

Stage Three Newsletter and Overview Term 2, 2022

Dear Parents and Carers,

Welcome back to another busy school term! The students are full of stories about holiday adventures and are now ready to settle back into class routines and focused learning.

We intend to have a heavy focus on the core values of GRPS, of being Responsible Respectful Learners, and what this looks like in various setting around the school.

Our Cyber Safety focus this term will be on the importance of students' personal and private information and safety when gaming online. The parent information session was held on Tuesday, 3 May at school.

We have started to learn about the history of Democracy in Australia in preparation for our big Canberra trip in Term 3. The homework projects this term reflect this with a focus on our Indigenous history and future.

This term our Got Game focus will be athletics in preparation for the athletics carnival in Week 10 of the term.

Wakakirri rehearsal is Wednesday morning before school. If your child is involved, please ensure they are here on time.

Regards,
Stage 3 Team
Karyn Ortolani
Lynda Wieden
Kevin Harty

English

| | Speaking & Listening | Reading & Viewing | Writing & Representing |
|--------------|--|---|--|
| Focus | Students will learn to communicate effectively by giving elaborated responses to questions | Students use an integrated range of skills, strategies and knowledge to comprehend a wide range | Write for a range of purposes including structural features appropriate to the text type |

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| | communicate effectively by giving elaborated responses to questions and formulate a position or opinion on a subject discussed in class. | range of skills, strategies and knowledge to comprehend a wide range of text in different media. | purposes including structural features appropriate to the text type with a focus on imaginative and persuasive texts. |
| Skills & Activities | <ul style="list-style-type: none"> • Compare and justify spoken and written languages. • Construct coherent, descriptive sentences in an impromptu situation. • Develop criteria to evaluate the effectiveness of spoken texts. • In class public speaking opportunities. | <ul style="list-style-type: none"> • Note taking • Identifying language features. • Discussing cohesion • Compare and contrast • Identifying cause and effect. • Skimming and scanning. • Summarising • Motives of character • Identifying deeper themes in fiction. | <ul style="list-style-type: none"> • Cohesion • Less predictable features to engage the readers. • Range of sentence types for effect in paragraphs which develop one main idea. • Incorporate precise and emotional vocabulary. • Use evidence and references. • Write sustained robust arguments. |

Maths

(Based on the Stepping Stones Maths Program)

Students are taught in a variety of groups. Each term students will complete three modules. Each module develops concepts in the strands of mathematics: number, measurement, data, space and chance.

| | Year 5 | Year 6 |
|-----------------|---|--|
| Module 4 | Multiplication-algorithms, patterns, word problems. Mass-kilograms, tonnes | Subtracting decimal fractions Exploring the relationship between kilograms and grams |
| Module 5 | Factors and multiples, division. Length and calculating perimeter | Introducing integers and using them to solve problems. The formal division algorithm Relationship between metres and millimetres |
| Module 6 | Solving problems using addition and subtraction. Examining the properties of 2D shapes | Geometric and numerical patterns, mental strategies for multiplication. Angles |

Science

The senior students will be studying a unit, Matter Matters!, which is the chemical science component of the Material World strand of the syllabus. Students will consider specific properties and behaviours of the three states of matter: solids, liquids and gases. In collaborative groups the students investigate the behaviour of gases and liquids. Together they will plan and perform experiments to compare gases, liquids and solids, considering and controlling variables to ensure the experiment is a fair test. Reading and writing tasks are integrated into this unit to develop scientific reasoning skills. These skills include classifying, predicting, observing, inferring, planning, measuring and evaluating.

History

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History

The senior students will be completing the unit Traditions and Heritage. This unit provides the opportunity for students to explore how different groups and events shaped the lead up to Federation. The students will look at selected events between 1788 and 1901 to identify significant factors that contributed to self-government in Australia. The unit will explore Aboriginal perspectives to identify the impact of White Settlement on indigenous life.

Creative Arts

In Visual Arts, students will be inspired by the art of Henri Matisse and investigate how events in his life influenced his major works. Through the appreciation of his significant artworks, the students are introduced to the elements of art, including: colour, form, line, shape, space, texture and societal values of the time. By producing works inspired by Henri Matisse, students will develop their own creative response to his artworks.

PDHPE

The senior students will be studying the You Can Do It unit of relationships where they will explore values and identify their own character strengths to enhance their getting along skills. As a part of the relationships unit, students will discuss values, character strengths and identify the skills to get along.

Smiling Mind Mindfulness program will continue with a focus on-movement, recognising emotions, managing emotions, self-compassion and optimism.

Students will also complete the YSafe cyber safety program.

In Physical Education students will participate in Got Game activities focussing on athletics skills in preparation for the school Athletics Carnival and they will also engage in winter sport on Fridays after first break.