

# Level 4 Information Handout 2020

At Vermont Primary School we aim to be nut free.  
Please ensure that all food coming to school is free of nuts.

## **Grade 5 Teachers :**

Ryan Condron, Brierly Parker, Gillian Prentice, Kerry McConachy

## **Grade 6 Teachers:**

Cyara Pittas, James Sadler, Zara Abrahams, Al Straughan (Level 4 Team Leader)

## **Responsibilities**

- It is our aim to encourage the students to be responsible for their learning by completing their tasks on time.
- Children should take everything they need into class at the beginning of the day, after recess and after lunch.
- Students are required to be punctual. A teacher is on yard duty at 8:45AM. Please do not bring your child to school before 8:30AM. Students must be at school by 8.55AM. If a child arrives after 9AM they are to sign in through the office.
- Children need to learn to deal with problems that may arise from time to time. If you have any issues, please clarify them first with your child's teacher.
- Children also need to be a reliable source of information about school activities. We are asking parents to please read all correspondence.
- **All absences need to be logged on to Sentral. Your child's teacher can log an absence into Sentral with notification from the parent.**
- It would be appreciated if all notices could be returned A.S.A.P after being sent home.
- All notes that are to be returned to school will be sent home on pink paper, except for notices relating to camp. They will be yellow for Grade 6 Camp and orange for Grade 5 Camp.
- **Notices MUST be returned 2 days prior to any excursion. Teachers WILL NOT contact parents on the day of an excursion for verbal permission. Children will remain at school where they will be given work to complete.**
- **Eating** – the children must eat their food in the allocated eating area if they have not finished eating in class.

## **Behaviour**

- The children have discussed rules and expectations in and out of the classroom. One warning ONLY will be given if students break rules. Following this, depending on the nature of the issue, students may be unable to attend excursions or incursions if they break the rules and parents will be contacted.

## **Homework**

- Students have 10 days to complete homework tasks. Each homework cycle begins on a Monday and it is due on the Thursday of the following week.
- They are expected to complete the homework in their homework books, including their writing and reading record. Students must complete a minimum of 6 home reading sessions totalling 2.5 hours in the homework period. We ask that you sign these each homework period and that the name of the book and the amount of time they read for is included.
- Speaking tasks do not have to be done in the homework book, however there must be evidence for the teacher (cue cards, etc) that the task has been done.
- The children are given a score out of 5, consisting of one point for each part of the homework successfully completed. The school Homework policy was updated for 2019.
- Mathematics tasks set must have a score of 50% or higher or the task will be reassigned for the following fortnight.
- At times, the homework structure may be altered to fit in with the curriculum in the classroom (eg: project research and preparation).
- We understand that some children have a busy schedule outside of school with sporting commitments or extra-curricular activities. This is the purpose for the homework being stretched over 10 days.
- If there are circumstances where your child is unable to complete the homework, for example, a death or extreme illness, please communicate this directly with your child's teacher. Sports training, birthday parties, sleep overs etc are unacceptable excuses for not completing homework on time.

## **English**

### **READING** (Australian Curriculum refers to this as Reading and Viewing)

- **Lexile Reading**
  - VPS will continue using the Literacy Pro reading program for students who have completed reading levels up to 30. When your child reaches this level they will be sent home with a letter explaining the program. Students sit an online reading test at school that will provide them with a Lexile reading level. All books in the VPS library have been allocated a Lexile level where possible, supporting students to choose 'good fit' books from the library. It also provides opportunities to monitor their success and motivate them to read more. This book should be read as their reader at home and brought to school to read in class. P;/A Literacy Pro quiz is available for many books read by the students, it is an expectation that students complete the Literacy Pro quiz about the book they have completed.
- **At school the Middle Years Approach and CAFÉ Program is used**
  - Whilst we continue to follow the Middle Years Approach, we have also linked our Literacy Instruction with a program called CAFÉ (Gail Boushey and Joan Moser). This is a program based on current research about developing proficient readers. The acronym represents the four components of successful reading: Comprehension, Accuracy, Fluency and Expanding Vocabulary. Teachers and students work together to set goals and document learning and growth. It is a structured program that aims to build reading stamina, foster independence and develop a love of reading in students.
  - The students will complete activities targeted at their Individual Learning Goals, therefore, not all students complete the same activities during the week.

- In the Reading and Viewing Time there will be a Guided Reading Group, a Follow-up Activity Group (an activity linked to the Guided Reading book being studied) and independent groups focusing on comprehension, phonics and grammar.
- The purpose of the Guided Reading books is to practise reading strategies taught under the guidance of a teacher as well as focus on deepening their understanding of the text. Whilst students read in ability groups and read texts that are appropriate and suitably challenging to their level of reading, at times they will also be grouped in relation to their individual goal at the time eg, analysing author's purpose, comparing and contrasting. This assists the students to understand the text at an in-depth level.

## **WRITING**

- At VPS, the teaching of writing is based on a range of research into best practice. The students are participating in writing using resources that include Writer's Notebooks. These serve as a tool for students to gather, keep and develop Ideas. They are used alongside "Mentor Texts" or prompts to engage and support them toward being confident writers. During the year, we study different genres. These include: Narrative, Report, Poetry, Persuasive / Exposition and Recount.
- We are also guided by resources such as the "6 +1 Traits of Writing" by Ruth Culham (the students develop in the areas of: Ideas, Organisation, Voice, Word Choice, Sentence Fluency, Conventions and Presentation) and 'Seven Steps' by Jen McVeity (Sizzling Starts, Tightening Tension, Dynamic Dialogue, etc).
- The children will have the opportunity to produce their writing through a range of digital technologies. Not every piece of writing is published into a good copy.
- As with Reading, the Writing lesson involves the teacher explicitly teaching and demonstrating a skill or focus, then continuing to model, question and prompt the students with the students moving toward putting their skills into practice and independently completing their tasks. The students reflect on their own learning and share their knowledge and understandings.
- **Digital Technologies and Writing**
  - The students have the opportunity to create multimodal texts in class and during the Digital Technology specialist time. These texts look at various modes such as sound and movement.

## **SPELLING / REASONING and WRITING**

- **Spelling Mastery**
  - Spelling Mastery is a 6 level spelling series designed primarily for students in grades 1 through to 6.
  - It is designed to develop students' spelling skills through 3 strategies (interwoven)
  - **Phonemic**
    - For beginners
    - Teaches students predictable spellings for different sounds.
    - Eg. mat, sat, fat
  - **Morphographic**
    - For more advanced spellers
    - The program teaches them to spell meaningful units of words (prefixes, bases, suffixes) and combine them to make multisyllabic words
    - Eg. Prefix – re, dis, un // Base – cover pute // Suffix – ed, able = many combinations of those combine to make over 20 words eg coverable, covered, discover, discoverable, discovered

- The whole-word approach
  - Approach used at all levels to teach common words that cannot be taught with phonemic or morphographic strategies
  - Eg. thought, through
- How it runs
  - Students are assessed and placed into groups based on their current spelling ability. A / B / C / D etc
  - Each group meets for approximately 30m for 4 days a week and there is a Spelling Test every 5th lesson
- **Reasoning and Writing**
  - Reasoning and Writing is an extension program for the children that have completed the Spelling Mastery Program and are proficient spellers. This program teaches thinking skills that produce good writing. Higher level thinking is integrated with writing instruction to help students express ideas efficiently and effectively.

## **SPEAKING AND LISTENING**

- Throughout the year, students are required to present talks to the class. This is usually a homework requirement.
- There is also a focus during reading – the ability to retell what they have read in sequence, answer a question, explain their point of view, discuss themes, etc.
- Speaking and Listening focusses on turn taking, expressing ourselves clearly, following instructions, eye contact, fluency, expression, body language and changing the way we speak depending on who we are speaking to.

## **Maths**

All students in Years 1 to 6 have been placed in targeted Maths Groups within the curriculum level. This will enable their learning to be targeted and extended more efficiently. Each teacher in the level will be assigned to one group. The Maths Groups are flexible and subject to changes depending on the learning needs of the students. Students will have three lessons a week in their Maths Group.

Two lessons per week will be allocated to investigative Maths (Maths tasks that require the use of several concepts across the strands of Number and Algebra, Measurement and Geometry, and Probability and Statistics). These lessons will take place in the students' own classrooms with their class teacher. Skills learned during the Maths Groups will be applied and enhanced during the classroom Maths lessons. The teachers will continue to work closely together to ensure each student's needs are met.

Each student at Vermont Primary School will have a Mathletics account. This will further the use of Learning Technologies into the Mathematics curriculum.

- Through research, we know a few fundamental truths about how students learn. The Middle Years Numeracy Program is based around these ideas and as a level we incorporate it into our lessons.
- Maths lessons do not always run as a whole class. **All students learn in different ways** therefore consideration is given to strengths, weaknesses and different learning styles. Students may be split into different groups where they may work with the teacher, complete hands on or computer tasks, play Maths games and general bookwork.
- We have a focus on partner and group work as research shows that **students learn from and with other students**. They can share strategies, successes and failures. They see that there are lots of ways to solve similar problems. Through explaining their strategies, they are consolidating their own understanding.

- **Students learn when they feel good about themselves.** We believe that games and open-ended problems where all students can achieve success regardless of ability are valuable to each student's learning.
- **There are four Mathematics proficiencies outlined in the Victorian curriculum.** These are intertwined through all Mathematics lessons.
  - **Understanding.** Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts and progressively apply the familiar to develop new ideas.
  - **Fluency.** Students develop skills in choosing appropriate procedures; carrying out procedures flexibly, accurately, efficiently and appropriately; and recalling factual knowledge and concepts readily.
  - **Problem solving.** Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively.
  - **Reasoning.** Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising.
- The Victorian Curriculum Strand for Mathematics in Grade 5 and 6 are:
  - **Number and Algebra** – Number and Place Value, Fractions and Decimals, Money and Finance, Patterns and Algebra
  - **Measurement and Geometry – Units of Measurement, Shape, Location and Transformation**
  - **Statistics and Probability – Chance, Data Representation and Interpretation**

### Special Mathematics Program – Mrs Renata Hannink

In 2018, Vermont Primary School was selected to be a part of the Victorian Government's Primary Mathematics and Science Specialists program. Two staff members, Renata Hannink and Andrew Wastie are employed as Maths Specialists within the school. For Level 4, Renata will be assisting teachers and students with their Maths program. This will involve her modelling lessons, mentoring teachers, team-teaching, and working with students with particular needs.

### Inquiry

- Inquiry includes History, Geography, Economics and Science.
- It is also integrated into other curriculum areas including English and Mathematics where possible.
- Some units will have incursions and excursions.
- The following topics will be explored throughout the year:
  - Term 1
    - Year 5 – Prepare to Lead
    - Year 6 – The Leader in Me
  - Term 2 History
    - Year 5 – What was Australia like when the First Fleet arrived
    - Year 6 – Australia the Federation
  - Term 3 Economics
  - Term 4 Antarctica

### Science

The Victorian Curriculum focuses on two main areas:

- Science Understanding

- Science as a Human Endeavour
- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences
- Science Inquiry Skills
  - Questioning and Predicting
  - Planning and Conducting
  - Processing and Analysing data and Information
  - Evaluating
  - Communicating

The topics covered this year in Level 4 will be:

- Light
- Biological Science – Animal Adaptations
- Chemical Sciences – Chemical and Physical Changes (Mystery Powders/Mould)
- Hummingbird Kit Projects- Students use the kits to create working robots that can undertake a given task

### **NAPLAN**

- **Timing** – NAPLAN will be conducted over a two week period (12<sup>th</sup> to 22<sup>nd</sup> May), allowing time to catch up students who may be absent during that time.
- **Process** – NAPLAN involves four sessions: Language Conventions (40 minutes), Writing (40 mins), Reading (45 mins) and Mathematics (45 mins).
- **The Writing** genre for 2020 will either be persuasive or narrative.
- **Results** – usually arrive late in Term 3. There is a vast amount of assessment to process as these tests are administered nation-wide in Years 3, 5, 7 and 9.
- There is an information brochure that is sent home to parents around the testing time, which will answer many, if not all, of your queries.
- It is important to note that NAPLAN results, whilst they do indicate standards of knowledge and skills, they are a snapshot of how your children perform on a given task on a given day, as opposed to the knowledge your child's teacher will have after six or twelve months of working with every day. Teacher assessments as presented in June and December reports are based on extended and moderated evaluations of your child's learning, using many different methods over a long period of time.
- The following website presents information regarding NAPLAN for parents:
  - [www.nap.edu.au/naplan/parent-carer-support](http://www.nap.edu.au/naplan/parent-carer-support)

### **CAMPS**

- Grade 5 students will be attending a 2 night camp at Sovereign Hill from 20<sup>th</sup> April to 22<sup>nd</sup> April.
- Grade 6 students will be attending a 4 night camp in Canberra from 25<sup>th</sup> May to 29<sup>th</sup> May.
- Level 4 students will have the opportunity to attend a 2 night Ski Camp at Mount Buller from July 22-24. This non-compulsory camp is first offered to Year 6s, with Year 5s offered places should Year 6s not

take some. Students who attend Ski Camp must be able to attend the curriculum camps to Canberra or Sovereign Hill.

## Level 4 Specialist Information

### Physical Education Level 4 – Mr Clinton Walsh

#### Level 4 Term 2 Curriculum – Invasion Games

##### **What is an invasion game?**

An invasion game has two teams of 5 or more players. The aim of an invasion game is to score more than the opposition, either by propelling a ball through a goal area or target or by running the ball over an end zone. This is done by throwing, striking or kicking the ball.

##### **Examples of Invasion Games:**

Netball	Basketball	Soccer	Hockey
AFL	Ultimate Frisbee	Touch Rugby	Rugby

##### **Strategies Common to all Invasion Games:**

The aim of an invasion game is to score more than the opposition by:

1. Winning possession of the ball.
2. Keeping possession of the ball.
3. Creating space and moving into space to receive passes.
4. Creating scoring opportunities.
5. Preventing the opposition from scoring by denying space and applying pressure to win the ball back.

##### **Example Learning Intentions:**

1. Develop knowledge and skills relating to creating space.
2. Develop knowledge and skills about where to move to receive the ball.
3. Develop knowledge and skills about when to pass.
4. Develop knowledge and skills about how to pass.
5. Develop knowledge and skills about when to run and where to run to receive the ball.
6. Defending team – reading cues to intercept passes.

##### **Example Focus Questions:**

1. When should you pass the ball? (Draw defender)
2. When should you run with the ball? (When the defender stays back)
3. What type of pass works well/does not work well? Why? (bounce / lob / chest)
4. If you haven't got the ball, where should you run? (Space or away from defender)
5. What was the best way to defend? (Try to predict where pass is going)
6. Is it better for the attackers to move further apart (to spread the defenders), or move closer to each other? (Concept of space – it is harder for the defenders to cover more space).

#### Level 4 Term 3 Curriculum – Net / Wall Games

##### **What is a Net / Wall game?**

A net / wall game is commonly played with singles or doubles, with the opponents divided by a net (for example, tennis). However, a couple of exceptions exist: Volleyball, where there are six players on each team separated by a net. Racquetball or squash, where instead of a net, the ball is struck against a wall to rebound back.

The aim of a net/wall game is to score more than the opposition by striking the ball over a net or into a wall, then getting it to bounce away from the opponent so that the ball cannot be returned. The ball is struck by either the hand (for example, volleyball) or a bat or racquet (for example, table tennis).

**Examples of Net/Wall Games:**

Tennis                                      Table tennis                                      Badminton                                      Volleyball

**Strategies Common to all Net/Wall Games:**

1. Hit the ball away from your opponent into space.
2. Use the length of the court or depth to move opponent(s) back deep.
3. Use width of the court/angles to move opponent(s) sideways.
4. Don't try to win the point on every shot; move opponent around to create space on court.
5. Position yourselves to cover as much court as possible.

**Example Learning Intentions:**

1. Develop knowledge and skills about where to hit the ball in relation to the opponent.
2. Develop knowledge and skills about where to move after hitting the ball.

**Example Focus Questions:**

1. Where should you aim to hit the ball?
2. Where should you try to force your opponent?
3. If your opponent is deep, what shot might you play?
4. Why might a short shot be risky?
5. Why shouldn't you let your opponent catch the ball close to the net?

**Level 4 Term 4 Curriculum - Striking / fielding games**

**What is a striking / fielding game?**

A striking/fielding game involves a batting team and a fielding team. The aim of the batting team is to score as many runs as possible. The fielding team aims to minimise the runs or get the batting team out in a variety of ways (for example, catching the ball on the full). Each team bats for the same number of innings.

**Examples of striking / fielding games:**

Cricket                                      Baseball                                      Softball                                      Rounders

**Strategies Common to all Striking / Fielding games:**

Batting Strategies –

- Where to hit the ball (away from fielders) – maximise running time.
- How to hit the ball (shot selection, keeping ball along the ground, technique, e.g foot to ball)
- Where to run

Fielding Strategies –

- Where to throw the ball
- How to field the ball
- Where to place the field positions to minimise the opposition scoring

**Example Learning Intentions:**

1. Develop knowledge and skills about where to hit and how to run.
2. Develop knowledge and skills about how to quickly field the ball and how to work together as a team.



## **Bike Hike**

As a culmination to the Bike Ed. Program, Grade 5 children will participate in a Bike Hike to Bayswater Park in December. Children will mainly follow bike paths and there will be no on-road riding. Teachers and parent volunteers will accompany the children and support vehicles will follow the group. All food for the day will be provided including a BBQ lunch, drinks and snacks. We will leave school at approximately 9.30am, returning by 3.00pm.

## **Level 4 Digital Technologies – Mrs Julie Hall**

Students in Years 5 & 6 have a 40 minute dedicated session in the ICT lab each week where every student has access to their own computer and an extensive array of software, hardware and online resources. Digi Tech will be closely linked to the enquiry topic for each term as well as being integrated with the literacy and numeracy program.

Students will learn to explain the functions of digital system (computers, tablets, smart phones etc) components and how they can be connected together to form networks.

Data (text, numbers, images, sounds etc) is acquired, validated, interpreted and managed. Students also learn how it can be transferred between different systems. Digi Tech places a greater emphasis on computational thinking (problem solving) and algorithms (a sequence of steps for carrying out instructions). When designing digital solutions they will consider how users will interact with their products and check and validate that their solutions work. Student use of algorithms becomes more complex by identifying repetition and including repeat instructions. For example making a multiple choice game using the visual programming language *Scratch*. They will progress to working collaboratively and learn to negotiate and plan to complete tasks.

Students in Level 4 have the opportunity to utilize all their Digi Tech skills to work collaboratively with peers to design and build a robot to solve a problem. They then use components of the Hummingbird Kits, such as motors, sensors and lights and program them to operate as needed by their robot.

Through cybersafety activities, students will learn how to use information systems safely and to behave responsibly and ethically when working and communicating in an online environment. Office 365 is a cloud-based platform used by the students in 3 -6. This gives them the opportunity to utilize all their digital technologies skills in order to work and collaborate safely with other VPS students. It also allows parents the opportunity to see what their child/ren have been working on.

All families will receive a copy of the Internet Use Agreement when they first commence at Vermont Primary. When you receive this, please discuss it with your son/daughter and when signed, return it promptly to your class teacher.

Digital Technologies is a dynamic and ever changing area and I look forward to working with your child to assist them to become safe, creative and efficient users of technology.

## **Music – Mr Travis Fraser**

The curriculum at Level 4 will cover the following aspects:

- Students will learn to analyse different styles of music, commenting on various forms musical elements and styles such as melody, genre, dynamics, pitch, tempo, musical feel etc.
- There will be an increased use of guitars, drum kits and keyboards to recreate simplified pop songs and practice rhythm and timing.
- Students will be involved in class performances and compositions
- Students will be involved in drama units.

Soiree Concerts which highlights the musical talent of our students will be showcased in the school stadium. This year the Junior Students (Foundation-Yr3) will hold their Soiree in Term 2 and the Senior Students (Yr4-6) will have their concert in Term 3. These concerts will feature music groups such as the Choir, Orchestra and Rock Band. There will also be various solo and small group performances.

### Visual Arts – Mrs Christine Mulvany

Students attend a forty minute Visual Arts Lesson in the art room each week. All students need to wear their own smock to protect their uniform when working in the art room. Their name needs to be clearly visible on the front of the smock.

In grade 5 & 6, students create artworks, incorporating the influence of others, as well as drawing on their past experiences. Their work responds to the style/artist being studied and exhibits skills in planning, creating, evaluating and refining. In Art appreciation, students will use appropriate language to describe their own and other people's works and they will discuss the purpose of the work in its historical and cultural context.

#### **Grade 6 graduation tea-towels**

Grade 6 will create a graduation tea-towel which will incorporate a cartoon drawing from each Year 6 student. Order forms will be sent home in Term 3. There is only one print run, so please return the order forms by the due date to avoid disappointment.

The role of Visual Arts Specialist is again being shared between Mrs Mulvany, who works Mondays, Tuesdays and Thursdays and Mrs Simpson who works Wednesdays and Fridays. Grade 5 & 6 classes are with Mrs Mulvany.

### 2020 Indonesian LOTE Teaching Program - Bu Smith (Mrs. Yvonne Smith.)

Selamat datang welcome to our new students who are learning Indonesian for the first time. Students undertaking Indonesian lessons will begin to acquire the skills of listening, speaking, reading and writing through a wide range of communicative activities and authentic sources. This will enable our students to not only learn about the language but also to develop an intercultural understanding and foster global communication which in turn develops greater tolerance and appreciation of others.

Learning a language fosters students' ability to think and reflect, develop mental flexibility and problem solving strategies. It offers students the opportunity and the ability to develop interpersonal skills and to practise higher order thinking skills in a meaningful context.

Students from Foundation through to Year 6 attend one 40 minute lesson of Indonesian each week. Students begin to understand and use the language of Indonesian in relation to their personal world. They begin to explore the lifestyles of Indonesian people through the study of Indonesian clothing, food, transport and school. Students consolidate previous learnt language and extend their personal vocabulary and knowledge of Indonesian language structures. They will write a Pen Pal letter in Indonesian and participate in an Indonesian cooking lesson.

They read and comprehend short texts, talk about themselves and adapt language that they know to new contexts.

Students begin to understand that the language has rules as they read more extended texts. They engage in stories, songs, rhymes, reading and writing activities and speaking and listening activities. Students learn about the Geography of Indonesia and the five main islands.

Intercultural knowledge: students will participate in an Indonesian Incursion and will have the opportunity to learn to play in an Indonesian Gamelan Orchestra.