



Year 5-6 Overview Term Three 2020

5/6CT Olive Chodowski, Room 11 olivec@smaltona.catholic.edu.au
Rowena Talbot, Room 11& 12 rtalbot@smaltona.catholic.edu.au
5/6H Stefanie Harvey, Room 12 sharvey@smaltona.catholic.edu.au
Veronica Tucker, Room 12 & 13 vtucker@smaltona.catholic.edu.au
5/6T Matthew Taylor, Room 13 mtaylor@smaltona.catholic.edu.au
Angela Hamilton, Room 13 ahamilton@smaltona.catholic.edu.au

Online Classroom:

Code: zd6ziud

Please make sure your child still has access to and remembers how to log into their Google Drive, if not they should contact their classroom teacher. Students will need to have the following open for each online learning session: Google Drive, Google Classroom, Seesaw and Gmail. Students should monitor their Gmail and Google calendar throughout each day to manage their workflow and scheduled meets. Students will be using the Google Meet application to attend all whole class, small group and individual video conferences. Students can either have Google Meets open or access these meets through the links in their calendar.

Learning Tasks:

For Years 3-6 the CECV recommended amount of online learning content to be set is 3 hours and 45 minutes per day. These recommendations have guided the Year 5/6 teachers in designing the online learning tasks prepared for your children on Google Classroom. The suggested break up of this time is outlined in a timetable which has been printed and sent home in the resource pack for all students and posted on Seesaw for all 5/6 classes. There will be Literacy, Maths and either Religion or Inquiry tasks allocated each Monday, Tuesday, Thursday and Friday. This term we are calling our Wednesdays "Wellbeing Wednesday". **On this day, the classroom teachers will be doing their planning so will not be available online.** However, all of the specialist classes (PE, Art, Italian and Performing Arts) will post a new activity to be completed on this day each week and will be available online during the day to answer any questions. A Wellbeing lesson will also be posted on this day for students to complete.

Mrs. Talbot will be the designated teacher for 5/6H on a Thursday.

Mrs. Hamilton will be the designated teacher for 5/6T on Thursday.

Mrs. Talbot will be the designated teacher for 5/6CT on a Friday.

Timetable:

We have designed the learning tasks to be available for all families and completed at a time that suits your household. We recognise that with everyone trying to work from home and multiple children in the household, families will need to have flexibility in the delivery of the curriculum. We do think it is important that you set times with your child so that they know when their learning times are and that you ask them to complete the set tasks within the recommended timeframe each week.

Communication: Both students and caregivers

Teachers will be available by email and will endeavour to answer all emails each day that pertain to learning.

Teachers will be available to contact through messaging on Seesaw.

Teachers will be facilitating drop in sessions on Google Meet.

Teachers will be available for individual and group video conferencing through Google Meet at set times and students will receive invitations through their Gmail for these. ([click here for Student Guide to Google Meet](#))

It is imperative that all students have an adult in the same room when they are on a Google Meet with the teacher.

Therefore, at the start of every Google Meet the teacher will ask the following:

Do you have an adult with you?

Can you get them to wave to me?

If there is no adult, can you move to a room where an adult is present?

Can you get them to wave to me?

If there is no adult available, then I am going to log off and contact you another time when an adult is present.

This will ensure online safety for both the teacher and the student.

Please ensure that children are appropriately dressed prior to any Google Meet

When teachers email students to inquire about late or unsubmitted learning tasks, parents will be included in the BCC field of the email.

Attendance:

Children who are at school will have the roll taken daily and caregivers need to fill in the absence sheet if they are going to be away.

Children who are remote learning will need to complete the tasks for each day. Submission of the learning tasks, attendance at a Google Meet, posting on Seesaw or emailing teachers are all ways students can indicate attendance for the teacher to be able to mark the roll.

How to be an online learner:

Four things that remain important for you to assist your child with are:

1. Time management
2. Asking questions - these will not always be possible to be asked and answered immediately by teachers as they often are 'in class', so keep a notepad handy, remind students to record questions as they go and then they can ask them later either on the doc, Seesaw, in email or at a prearrange Google Meet
3. Connecting with peers - this should be through set group tasks
4. How to be a part of an online discussion - etiquette, feedback, turn-taking, eye contact & making contributions.

How to support an online learner:

- Be positive with your child about the set learning activities
- Help your child to write down questions they may want to ask the teacher
- Encourage your child to have regular breaks, get fresh air, make healthy snack choices and exercise regularly
- Set online learning times as a part of a timetable or routine that will work for your household
- Address any concerns or successes about learning in writing to your child's teacher (remember we will continue to refine as we go so let's be positive!)
- When your child is on Google Meet or Google Classroom, ensure that, where possible, they have a space where they are able to concentrate BUT can be monitored by you. Teachers will insist that an adult is in the room for any Google Meet (video conference).

Teacher Schedule:

Provide learning for each day of the school week (as per the set tasks)

Online Conferences - 1 to 1 (based on needs or request, at mutually agreed times with invitations sent via Gmail)

Small Group Online Google Meets (weekly for Reading and Maths and other times as required)

Class Google Meet - (twice weekly at 9:30 am on Mondays and Thursdays)

Cyber Safety:

In schools, there are tight controls on what staff and students are able to access online for their own safety. Once a student is outside of the school network, these controls (such as firewalls) are no longer in place. This means that students may be able to access content that is unsuitable for their viewing. Parents should appropriately monitor and limit what can be seen and done on the internet. Where practical, we would encourage students and families to set up remote learning (when a digital device is required) in shared areas of the home so that adequate supervision can occur.

A Google Meet can only be created by a teacher. During times when staff are having a Google Meet with a student, group of students or the class, it is important that an adult is in close proximity for the online safety of the staff and students.

Technical Support:

Should you require any technical support at home please contact Ronnie Tucker on vtucker@smaltona.catholic.edu.au

Literacy

Reading and Viewing

This term students will be focusing on Critiquing and Analysing the texts they read and view. To start with, they will begin reading a “best fit” novel of their choice and focussing on analysing the text through comprehension activities. This will include critiquing the text in regards to the author's style, language choices and their own knowledge of the subject matter. Student’s learning in this area will be timetabled to be shared on Seesaw for parents and families to view and comment on. They will participate in small group conferences with their teacher and book discussions with their peers. At home, it is really important students read for enjoyment every night. In order to support your child to do this while at home, it would be really beneficial if you could find some time to discuss the text each day, to cement their understanding about characters, setting and plot.

Writing

Throughout this term, students will be focusing on the genres of Narrative writing and Scientific Report writing. They will plan, draft, edit and publish texts. When editing, they will be focusing on punctuation, grammar and the author's voice. (ie How might I make my sentences stronger? How might I improve the words I have chosen?) At home, students will work through the Google Classroom platform. They will present their work either in their books or online. Students will share their learning on Seesaw, captioning their work with what they have learnt,

Spelling

This term, we will be using the SMART spelling program. Each week, students will work on a set of new words both at school and for home learning. Their spelling words and activities can be found in the spelling area of their Google Classroom. They can write on the slides and their teachers can see their work in their Google Drive.

Speaking and Listening

Students will have opportunities to develop skills required for; asking clarifying questions, reporting back to groups and responding appropriately when part of an online discussion group and during learning conversations. As part of their Term Three Inquiry, students will share their ideas and findings with their peers and provide constructive feedback.

Numeracy

Number and Algebra

This term students will begin the term by focusing on using decimals and percentages and looking at ratios. They will continue to focus on efficient written and mental strategies for multiplication throughout the term. Towards the end of the term, students will use their knowledge of fractions, decimals and percentages, to work with money, creating simple financial plans and projected budgets in the lead up to their Social Justice stalls in Week 2 of Term 4.

Statistics and Probability

Students will pose and refine questions to collect data which can be measured or counted. They will then use this data to construct tables, charts and graphs and work on developing their capacity to describe and analyse this data. They will be encouraged to compare data across sets and to make comments on the similarities, differences and possible reasons for each.

Religion

This term, Year 5/6 will begin by looking at and further exploring and examining the life of Mary Mackillop. They will investigate her teachings and how these have influenced our school culture and community and how her example is still a good one for our lives today. Late in the second half of the term, the focus will be on Catholic Social Teachings in preparation for the social justice stalls. Students will work on identifying how they can make a difference in the lives of others in their local community through their actions and also contribute to the good works of our local branch of the Society of St Vincent de Paul.

Personal & Social Capabilities

This term the students will focus on strategies for self-management, identifying personal qualities and evaluating their own performance and contributions in learning situations. They will identify and describe the outcomes of their decisions and evaluate their personal organisation strategies.

Integrated

Our throughline for Term 3 is; We use innovation, critical thinking and creativity to make products that are designed to meet our needs in everyday life. We develop the ability to explore ideas, materials, ingredients and processes by investigating, designing, producing and evaluating products and systems.

Our unit is called “ The Shocking Truth” and students will focus on energy sources. They will use the design process to create a solution to an identified problem.

Digital Technology

This term students will be continuing to use digital technologies to be active learners. They will work collaboratively in online docs and Google Classrooms. In addition to this, they will be familiar with uploading photos and documents to Seesaw, creating and sharing slideshows and presenting their learning using digital platforms in integrated.

Physical Education

tlappin@smaltona.catholic.edu.au

In Physical Education this term, students will move back to online learning, and access activities via Google classroom. Students will be working through a number of physical activities for the purpose of improving skills, fitness and health. They will be given ideas and activities that will assist with developing their fundamental motor skills by using a variety of equipment (what they have available) and a focus will be on Athletics. It is important for students to perform some sort of physical activity for at least 30 minutes a day while at home.

Performing Arts

ahamilton@smaltona.catholic.edu.au

This term in Performing Arts, our focus will be Music. The students will further develop their knowledge of beat, rhythm, pitch and tempo when singing, playing and responding to music. They will be using items from the home to explore these music concepts. The students will use simple musical notation to create rhythm patterns and will use creativity to develop a performance piece. They will also be exploring the use of technology in music-making. All work will be presented in Google Classroom with students expected to share reflections, photos or videos of their work.

Art

azimmerman@smaltona.catholic.edu.au

This term in Visual Arts the focus will be on the Elements of Art, specifically Colour, Form, Line, Shape, Space and Texture. During the first half of this term while we are learning online, I will endeavour to assign work that can easily be done with simple tools at home and a minimum mess! All lessons will be uploaded to Google Classroom in time for 'Wellbeing Wednesday'. Can you please guide your child to put their completed work into their class's Visual Art folder so that I can review and comment on it.

Italian

jcruickshank@smaltona.catholic.edu.au

During Term 3, the students will embark on a very exciting look at the great cities of Italy. This will also include learning vocabulary and phrases to describe these cities.

During the remote learning phase, students will watch a series of YouTubes that tell us about these cities and what makes them famous.

When we return to the classroom, students will make a 'Cityscape'. This will be a silhouette design of a specific Italian city depicting something that makes it unique: e.g the Leaning Tower in Pisa or the Colosseum in Rome.