

Kurunjang Primary School

~Learning Together~

Year 5/6 Remote Learning Newsletter, Term 3 2020

Dear Parents/Guardians,

Welcome back to school for term 3! We hope that your child has settled back into remote learning on Seesaw! We hope they are enjoying the activities and tasks. If you have any questions regarding online learning or how to use the Seesaw platform please email your child's classroom teacher for assistance.

Teachers will be checking in with students through the Seesaw platform and through fortnightly contact. Please keep in mind, all teachers are calling from home. If you see a private number calling please answer! It is going to be us calling and checking in!

Reading

In week 4, students have used graphic organisers to collate key ideas from texts to give a detailed summary.

In week 5, students will analyse how authors build interest and suspense in a variety of fiction and non-fiction texts.

In week 6, students will form opinions about texts and locate evidence from the text to support these opinions.

In week 7, students will use background knowledge and text clues to infer character feelings and their underlying motives.

In week 8, students will bring background knowledge and personal experiences to the understanding of the text.

In week 9, students will Infer causes of problems or outcomes in fiction or non-fiction texts, using prior knowledge and text clues.

In week 10, students will use reading strategies developed throughout the term and apply these strategies while reading for enjoyment.

Writing

In week 4, students have used voice to take risks within their writing and express ideas in original and interesting ways.

In week 5, students will craft well built sentences that create suspense and hold reader engagement within their writing.

In week 6, students will reflect on the purpose of their writing to organise their structure accordingly. They will look at the way their writing moves from one idea to the next, to suit their genre.

In week 7, students will use punctuation to guide their audience by telling the reader when to pause, when to stop, when to go, when to speed up, slow down and understand conversations and feelings.

In week 8, students will create a variety of sentence starters using creative phrasing, alliteration and word order to engage their audience.

In week 9, students will select striking words and phrases to convey meaning. They will use these words to construct visual imagery to clarify and expand on ideas.

In week 10, students will choose a layout for presentation that matches their chosen genre and audience. They will design a polished piece ready for their reader.

Maths

In week 4, students have explored calendars, time duration and elapsed time. They solved and created problems relating to elapsed time and applied their knowledge to create a daily schedule, calculating and comparing duration and elapsed time of everyday tasks.

In week 5, students will collect, compare and interpret a variety of data sets. They will analyse and evaluate data from secondary sources.

In week 6, students will solve addition problems using a range of efficient written and mental strategies. These include, expanded notation, known facts, reasonable estimation and building to 10, through games and hands on activities.

In week 7, students will investigate geometry in their home environment. They will identify symmetry in shapes and create composite shapes and patterns around them.

In week 8, students will solve subtraction problems using a range of efficient written and mental strategies. These include, expanded notation, known facts and reasonable estimation, through games and hands on activities. They will recognise the connection between addition and subtraction.

In week 9, students will solve multiplication problems using a range of efficient written and mental strategies, through games and hands on activities. They will focus on developing their automatic recall of multiplication facts to 10 x 10.

In week 10, students will solve division problems using a range of efficient written and mental strategies, through games and hands on activities. They will recognise the connection between multiplication and division including inverse operations.

Inquiry

In week 5 students have used a range of body movements to assist with coping with stress.

In week 6 students will identify problems in scenarios and brainstorm possible options for solutions.

In week 7 students will use a range of body movements to assist with coping with stress.

In week 8 students will reflect on challenges of carrying out choices in social situations.

In week 9, students will use a range of body movements to assist with coping with stress.

In week 10, students will reflect on the strategies used throughout the term. Students will identify something that works, something that did not work and something they will try in the future.

Kitchen Garden

Year 5/6 Kitchen Garden

Parents please note: Weeks 6-10 are cooking lessons. However It is not expected that you go out and buy ingredients or allow your children to cook in the kitchen. It will be up to your discretion.

In week 5 students will write a procedural text for making a sandwich or toast. Either written or annotated photographs.

In week 6 students will learn to follow a recipe to make pikelets. Reflection of learning.

In week 7 students will learn to follow a recipe to make vegetable fritters. Reflection of learning.

In week 8 students will learn to follow a recipe to make fruit salad. Reflection of learning.

In week 9 students will learn to follow a recipe to make mini pizzas. Reflection of learning.

In week 10 students will learn to follow a recipe to make pasta carbonara. Reflection of learning.

PE

For Flexible and Remote Learning in Term 3, grade 5/6 students will participate in and create HIIT workouts (high Intensity Interval training) designed to improve health related fitness components.

In week 4, students will examine - What is Physical Fitness? Students will be introduced to the five components of fitness. Students will participate in a HIIT workout.

In week 5, students will participate in a HIIT workout that incorporates the components of fitness. Students will identify the main component of fitness in each exercise.

In week 6, students will create their own HIIT workout that incorporates the five components of fitness. Students will consider exercises, timings and number of sets of each exercise.

In week 7, students will work through safe stretching activities. They will explore and share a range of physical activities they can participate in while in lockdown. Students will explore the benefits of physical activity to social health and mental wellbeing.

In week 8, students will participate in a given Fun Fitness Bingo designed to improve health related fitness components.

In week 9, students will improvise a variety of sports actions leading into creating their own sports dance. Students will consider level such as high, medium, low direction such as forwards, backwards, sideways and formation when making their dance.

In week 10, students will participate in Celebration of Learning Week – Football Theme (AFL football, soccer, rugby) where students will participate in fitness and various football skills.

Visual Arts

Visual Arts, Term 3 - Flexible and Remote Learning - Year 5 and 6	Materials
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<p>During weeks 4 to 10 of term 3, students in years 5 and 6 will be developing their skills in drawing and construction.</p> <p>In week 4, students will explore value and perspective as a combination to create art works.</p> <p>In week 5, students will explore shape and value as a strategy for creating an optical illusion showing depth and layers.</p> <p>In week 6, students will create a one-point perspective drawing, creating distance and space.</p> <p>In week 7, students will be inspired by nature to create a drawing collage, combining detailed line work with contour lines formed by shadows.</p> <p>In week 8, students will use their favourite shoe as inspiration for doing a series of line drawings.</p> <p>In week 9, students will use the drawings from the previous lesson as inspiration to make a paper model of a shoe using recycled paper from around their home.</p> <p>In week 10, students will respond to the story book: <i>Where the Wild Things Are</i> by Maurice Sendak to create a 'wild' mask, utilizing a range of construction techniques.</p>	<p>White drawing paper Grey lead pencil Coloured pencils Markers Crayons Water colours (optional) Selection of recycled or scrap paper: coloured paper, tissue paper, cardboard, newspaper or magazines PVA glue and or glue stick Kitchen foil Miscellaneous decorative objects: feathers, buttons, fabric scraps etc</p>
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Performing Arts - Drama

During weeks 4 to 7 of Term 3, students in years 3 to 6 will use voice, body movement and language to create dramatic pieces in a variety of settings, both realistic and imaginary. They will apply story structures in their plays including roles and events to create dramatic tension.

In week 4, students will complete their soundscape which they begun in week 2. Students will create, arrange and record sounds of their chosen theme or environment. They will select or draw a picture of their theme or environment and video their soundscape with the picture as the visual representation.

In week 5, students will create a commercial for a product. Students will be required to watch TV and take notice of the commercials advertising products. Key questions for their consideration are: how are they trying to sell the product? Is there a song, jingle or slogan they use to make people remember the product? What are they saying to convince you that the product is good and you need to buy it? Students then choose a product from home. This can be anything from food, to shampoo, to a pair of socks or toy. They create a commercial for the product and include a jingle or slogan to go with it.

During week 6, students will create a short play based on food. Students will watch the 'Poisoned Pizza' video. In the video, The Listies created a short play based on a pizza – a poisoned pizza! Students will then choose their own food to base their own short play on. When they have invented their story, they think about how to act out the scene and record the play.

In weeks 7 and 8, students will create a news report. Students will pretend to be a news reporter and deliver a report for the nightly news. Students start by selecting a topic and writing the report. This learning task will be completed in week 8 and students will video themselves and upload it onto See Saw.

In weeks 9 and 10, students will make puppets and create a puppet play. Students will make puppets of family members. They can make paper plate / paper bag / sock / drawn pictures

stuck on icy pole sticks or pencils / or finger puppets. Students will write a play about their family. In week 10, students will present their puppet play and video it.