Dear Parents,
Welcome back to the 2013 school year. Below is an outline indicating the knowledge and skills your children will focus on in Term 1.

**Term 1 Timetable**

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- Each child is expected to have a school hat, art smock and library bag, all clearly named.
- The 5/6 team are unavailable for appointments on Tuesday and Wednesday afternoons due to Professional Learning Meetings. If you wish to meet with us, please make an appointment.

Yours sincerely,

Sabrina D’Costa – Room 18
Claire Smith – Room 19
John Hein – Room 20
Michelle White & Karen Costabile – Room 21
Angela Anderson/Lisa Black – Room 22
Richelle Mendoza – Room 23
### Religious Education

The students will engage in the following units:

**Unit 1: Teach Us To Pray**

In Teach Us To Pray! Students explore the traditional forms of prayer in the Christian tradition. They have experiences of meditation, contemplation and vocal prayer, and analyse the Lord’s Prayer in Matthew’s Gospel. At the conclusion of the unit students are invited to name what significance prayer has in their own lives, and to prepare prayer and rituals based on their new learning.

**Unit 2: Lent to Easter – We Are Transformed**

In this unit students will explore ways in which Lent offers opportunities for growth and transformation. Through the exploration of the parable of the Prodigal Son and personal stories of people in the community, students learn that, through the resurrection of Jesus Christ, God offers hope to all Christians. Healing, reconciliation and transformation are experienced in the forgiving love of the Father and through the willingness to forgive and to rebuild relationships with others.

Every Friday morning there is a whole school Mass at 8.30am. This is a wonderful opportunity to pray and celebrate as a community. We encourage the students to attend.

### Literacy Directions

**Oral Language**

In Oral Language this term, the Grade Five and Sixes will be focusing on the speaking and listening courtesies, e.g. speaking politely, turn taking, hands up and listening to the speaker. The Grade Five and Sixes will also be involved in Readers Theatre groups. In their groups they will rehearse and present a non traditional story to a junior class. They will then evaluate their performance based on the following criteria - voice projection, expression, body language, emphasis, audience enjoyment and eye-contact.

**Reading and Writing**

To support our Inquiry unit, “Learning to Be – Making a Difference’, students will build upon the following skills:

- Planning, writing, editing and publishing autobiographies and persuasive texts
- Reading, analysing, note taking, paraphrasing and evaluating a variety of texts, e.g. biographies, etc.
- Extending vocabulary knowledge related to our Inquiry unit
- Reading and deconstructing a variety of biographies and persuasive texts
- Explore a variety of language features through focus groups and explicit teaching, e.g. the parts of speech
- Identifying and applying spelling rules and patterns in written work
- Speaking and Listening- talk time presentations throughout the term, with a focus on presentation and listening skills.

The students will continue to be supported at their level of need through teacher focus groups.

### Numeracy Directions

This term, activities will centre around developing understandings of place value. Students will cover integers (positive and negative whole numbers) and fractions and decimals, depending on their level of understanding.

Based on data collected throughout the term, students may also receive extra support or extension in small focus groups (tutor groups) according to their need.

The students will continue to reflect on their mathematical thinking and will be encouraged to apply mathematical skills to real life situations.
Inquiry Focus

Term One’s unit is “Learning to Be – Making a Difference”. This unit focuses on children understanding a variety of learning styles and dispositions and how they impact on learning. Students will be encouraged to discover their preferred learning style and suggest how this knowledge is able to maximize their learning. It will explore the elements of lifelong learning. Students will explore the key elements of positive relationships and compare the protocols of human relationships and cyber relationships. Students will also focus on examining both positive and negative learning environments and the ways in which student behaviour can have an effect on the learning environment.

In this unit, the students will develop knowledge and understandings, including:

- As individuals and as a nation we all have rights, privileges and responsibilities.
- At Federation the Australian Government was formed without the consideration of the Indigenous people.
- Australia is part of the Commonwealth and the reigning monarch is our head of state.
- We are all leaders and can lead by example
- Conflict and harmony are natural processes of interactions
  
  There are rules and codes of behaviour for our class and school to keep myself and others safe and happy. There are consequences for breaking rules.

Social Skills

Our focus in Term 1 will be to introduce the ‘You Can Do It’ program highlighting the following areas: resilience, confidence, getting along, persistence and organization. We will also be focusing on anti-bullying throughout the term. The students will be exploring these topics through circle time, activities and class discussion.