs, we will ask for parent help if needed.

We are looking forward to working in close partnership with you. If you have any questions, queries or concerns, please do not hesitate to contact your classroom teacher.

Thank you,

**Kate Franco, Ashleigh Palmington, Shannon Sebek, David McGill, Rachael Cunningham, Jacqui Deckker, Melissa Fragiotta, Lara Stephens, Irena Filipovic, Lauren McDonald.**

The Year 4 Team



## ART

At Level 4, students create visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of art forms.

During Term 1, students will be introduced to a wide variety of cultural artworks. We will begin by looking at the art from Kenya. Students will know of the famous patterned Kente Cloths and become familiar with these designs. They will understand the significance of colours in the cloths and their representations. To demonstrate their understanding, students will have the chance to create their own Kente inspired rug, utilising techniques of weaving and using geometric shapes in their designs. Students will learn a variety of skills which we will build on sequentially. From learning basic paper weaving, to learning how to weave a yarn through hessian fabric. This artistic process will allow students to problem solve along the way and become resilient artists.

Along with our focus on International Mindedness, the PYP Learner Profile has been incorporated to guide the students to understand how good learners learn and therefore take responsibility for their learning in the Art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

**Miss Cicivelli, Miss Davey and Ms Mitchell.**



## P.E.

At Level 4, students build on previous learning in movement to help develop greater proficiency across the range of fundamental movement skills in a range of settings, including indoor, outdoor and aquatic. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.

The Level 4 curriculum also provides opportunities for students to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision making.

In term 1 of Physical Education, Grade 4 students will participate in a cooperative games unit, developing their teamwork and communication skills through problem solving activities. Students will demonstrate their critical thinking skills as they work together to solve a series of team challenges. Thereafter, students will begin a focus on the rules, skills and strategies involved in Netball. Students are encouraged to be thinkers and inquirers as they collaborate with their peers to develop new skills and strategies to be implemented in competitive game situations. Students will reflect on their own performance, identifying strengths whilst focusing on improving areas of weakness.

Throughout every PE lesson, students are expected to display the PYP learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful to the learning of others. We encourage all students to be risk-takers, inquirers, open-minded, effective communicators, caring and reflective during PE.

At Alamanda College, we aim for maximum participation in PE and ask for students to bring a hat and drink bottle to all PE classes. If your child cannot participate in a PE lesson, then please send them to their PE teacher with a signed note outlining the reason for their non-participation.

Thank you,  
PE Team

## LANGUAGE

At Level Four, students will begin to expand their social networks, experiences, and communication skills in their first language and in Chinese. Through teacher modelling and guidance, students are supported to participate in tasks that recycle and extend Chinese knowledge.

Focusing on the transdisciplinary theme “Where we are in place and time”, students will inquire into the unit of famous buildings and constructions. They will be introduced to a variety of world renowned buildings in China and around the world. They will know some interesting facts and historical backgrounds of some buildings, such as the Great Wall of China, the Forbidden City, and the

Hanging Temple. By watching video clips and PowerPoint slides, they will understand that architecture around the world is influenced by the country and culture it is created by. Applying what's introduced, students will be encouraged to select one construction they are interested in and research in depth to investigate how it is influenced by the culture and its significance to the world. Students will also be instructed to explore how to build solid wooden structures as most of ancient Chinese buildings are made of woods. They will work in groups to experiment the secret of wooden constructions using matchsticks, blue tack, and clothes clips.

During Language classes, students are provided with tasks that will challenge them to develop and increase their confidence, and other positive attitudes of learning and the approaches to learning. Activities encourage students to inquire, think critically, reflect, communicate, take risks, and cooperate. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are embedded in teaching and learning.

## DRAMA

In Year Four, students apply and develop their arts knowledge by exploring arts processes and ways to communicate concepts arising from their personal experiences and from the world around them. Students discuss the possibilities of communicating without words, and create performances based on images, music or concepts.

Throughout the program, students will be exposed to a wide variety of sources to generate creative ideas. Our focus for the first unit is traditional Greek Theatre and Greek Mythology. Students will be inquiring into the history of theatre in Ancient Greece, and create their own ensemble performances based on different stories of Greek Mythology. Students will use the traditional stories to explore character and dramatic representations of a story. As part of this process they will be guided to understand negotiation skills and an ability to improvise with others.

Students will begin inquiring into the different roles involved in theatre crafting; experimenting with directing other students in the performance making process. They will be encouraged to take responsibility when directing others in how the performance is presented.

We will be using the PYP Learner Profiles in class to guide the students understanding of how a good learner involved themselves in their learning, and therefore take responsibility for their learning in the classroom. The students will be encouraged to develop the PYP Learner Profile attributes of being risk-takers with their learning, approaching new ideas with enthusiasm and curiosity.

## MUSIC

Students in Year Four will be exploring the elements of music such as pitch, rhythm, structure, dynamics and tempo using acoustic and electronic instruments and play music from different cultures, times and locations. They will refine their music skills to communicate specific ideas to an audience and analyse certain compositions to discover its purpose using music terminology.

Our first focus for the year will revolve around who we are. Students will have a chance to personalize existing songs by modifying the elements of music in given material that revolves around personal identity. They will also have the chance to do this with songs that reflect upon where we are in place and time. Along their journey they will identify features of existing songs that help achieve particular emotions and meaning before they also attempt to achieve a similar effect.

We will be using our PYP Learner Profiles to further our students' skills as Thinkers by producing ideas that will help achieve the set goals and become more Courageous with the opportunity to produce something unique and meaningful to them.

## FOOD TECHNOLOGY

As outlined in the Australian curriculum – Design and Technologies, in year 4 students will have the opportunity to create designed solutions in Food Technology. Students will inquire into the use of technologies – such as; materials, systems, components, tools and equipment. They will evaluate design solutions using the key concepts, form, function, connection, causation, perspective, responsibility and change. For example: How does it work? Who will use it? Or How can it be improved? Using a range of technologies to communicate, students will draw, model and explain design ideas.

Students will be engaged in creating foods and beverages from a variety of cultures as

they explore their own identity and gain an appreciation for other cultural cuisines. They will inquire into balanced eating choices and participate in discussions about food safety and hygiene.

Students are encouraged to become more independent and responsible for their learning by bringing in their own food container, apron and iPad to every Food Tech Lesson.

## SCIENCE

The Grade 4 science curriculum will focus on Solids, Liquids and Gases, recognising questions that can be investigated scientifically and then undertaking investigations.

Students will classify some materials as solid or liquid and describe the differences between them, including more difficult solids and liquids. Through investigations and viewing under the microscope they will be able to recognize that solids consisting of very small particles behave like liquids in some ways. Students will observe heat and its effects on solids and liquids, identifying a change of state between solid and liquid can be caused by adding or removing heat. The students also will learn that solids can be mixed and it is possible to get the original materials back by choosing appropriate apparatus for separating. Students will be able to recognise changes that occur when some solids are added to water and the difference between melting and dissolving. When solids do not dissolve, or react students will learn about different separation techniques to attain original substance.

Students will further broaden their classification of matter to include gases and begin to see how matter structures the world around them. They will look at how solids, liquids and gases behave in different ways and have observable properties that help to classify them. Finally, they will have the opportunity to use their acquired knowledge on the properties of solids, liquids and gases and states of matter to investigate changes in a liquid Nitrogen demonstration.

## IMPORTANT DATES

**Labour Day Public Holiday**  
Monday 13th March

**Alamanda College PYP Evening**  
Thursday 22nd March

**School Photos**  
26th-28th March

**Last day of Term 1**  
29th March

**NAPLAN: Lang Conventions/Writing**  
Tuesday 15th May

**NAPLAN: Reading**  
Wednesday 16th May

**NAPLAN: Numeracy**  
Thursday 17th May

**Year 5 Camp – Arrabri Lodge**  
Group 1 28th-30th May  
Group 2 30th May – 1st June

### YEAR 5 TEAM:

#### Jackie Daniali

Assistant Principal Years 4-6  
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5I **Kristen David:** dak@alamandacollege.vic.edu.au

## YEAR 5 CURRICULUM OVERVIEW TERM 1 2018

Dear Parents/Caregivers,

Welcome to Year Five!

Welcome to Year Five!

The Year Five Team would like to extend a warm welcome to all of our parents, caregivers and students, old and new. We have a number of new students to Year 5 at Alamanda this year and are pleased to say that they have all settled in well. All of the students have made an impressive start to the term, applying outstanding effort and enthusiasm. With parental support and partnership, we look forward to a positive and productive year ahead!

### Essential Agreements

In the first few weeks of each year, the students in each class collaboratively write a set of 'Essential Agreements' based around the PYP attributes and attitudes and Habits of Mind. The classroom agreements are crucial to creating a positive learning environment.

**Current Unit of Inquiry** (this unit is currently being created):

### INQUIRY INTO LITERACY

In Literacy sessions, students participate in whole class, small group and individual reading and writing experiences based on their needs, crucial reading and writing strategies and the concepts involved in each unit. Mentor texts play a key role in the teaching of both reading and writing at Alamanda College. These texts serve as writing exemplars to study and learn from.

Writing Focus on Persuasive Texts:

In Terms One and Two, the students will be reading and writing persuasive texts. They will learn that persuasive writing is used to influence how the reader thinks, feels, acts or makes decisions with regard to a particular idea, issue or proposal. In line with the 'Persuasive Marking Guide' provided by the Australian Curriculum, Assessment and Reporting Authority (ACARA), we will be focusing on the following areas:

<b>Audience:</b>	The writer's capacity to orient, engage and persuade the reader.
<b>Text Structure:</b>	The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure.
<b>Ideas:</b>	The selection, relevance and elaboration of ideas for a persuasive argument.
<b>Persuasive Devices:</b>	The use of a range of persuasive devices to enhance the writer's position and persuade the reader.
<b>Vocabulary:</b>	The range and precision of contextually appropriate language choices.
<b>Cohesion:</b>	The control of multiple threads and relationships across the text, achieved through the use of grammatical elements (referring words, text connectives, conjunctions) and lexical elements (substitutions, repetitions, word associations).
<b>Paragraphing:</b>	The segmenting of text into paragraphs that assists the reader to follow the line of argument.
<b>Sentence Structure:</b>	The production of grammatically correct, structurally sound and meaningful sentences.
<b>Punctuation:</b>	The use of correct and appropriate punctuation to aid the reading of the text.
<b>Spelling:</b>	The accuracy of spelling and the difficulty of the words used.

## Narrative Texts:

Along with persuasive texts, the students will be reading and writing narrative texts. They will learn that a narrative is a time-ordered text that is used to narrate events and to create, entertain and emotionally move an audience. Other social purposes of narrative writing may be to inform, to persuade and to socialise. In line with the 'Narrative Marking Guide' provided by the Australian Curriculum, Assessment and Reporting Authority (ACARA), we will be focusing on the following areas:

<b>Audience:</b>	The writer's capacity to orient, engage and affect the reader.
<b>Text structure:</b>	The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure.
<b>Ideas:</b>	The creation, selection and crafting of ideas for a narrative.
<b>Character:</b>	The portrayal and development of character.
<b>Setting:</b>	The development of a sense of place, time and atmosphere.
<b>Vocabulary:</b>	The range and precision of contextually appropriate language choices.
<b>Cohesion:</b>	The control of multiple threads and relationships across the text, achieved through the use of grammatical elements (referring words, text connectives, conjunctions) and lexical elements (substitutions, repetitions, word associations).
<b>Paragraphing:</b>	The segmenting of text into paragraphs that assists the reader to negotiate the narrative.
<b>Sentence structure:</b>	The production of grammatically correct, structurally sound and meaningful sentences.
<b>Punctuation:</b>	The use of correct and appropriate punctuation to aid the reading of the text.
<b>Spelling:</b>	The accuracy of spelling and the difficulty of the words used.

## Reading Strategies:

All Year Five classes will focus on crucial reading strategies such as: Activating Prior Knowledge, Predicting, Clarifying, Questioning, Making Connections, Inferring, Summarising, Personal View, Visualising, Evaluating, Synthesising and Note Taking (Cornell Notes).

For independent reading and reading groups, students read texts provided by their teacher or on their iPads and laptops using apps such as 'Epic', 'Literacy Planet' and 'iBooks'. They also have access to year level libraries for their learning.

## Author Study, Mentor Texts And Solo Taxonomy

This term, the Year Five students are undertaking an author study on 'Robert Burleigh'. Every 1-2 weeks we will 'unpack' a different mentor text by this author, using SOLO Taxonomy. SOLO Taxonomy is a framework within which the students work through levelled questions or tasks based around the given text. The use of SOLO allows us to upgrade the cognitive demand of the tasks we undertake and to scaffold students into deeper thinking and metacognition.

### Solo Taxonomy Levels

**Lower-Order Thinking Skills** – These tasks test students' surface thinking:

**Uni-structural** – the students can identify one idea.

**Multi-structural** – the students are able to identify a number of ideas, but are not yet able to see the connections between these ideas.

**Higher Order Thinking Skills** – These tasks test deep thinking.

**Relational** – the student sees the significance of how various pieces of information relate to one another.

**Extended abstract** – the student conceptualises at a level extending beyond the text. They are able to transfer their understanding to new situations and concepts.

## LITERACY GOALS

In Literacy, the classes will set whole group reading and writing goals based on the text type/s being studied, however, the students will also have additional personal goals of their own. They will also work on a range of whole class and personal spelling goals throughout the year.

Students are expected to be working on their goals throughout the day (where appropriate) and will be given time to independently work on them through inquiry based investigations. They are also encouraged to develop their Literacy skills and achieve their learning goals by using apps such as Literacy Planet.

### Writer's Notebook

A writer's notebook is a special book where the students are able to react to the world around them. In this notebook, they can record their observations, wonderings, thoughts, feelings, experiences and ideas. These begin as 'seeds' that can serve as stimuli for more formal writing. The writer's notebook is a safe place in which the writer may develop his or her writing skills by taking risks and experimenting with language.

## MATHEMATICS

With the use of assessment data, the Year Five teachers develop an understanding of their students' abilities and understanding of mathematical concepts. This data is also used to support the students in selecting personal learning goals from each strand (Number and Algebra, Measurement and Geometry and Statistics and Probability). The teachers then plan and run fluid workshops, within and across classes to best meet the needs of every student, rather than rigidly teaching only the Year Five curriculum. Throughout this term, we will provide workshops on the following areas, as needed:

### Number and Algebra:

The accurate and rapid recall of addition, subtraction, multiplication and division number facts (time will be given for daily practice);

Strategies for solving worded number problems, including:

- RUCSAC (Read, Understand, Choose, Solve, Answer and Check).

- Acting it out or using concrete materials;
- Guessing and checking;
- Making an organised list;
- Looking for a pattern;
- Drawing a diagram;
- Drawing a table.

Revision of addition, subtraction, multiplication and division operations; Representing and ordering numbers to the hundreds of thousands and beyond; Comparing, ordering, adding and subtracting fractions; Comparing, ordering and representing decimals.

### Measurement and Geometry:

Units of measurement;  
Time; 2D and 3D shapes;  
Perimeter/Area/Volume; Mapping;  
Angles.

### Statistics and Probability:

Chance and probability; Data representation and interpretation.

The students will also be given time to work on their goals independently or with other students with the same goals. Students are encouraged to use sites/apps/programs such as Mathletics, Alamanda Maths, Khan Academy and Math Antics to develop their mathematical understanding and achieve their goals.

## SPELLING

Spelling is an important focus for the Year Five team. Our spelling program runs regularly and includes the explicit teaching of spelling strategies as well as spelling investigations. Time is given to work on personal spelling goals. The Year Five Spelling Program is planned around the needs of the students but includes the development of Phonological (sounds), Visual (the way words and letter combinations look), Morphemic (meaning) and Etymological (word origins) knowledge.

As well as this, spelling is naturally integrated throughout the reading and writing program each day. The Year Five teachers strive to seize teaching/learning opportunities to address needs that come to light in the course of other learning experiences.

## HANDWRITING

The Year Five students have regular, explicitly modeled handwriting sessions. We continue to focus on the revision of correct letter formation, entries, exits and joins. Students self assess their own letter spacing and size, the spacing between words and slope. Both print and cursive instruction is provided as needed.

### Year Five and Six Sport/Outdoor Games:

Each Thursday, the Grade 5 students come together for an outdoor sport session or game. The students are divided into their House groups, and rotate through four activities for the term. Each house every week is scored based on effort, teamwork, sportsmanship and behaviour. The sports for this term are Kickball, Cricket, Capture the Flag, Bob, Dodge-ball and Rob the Nest. Please ensure that students are wearing their sports uniform on Fridays!

### Communication:

Please make your child's teacher your first point of call should you require clarification or have concerns. Contact can be made in person or by a note, email or phone call. Please note that should you wish to speak to your child's teacher face to face, you will need to do this **before 8:30am or after 2:50pm**. You will need to pre-book a time if you feel you will need longer than a few minutes.

### School Hours:

Classroom doors open at **8:30am**, ready for the students to learn at **8:40am sharp**.

Please note that students who arrive after 8:40am are marked as late on the roll. Please ensure that your child arrives on time for their learning so that they do not miss valuable instructions or disrupt the learning of others. In order to foster self-management, students are expected to come in by themselves and follow the set class routine. The school day concludes at 2:50pm.

### Early Departures:

If you need to collect your child before the end of the day, you will need to sign them out at the office before you collect them from their classroom. Teachers will be unable to release your child without a 'sign out' slip from the office.

### Absences:

Please notify the school of any absences by a

note, phone call or email to the office. Please ensure that your child is only absent for an important reason. When students miss key concepts or assessment pieces, it can be extremely difficult and at times impossible to catch them up on what they have missed.

### Homework:

Homework for all year levels will begin at approximately mid term. We are currently revising our homework policy to ensure that all homework given is meaningful and consistent within each year level and right across the school. More information will be sent home in the coming fortnight.

### Laptops and iPads

Laptops and iPads are an important resource within our classrooms and will continue to be used regularly to support the curriculum. They need to be brought to school **fully charged, every day** and will be the responsibility of the student. Students need to have their own Laptop or iPad.

We also request that you **purchase a set of headphones or earphones** for your child (they **do not** need to be expensive). During inquiry investigations, the students often need to view documentaries and news reports from sites such as 'Behind the News'. They also need to view tutorials or listen to texts when working on their personal learning goals or during Numeracy or Literacy rotations. Thank you!

The Laptops and iPads are used as a learning tool only. The only exception to this rule is if we have had ongoing wet weather where class teachers may allow the students to play school appropriate games.

### School Supplies:

If you have not already done so, please send in **ALL items** on the Year 5 Stationery List immediately as we are already using these each day. Also, if your student does not yet have a **pencil case**, please send one in. We would also greatly appreciate it if you could donate a box of **tissues** that will be stored away until needed.

If you have any questions, queries or concerns, please do not hesitate to contact your child's classroom teacher.

Kind Regards,

### The Year 5 Team

**Michael Nicolaides, Deanna Kotevski, Sarah Grenfell, Ashlea Childs, Sam Bates, Sue Vandermeer, Kate Francis, Alex Romaniw and Kristin David.**

## TIMETABLES/ASSEMBLY/SPECIALIST LESSONS:

Class/ Timetable	Recess	Lunch	Assembly	Specialist Lessons
5A - TTA Ms. Childs	9:40am- 10:00am	11:30am- 12:10pm	Tuesday 8:40am	PE, Food, Robotics - Mon; LOTE - Tues; Art - Thurs
5B - TTA Mr Nicolaidis	9:40am- 10:00am	11:30am- 12:10pm	Tuesday 8:40am	Art, Food - Mon; PE - Tues; LOTE - Thurs
5C - TTA Mrs Vandermeer	9:40am- 10:00am	11:30am- 12:10pm	Tuesday 8:40am	LOTE-Mon; Art, PE -Thurs; Food- Fri
5D- TTB Mrs Francis	10:10am- 10:30am	12:10pm- 12:50pm	Wednesday 8:40am	Robotics - Mon; Music-Tues; LOTE -Wed; Science - Thurs; PE, Art- Fri
5E -TTB Ms Kotevski	10:10am- 10:30am	12:10pm- 12:50pm	Wednesday 8:40am	PE, Music-Wed; Science, Robotics-Thurs; Art, LOTE - Friday
5F - TTB Mr Bates	10:10am- 10:30am	12:10pm- 12:50pm	Wednesday 8:40am	Music-Tue; Art - Wed; Science, Robotics - Thurs; PE, LOTE - Friday
5G - TTC Mr Romaniw	11:10am- 11:30am	1:10pm- 1:50pm	Monday 12:00 pm	Art, LOTE - Tues; PE, Robotics - Wed; Drama - Thurs
5H - TTC Ms Grenfell	11:10am- 11:30am	1:10pm- 1:50pm	Monday 12:00 pm	Robotics - Mon; LOTE, PE - Tue; Art, Drama - Wed
5I - TTB Ms Davis	11:10am- 11:30am	1:10pm- 1:50pm	Monday 12:00 pm	Art, PE-Tue; LOTE, Drama-Wed; Robotics-Thurs

## P.E.

The Levels 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time. The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. They also explore a range of factors and behaviours that can influence health, safety and wellbeing. Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations in a range of settings, including indoor, outdoor and aquatic. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Levels 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to communicate and problem-solve in teams or groups in movement settings.

## ART

By the end of Level 5, students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks. They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks.

Students describe the influences of artworks and practices places on their art making. They describe how artworks that they make and view can be displayed to express and enhance meaning. Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts.

This term in Visual Arts, Year 5 students will be inquiring into how people express their cultures through Art and storytelling. While exploring Chinese art from different times

students will study the Terracotta Warriors of Xian, they will learn their history of when, how and why they were created, lost as well as rediscovered. In response to this, students will participate in a collaborative art piece through learning and practicing the techniques and skills required for printmaking. Following this, students will be creating their own design for a unique printed 'Chinese chop' (personalised stamp).

Along with our focus on International Mindedness, the PYP Learner Profile has been incorporated to guide the students to understand how good learners learn and therefore take responsibility for their learning in the Art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

**Miss Cicivelli, Miss Davey and Ms Mitchell.**

This year Grade 5 students will participate in a Sport Education for Physical Education Program (SEPEP). This is a student run program overseen by the Physical Education teachers. SEPEP is an approach towards teaching physical education that aims to maximise involvement and deepen understanding of sports by giving students dedicated roles outside of just participation. It seeks to develop leadership and other interpersonal skills valuable to all aspects of life. Students in each class are at the forefront when deciding which sports they will focus on throughout the year. Whilst participating in this program students will focus on concepts such as defence and attack as well as working as a team to come up with strategies and game plays.

Throughout every PE lesson, students are encouraged to display the PYP learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful to the learning of others. We encourage all students to be risk-

takers, inquirers, open-minded, effective communicators, caring and reflective during PE.

At Alamanda College, we aim for maximum participation in PE and ask for students to wear their PE uniform and to bring a drink bottle to all PE classes. If your child cannot participate in a PE lesson, then please send them to their PE teacher with a signed note outlining the reason for their non-participation.

## LOTE

At Level Five, students use spoken and written Chinese to initiate and maintain interactions. They use Pinyin to transcribe spoken language. They use a range of verbs, including some modal verbs (喜欢) to express interest.

Students will conduct an inquiry into Clothing in Term One of Languages, linking to the transdisciplinary theme “How we express ourselves”. Students will know how to name some common daily life clothing in Chinese and will be provided with the opportunities to practise speaking and writing of the focused vocabulary. They will understand there are two different verbs to express “I wear...” in Chinese, which is dependent on the different types of clothing. Building on the vocabulary and phrases, the key sentence pattern will be introduced to guide them to form basic sentences in Chinese, expressing their preferences of clothing. There are a variety of learning tasks to help consolidate students’ understanding of the topic and improve the fluency of the key vocabulary and sentence pattern. Students will create a fashion magazine collaboratively and label all clothing in Chinese characters and Pinyin, and communicate what they like to wear through writing.

Students are encouraged to inquire, think, communicate, take risks, reflect, and be open-minded throughout their Chinese learning. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are rooted in the classroom teaching and learning activities.

## DRAMA

In Year Five, students apply and develop their arts knowledge by exploring processes and ways to communicate concepts arising from their personal experiences and from the world around them. Students consider the purpose and audiences of their arts works as they experiment with various ways of presenting works in a range of arts forms, and begin to evaluate and refine their work in response to

feedback. Students discuss the possibilities of communicating without words then create performances based on image, to suggest what may have happened before and after what is depicted in the image.

During our first focus for the program, students will be exploring the elements of Pantomime. Students will be researching the history of Pantomime, and use the process of script writing, rehearsal and performing to produce a film on their iPads. To create the commercials students will work cooperatively and confidently to express ideas. Students will work in both small groups and as a whole class to collaborate, and give constructive feedback to one another.

We will be using the PYP Learner Profiles in class to guide the students understanding of how a good learner involved themselves in their learning, and therefore take responsibility for their learning in the classroom. The students will be encouraged to develop the PYP Learner Profile attributes of being open-minded with their learning, approaching new ideas with enthusiasm and curiosity.

## MUSIC

Students in Grades Five and Six will be using a range of instruments and electronically generated sounds to create effects. They will improve their technical skills through the chance to improvise, arrange and compose new material. They will increase their musicianship by Performing new material and refine their approach through the exploration and analysis of various genres of music and how certain concepts and feelings have been communicated within this repertoire.

Our first focus for the year will revolve around who we are. Students will complete a small module that focuses on composing a song either about who they are or on the topic of where we are in place and time. They will compose lyrics that match their intention as well as harmony that helps support this. They will also update their repertoire by practising existing songs that they believe fits the above topics.

We will be using our PYP Learner Profiles to further our students’ skills as Inquirers into material that fits our themes and become more reflective through the song writing process and accepting positive and constructive criticism to help produce a composition that the student is proud of.

## FOOD

As outlined in the Australian curriculum – Design and Technologies, in year 5 students will have the opportunity to create designed solutions in Food Technology. Students will inquire into the use of technologies – such as; materials, systems, components, tools and equipment. They will evaluate design solutions using the key concepts, form, function, connection, causation, perspective, responsibility and change. For example: How does it work? Who will use it? Or How can it be improved? Using a range of technologies to communicate, students will draw, model and explain design ideas.

Students will be engaged in creating foods and beverages from a variety of cultures as they explore their own identity and gain an appreciation for other cultural cuisines. They will inquire into balanced eating choices and participate in discussions about food safety and hygiene.

Students are encouraged to become more independent and responsible for their learning by bringing in their own food container, apron and iPad to every Food Tech Lesson.

## SCIENCE

The Grade 5 science curriculum will allow students to learn what energy is and where it comes from. List the many different forms of energy and explain the difference between stored energy and energy in action. Build and experiment with a toy that has stored potential energy changing into kinetic energy. From there students will see energy from a variety of sources can be used to generate electricity. Also, that electric circuits enable this energy to be transferred to another place and then to be transformed into another form of energy.

Students will recognise the need for a complete circuit to allow the flow of electricity and explore circuit features. That is, examine wires, switches and electrical devices, for example, light globes, LEDs and motors. Then using this knowledge, they will build their own simple circuit projects. Students will experiment with connecting batteries in series and parallel and observe its effect on the globes in the circuit. Students will also investigate different electrical conductors and insulators and show how moving air and water can turn turbines to generate electricity. Finally, students will investigate how solar panels can generate electricity.

# YEAR 6 CURRICULUM OVERVIEW

## TERM 1 2017

Dear Parents and Carers,

We would like to formally welcome you to the start of the school year for 2018! This year will be an exciting journey for students in grade 6 as they pursue leadership opportunities, and round up their learning as a PYP student. Our curriculum has been designed in a way to maximize student achievement and encourage all students to be active participants in their learning. We look forward to the year ahead, and all the learning that will occur!

Teachers in Grade 6	
6A classroom teacher	Ms. Heidi Spies
6B classroom teacher	Mr Paddy Nelson
6C classroom teacher:	Ms Tiffany Baldacchino
6D classroom teacher:	Mr Matt Dean
6E classroom teacher:	Ms Danielle Colling
6F classroom teacher:	Ms. Leisa Hockley
6G classroom teacher:	Mr. Callum Hickson
Art Teacher: Timetable A	Amy Cicivelli
Art Teacher: Timetable B	Stephanie Davey
Art Teacher: Timetable C	Laura Mitchel
LOTE Teacher: Timetable A	Tiffany
LOTE Teacher: Timetable B	Rida Su
LOTE Teacher: Timetable C	Wen Lee
Food Tech:	Niki Salaidos
Sports Teacher: Timetable A	Danni Galante
Sports Teacher: Timetable B	Daniel Pickles
Sports Teacher: Timetable B	Daniel Grey
Drama Teacher:	Sean Moran
Music Teacher:	Bob Joveski

### 6A SPECIALIST TIMETABLE

Monday: ART  
Wednesday: LOTE  
Thursday : FOOD TECH  
Friday: PE

### 6B SPECIALIST TIMETABLE

Monday: LOTE  
Wednesday: PE  
Thursday : FOOD TECH  
Friday: ART

### 6C SPECIALIST TIMETABLE

Tuesday: LOTE & PE  
Wednesday : ART  
Friday: MUSIC

### 6D SPECIALIST TIMETABLE

Tuesday: ART & PE  
Wednesday: LOTE  
Friday: MUSIC

### 6E SPECIALIST TIMETABLE

Tuesday: LOTE & ART  
Wednesday : PE & MUSIC

### 6F SPECIALIST TIMETABLE

Monday: LOTE  
Wednesday: ART & DRAMA  
Thursday: PE

### 6G SPECIALIST TIMETABLE

Monday: PE  
Tuesday: DRAMA  
Wednesday: LOTE  
Thursday: ART

## IMPORTANT DATES

### PYP Evening

Thursday 22nd March

### School photos:

Mon/Tue/Wed  
26th/27th/28th March

### Last day of Term 1:

Thursday 29th March

### First day of Term 2:

Monday 16th April

### INQUIRING IN LITERACY

On transition day in 2017, students across the school engaged in the process of sharing their personal and world questions with their new teacher and classmates. This process was carried out in order to gather the personal interests of each child across the school, and allow for student voice and agency to be more prevalent within the classrooms. Teachers have been using the James Beane model in order to further unpack these student wonderings/questions, and draw out the 'Big Ideas' which can then be used as focus points for our units of inquiry. In grade 6, the students connected with their understanding of the PYP and inquiry-based learning in order to align their 'Big Ideas' under each of the transdisciplinary themes, by analysing the descriptors and clearly articulating the learning journey they wanted to go on. In addition to this, the students have also applied their understanding of the Key Concepts in order to determine a conceptual lens for the inquiry-based learning. All students in year 6 have presented their ideas to each other, and voted on the topics that they find the most interesting.

This year we will be inquiry into;

**Who We Are:** Focus on leadership and conflict.

**How We Express Ourselves:** Focus on mass media and advertising.

**How The World Works:** Focus on artificial intelligence and robotics.

**How We Organise Ourselves:** Focus on Government Systems and social justice

**Where We Are In Place And Time:** Focus on ancient civilizations and their impact on modern society.

**Sharing The Planet:** Focus on our ability to thrive in the future.

Our first Unit of Inquiry will allow students to build on their prior knowledge of 'Who We Are';

**Central Idea:**

Leaders can promote or deny freedom.

**Lines of Inquiry:**

- An inquiry into the motivations of a leader
- An inquiry into the way a leader impacts conflict
- An inquiry into the idea of freedom
- An inquiry into the power of authority

**Key Concepts:**

- Connection
- Perspective
- Responsibility

Literacy will be entirely integrated into the Unit of Inquiry learning, as the students explore speech writing using persuasive techniques. As a part of our tuning in, students will view and read a range of speeches from leaders throughout history as a way of provoking their thinking. Students will also connect with their previous learning in grade 5 where they learnt about how leadership connects with their values and beliefs, in order to create a profile of what a leader is to them using a Freyer Model thinker's tool. As a part of their summative assessment for this unit, students will be required to write and present their own speech about who they are as a leader, and showcase their learning from this unit.

In addition to reading and viewing speeches, students will also be focusing on building their reading comprehension through the use of SOLO Taxonomy and Author Studies. The first Author Study for term 1 is Chris Van Allsburg, and highly decorated writer who hooks the reader through his use of emotive language. Students will

be developing their comprehension skills by answering a range of questions based on each text. SOLO Taxonomy is linked with Blooms Taxonomy and is designed to encourage creative thinking by questioning the text and it allows students to make connections with themselves and the world around them.

**INQUIRING INTO MATHEMATICS**

This year in Numeracy, Year 6 students will take part in a meaningful inquiry into Mathematics. Using an Inquiry-Based Learning approach, students will be given the opportunity to apply all they have learnt in their years within the Primary Years Programme (PYP). This approach fosters an environment where students become active participants within their learning. They are able to participate in teacher-guided discovery of areas that are relevant to their individual needs, empowering each student to develop into independent and life-long learners.

- The benefits of using an Inquiry-Based Learning approach include:
- Student centered learning
- Curriculum driven by student's interests and questions, based around their individual needs
- Students are empowered by playing an active role where they determine how class time is spent, initiate communication and take responsibility for their learning
- Focus on the development of conceptual knowledge rather than skill acquisition
- Improved student engagement with Mathematics
- Strong focus on problem solving and the use of critical and creative thinking
- Links to real-world application

Our first Unit of Inquiry will be focused on the topic of Number and Place Value, with the central idea being, 'Number systems create a universal language that assists in the expression of quantities'. Students, alongside their teachers, will set personal learning goals to construct their own understanding of what this statement means to them. Students will be encouraged to apply their knowledge of the Inquiry Cycle in making relevant connections between Mathematics and the world in which they live. This practice will be closely linked with a strong reflective

process as students continue to learn to articulate their new understandings within their learning journey. We look forward to unpacking this new approach with the students, and encourage families to ask their child to explain their learning at home, as this is an integral part of the inquiry cycle which allows students to take action in response to their learning.

**RESTORATIVE PRACTICES**

Alamanda College is committed to the process of Restorative Practices, which assists teachers, students and parents with building, maintaining and restoring relationships. Restorative Practices helps to build capacity to enable students to self regulate their behaviour, and contributes to the overall improvement of learning outcomes across the school. Within the classroom, students are maintaining healthy relationships with each other and with their teachers through mutual understanding and respect. When conflict or issues arise, students are encouraged to communicate and express their concerns, while reflecting on their actions and how they can improve the situation for themselves and others. These practices will be reflected in classroom Essential Agreements, and be referred to throughout the year.

**UNIFORM**

In term 1, students are to wear full summer uniform; shorts and shirt for boys, dress or skirt and shirt for girls, as well as navy blue school socks and black school shoes (not runners). The Alamanda school hat is to be worn daily, and this can not be substituted for a different hat such as a cap or visor. Sport uniform is to be worn on the day students have PE and on Fridays for grade 6 sport. If your child temporarily does not have the correct uniform, please send in a note to the classroom teacher, or speak to them directly.

**IPADS/MACBOOKS**

iPads and Macbooks are an integral part of the classroom program, as they strongly support individual goal setting, and research. Please ensure that iPads and Macbooks are charged overnight, as due to healthy and safety students are unable to charge their devices at school.

## ART

By the end of Level 6, students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks. They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks.

Students describe the influences of artworks and practices places on their art making. They describe how artworks that they make and view can be displayed to express and enhance meaning. Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts.

This term in Visual Arts, Year 6 students will be inquiring into how people express their culture through Art and storytelling. While exploring Indigenous art including the work of the Akay Koo'oilu Women's Art Centre Artists, God's eye installation 2017, exhibited as part of the National Gallery of Victoria's Triennial exhibition. Students will understand that Indigenous Australian art can have many influences and forms. Following this, students will learn skills and techniques using threads, creating woven 'God's Eyes' as part of a collaborative artwork to be presented at the PYP Night.

Along with our focus on International Mindedness, the PYP Learner Profile has been incorporated to guide the students to understand how good learners learn and therefore take responsibility for their learning in the Art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

**Miss Cicivelli, Miss Davey and Ms Mitchell.**

## P.E.

At level foundation, students begin to build on the learning in movement to help develop greater knowledge across all fundamental movement skills areas, in a range of settings including indoor, outdoor and aquatic. Students aim to combine basic movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge



about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.

The foundation level also provides opportunities for students to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision making. Furthermore, students will develop understanding in the inquiry of identity, active living and interactions. Students will be able to identify their strengths, limitations and challenges as well as the ability to cope successfully with situations.

In term 1 of Physical Education, grade prep students will participate in a perceptual motor program unit, developing their fine and gross motor skills in improving their neurological and anatomical ability to reach competency in all fundamental motor skills. Students will participate in range of different skill acquisition including basic movement, throwing, catching, balancing, and rhythm activities. Students will have the opportunity to approach this unit with an open mind as they aim to find their identity and social interaction with their peers and conduct themselves in a principled manner.

Throughout every PE lesson, students are expected to display the PYP learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful to the learning of others. We encourage all students to be risk-takers, inquirers, open-minded, effective communicators, caring and reflective during PE.

At Alamanda College, we aim for maximum

participation in PE and ask for students to bring a hat and drink bottle to all PE classes. If your child cannot participate in a PE lesson, then please send them to their PE teacher with a signed note outlining the reason for their non-participation.

## LOTE

At Level Six, students use spoken and written Chinese to initiate and maintain interactions. They describe and give information about themselves and their preferences. They use a range of verbs, including verbs of identification and existence (是) and some modal verbs to express interest.

In Term One of Languages, students will inquire into countries around the world. Applying their prior knowledge, students will find out that some of the countries' name in Chinese sounds similar with how we pronounce in English. They will focus on fourteen countries to practise naming their Chinese name with the correct tone. The sentence pattern that helps them explaining which country they would like to visit will be introduced to them, together with the learning task in which students will create a poster using Pic Collage or PowerPoint and typing Chinese characters as well as Pinyin via the Chinese Pinyin keyboard. They will learn how to convert a country's name into the nationality in Chinese. Aiming at improving speaking skills, students will be encouraged to conduct an interview to ask their classmates' nationality. Students are expected to create a boarding pass, demonstrating their abilities to write Chinese characters and Pinyin with correct tone marks.

Students are encouraged to inquire, think, communicate, take risks, reflect, and be open-minded throughout their Chinese



## FOOD TECHNOLOGY

As outlined in the Australian curriculum – Design and Technologies, in year 6 students will have the opportunity to create designed solutions in Food Technology. Students will inquire into the use of technologies – such as; materials, systems, components, tools and equipment. They will evaluate design solutions using the key concepts, form, function, connection, causation, perspective, responsibility and change. For example: How does it work? Who will use it? Or How can it be improved? Using a range of technologies to communicate, students will draw, model and explain design ideas.

Students will be engaged in creating foods and beverages from a variety of cultures as they explore their own identity and gain an appreciation for other cultural cuisines. They will inquire into balanced eating choices and participate in discussions about food safety and hygiene.

Students are encouraged to become more independent and responsible for their learning by bringing in their own food container, apron and iPad to every Food Tech Lesson.

## SCIENCE

The Grade 6 science curriculum will allow students to continue their chemical science journey by recognising questions that can be investigated scientifically. Students will explore how changes can be classified in different ways. They will identify the difference between physical and chemical change. Students will recap on the changes to materials that can be reversible, including melting, freezing, evaporating. Then focus on irreversible reactions, including burning and rusting.

Experimentally identify evidence that a physical change has taken place by looking at change in shape or form, expansion and contraction, changes of state and mixing. Then identify evidence that a chemical change has taken place. Students will be able to explain how chemical change involves substances reacting to form new substances and investigate simple reactions. Finally, students will explain how the chemical properties of a substance will affect its use and explore how reversible changes can be used to recycle materials.

learning. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are rooted in the classroom teaching and learning activities.

of being open-minded with their learning, approaching new ideas with enthusiasm and curiosity.

## MUSIC

In Year Six, students apply and develop their arts knowledge by exploring processes and ways to communicate concepts arising from their personal experiences and from the world around them. Students consider the purpose and audiences of their arts works as they experiment with various ways of presenting works in a range of arts forms, and begin to evaluate and refine their work in response to feedback. Students discuss the possibilities of communicating without words then create performances based on image, to suggest what may have happened before and after what is depicted in the image.

During our first focus for the program, students will be exploring the elements of Pantomime. Students will be researching the history of Pantomime, and use the process of script writing, rehearsal and performing to produce a film on their iPads. To create the commercials students will work cooperatively and confidently to express ideas. Students will work in both small groups and as a whole class to collaborate, and give constructive feedback to one another.

We will be using the PYP Learner Profiles in class to guide the students understanding of how a good learner involved themselves in their learning, and therefore take responsibility for their learning in the classroom. The students will be encouraged to develop the PYP Learner Profile attributes

## DRAMA

Students in Grades Five and Six will be using a range of instruments and electronically generated sounds to create effects. They will improve their technical skills through the chance to improvise, arrange and compose new material. They will increase their musicianship by Performing new material and refine their approach through the exploration and analysis of various genres of music and how certain concepts and feelings have been communicated within this repertoire.

Our first focus for the year will revolve around who we are. Students will complete a small module that focuses on composing a song either about who they are or on the topic of where we are in place and time. They will compose lyrics that match their intention as well as harmony that helps support this. They will also update their repertoire by practising existing songs that they believe fits the above topics.

We will be using our PYP Learner Profiles to further our students' skills as Inquirers into material that fits our themes and become more reflective through the song writing process and accepting positive and constructive criticism to help produce a composition that the student is proud of.