



# IRAMOO PRIMARY SCHOOL No. 5152

## YEAR 5 NEWSLETTER TERM 4

October, 2020

IMPORTANT DATES TO REMEMBER	
Friday, October 23	AFL Grand Final Public Holiday
Monday, November 2	Pupil Free Day
Tuesday, November 3	Melbourne Cup Day (Public Holiday)
Wednesday, November 4	School Captain applications open
Wednesday, November 25	School Captain applications close, 3 p.m.
Monday, December 14	Year 5 iPad recall
Friday, December 18	Last day Term 4 (12.30 p.m. finish)

Dear Parent/Guardian

As we begin Term 4, we can confidently say that this has been a year like never before. We congratulate our Year 5 students who showed great resilience and positivity to adapt to remote and flexible learning. We are certainly proud of their positive attitude, responsibility displayed and achievements made, during this challenging time. Our students and we as their teachers could not have done this, without the support of all of you. We would like to thank you for your patience and partnership with us, to support your children during this extraordinary period. Term 4 will look different to what it normally would, but we will strive to make up for programs that cannot go ahead by incorporating some fun and exciting learning experiences at school. Please read on carefully as this newsletter contains valuable information. In addition, please have a look at some excellent work samples that our Year 5 students completed during the remote learning period. These work samples are just a small collection of work that is celebrated.

### TRANSITION BACK TO SCHOOL

Our students have amazingly spent more time learning remotely this year, than at school. It is important that we continue to work together as a team to support their transition back to school so that it is a positive one. Some ideas of how you can do this are outlined below:

- encourage your child to attend school each day and have good punctuality
- full and correct school uniform to be worn to school each day
- Students need to display the school values of *Respect, Responsibility and Relationships* by following the Iramoo 'Top 10 Not Negotiable Social Skills' and the Year 5 Student Learning Behaviours
- student's iPad is to be used appropriately by following the Year 5 Expectations; also charged at home and brought back to school each morning
- remind your child about completing their daily home reading and using their student diary as is expected
- encourage your child to have a positive mindset and try their best with their learning.

### LITERACY

In **Reading**, students will continue to build their skills using specific reading strategies such as predicting, summarising, clarifying, questioning and visualising. In addition to this, students will be encouraged to make connections between characters, make inferences and articulate their thinking by comparing and analysing various texts. The focus will be mainly on reading and responding to poetry and information reports. This term the Year 5 students will also be participating in a whole class novel study. 5AA and 5DS will be reading *Dragon Dawn* by Carol Wilkinson. 5CP and 5JD will be reading *The Garden of Empress Cassia* by Gabrielle Wang.

In **Writing** lessons, students will mainly focus on two different text types: poetry and information reports. They will be firstly learning about the structure and features of both but then move onto writing their own poems and information reports. In addition, our students will continue to work on their independent writing with a focus on creativity but also the importance of proofreading and editing their own work. Our students will also participate in spelling investigations where they will learn about different spelling patterns and rules.

### NUMERACY

In Term 4 students will be exposed to many different mathematical concepts. As they progress through the term they will build upon their knowledge of many key areas that have been introduced previously. Below are some of the topics that students will be learning about:

- Number & Algebra: Addition, Subtraction, Multiplication, Division, Word Problems, BIDMAS, Equivalent Number Sentences, Fractions/Decimals/Percentages and Financial Matters
- Measurement & Geometry: Volume, Time, Length, Mass, Angles, Metric Conversions, Area/Perimeter, Location and Transformation.

## INTEGRATED STUDIES

The Year 5 Integrated studies topic for Term 4 is '**Catching On Early**'. Students will participate in seven lessons on one school day. Catching On Early is an evidence-based program founded on the latest research into health education and the personal development of children. The program has been developed by the Victorian Department of Education & Training and the Department of Health & Human Services and is currently being delivered to Year 5 and 6 students throughout our region. The program provides a basic introduction to aspects of sexuality education as a lead-in to the Year 6 curriculum. It aims to educate and prepare students about the physical, social and emotional changes they will experience during puberty. The unit will be delivered by Mr Graham Byworth alongside classroom teachers. Parents who would like further information can contact Mr Byworth at school or access the Department of Education and Training website at: <http://fuse.education.vic.gov.au/Resource/ByPin?Pin=X25PYT&SearchScope=All>

If you do not give permission for your child to participate, please notify Mr Byworth in writing.

Due to the challenging year that our students have experienced and are still experiencing, we will also be placing a major focus on **Student Wellbeing**. During each week in Term 4, we will be conducting wellbeing lessons in our classrooms and out in the school yard, with an emphasis on physical activity. Alongside these lessons, we will continue to run our 'You Can Do It' program.

## CHRISTMAS ACTIVITIES

For the last two weeks of term, students will be involved in a variety of Christmas activities. It is an exciting time of the year and we are looking forward to celebrating with our students. If there is any reason why your child should not participate in Christmas activities, please notify your child's teacher before the beginning of December.

## SUNSMART

Term 4 is a 'SunSmart' term. This means that your child needs to have a broad brimmed or legionnaires hat at school to wear outside at recess and lunch times, as well as during outdoor Physical Education lessons. The hat should be labelled with your child's name. Please ensure that your child has a suitable hat for when we return to onsite learning.



Students may also bring their own sunscreen and/or sunglasses. These are optional and should also be labelled with your child's name. It is your child's responsibility to look after these items.

## IPADS

The Year 5 students have thoroughly enjoyed using their iPads as an engaging learning tool this year and they have been used for a wide range of activities. They have especially been essential during the remote and flexible learning period. They have helped us to not only explain and teach content but also with connecting with each other through the use of daily Google Meet sessions. We have been very pleased with the overall responsibility students have demonstrated in respecting and caring for their iPads. Expectations of how to use the iPads appropriately and cyber safety have been a continual focus throughout the year. We encourage you to continue this discussion at home and monitor your child's internet use very carefully, particularly in the area of social media.

In line with the Iramoo iPad Program guidelines, we will be collecting **all** Year 5 students' iPads at the **end** of Term 4 this year. We will be checking hardware and conducting software updates. Collection will begin on **Monday, December 14, 2020**. We will **not** be collecting the chargers. Students who have paid the full co-payment amount will have their iPads reissued to take home over the school Christmas holidays. The rest will be stored at school and reissued in 2021. Further information about the process will be sent out at a later date.

## YEAR 6 CAMP, 2021

The details of the Year 6 camp for 2021 are uncertain at this time due to Covid-19. We will be advised by the Department of Education if this will go ahead next year. There will be separate communication on this matter when we have more information. The focus of the camp is to allow the children to have fun in a unique environment whilst developing leadership qualities, self-confidence and co-operative problem solving skills. *Only children with good behaviour and positive attitudes are invited to attend.*

## 2021 SCHOOL CAPTAINS

Applications for 2021 School Captains will open on **Wednesday, November 4**. It is a great honour to be School Captain or Vice School Captain at Iramoo as it is recognition by the school of a child demonstrating outstanding qualities and a positive attitude. Children are to **complete their own hand written or typed application** and personally hand it to **Mrs Tweedley** by **3 p.m. on Wednesday, November 25**. More information about the role and what should be included in the application will be given to students later this term.

## **2021 YEAR 6 WINDCHEATERS, POLO SHIRTS & BOMBER JACKETS**

Order forms for Year 6 windcheaters, polo shirts and bomber jackets will be sent home in the next couple of weeks. The cost for the windcheater and polo shirt will be \$40 each and the bomber jacket will be \$50. It is expected that all Year 6 students will have at least one of these items to be worn for sport, excursions, school photos, etc. ***A non-refundable deposit of 50% of the cost of the total order is required by Friday, November 20, 2020.*** Payment in full must be received by **Friday, February 5, 2021.**

## **ATTENDANCE & PUNCTUALITY**

It is important for children to attend school ***every day***. Children who are frequently absent miss important learning time. If your child is absent from school, please update COMPASS or provide a signed note to your child's teacher to explain their absence. To maximise children's learning opportunities and limit classroom disruptions it is also vital that they arrive at school on time. School commences at **8:50 a.m.** Children who are late must obtain a late pass from the office before entering their classroom. ***Please aim to have your child at school by 8:45 a.m. each day.***

**APRIL ANAPLIOTIS, JENNIFER DIAZ,  
CHERYL PANTELIDIS (TEAM LEADER) & DEB SHARROCK  
YEAR 5 TEACHERS**

## **SPECIALIST CLASSES**

Below is a brief outline of what all Year 5 students will be learning this term in our specialist areas:

### **Visual Arts**

Creativity has been the major focus for Visual Arts regarding the delivery of the curriculum as well as the production of student artwork during Term 3 remote and flexible learning. During this period, students enjoyed participating in an in-depth exploration of Portraiture. Each week they viewed a specially filmed tutorial and drawing guide that helped them to develop a bank of techniques and skills related to realistic portrait drawing. The results were nothing short of amazing! Moving forward, students will experience a virtual tour of the National Gallery of Victoria's 20th Century collection before creating an artwork inspired by a piece in the exhibit. During Term 4, Year 5 students will experiment with clay and other three dimensional art mediums while learning about the environment and sustainable Art. To end the year, students will have the opportunity to complete festive themed activities.

To uphold safe hygiene practices in the Art Room, students will not be able to use the shared art smocks until further notice. All families are asked to ensure that their child/children have a named smock that they can keep in their bag or individual classroom tub/bag space. We will not be keeping the students' art smocks in a collective class tub. If your child believes their smock may have been left in the Art Room, they are encouraged to find it in their next lesson, take it home and wash it before returning it to school. Please do not feel the need to purchase a brand new smock, an old oversized shirt would also be appropriate. Thank you in advance from Mrs Elevato.

### **Performing Arts**

Mrs Antoniou would like to say a big thank you for all of the effort that went into the Term 3 tasks. She received such wonderful videos showing the incredible percussion skills of the Year 5 students. The highlight was being able to watch the skills of the students' progress each week despite the physical distance and receiving wonderful recorded singing of the collaborative song that all the Year 5 students composed.

The Year 5 students will begin Term 4 completing a unit of work on Music Composition. The students will have the opportunity to choreograph a video clip that reflects the specific music and lyrics of their chosen music style. Using previously learnt music skills, students will select an instrument (guitar, bass, drums, ukulele, keyboard or vocals) and learn to play the rhythm patterns, chords and/or the melody to a popular song. They will form groups and perform the song as a band. This is in accordance with the Victorian Curriculum for Music that states that students develop and practise technical skills, performing with accuracy and expression for audiences as well as understand the purpose of the music they perform.

## Physical Education (P.E.)

Mr Hodges would like to congratulate our Year 5 students and parents for all of their hard work and commitment during remote and flexible learning in Term 3. It really was wonderful to view students practising skills, creating videos and keeping active while learning from home. During Term 4, Year 5 students will be working towards applying rules fairly and behaving ethically when participating in different physical activities as well as learning to communicate and problem-solve in teams or groups as stipulated in the Victorian Curriculum. First they will test their running endurance by completing the beep test and try to improve their score from the beginning of the year. The students will then be focusing on game sense during invasion games as they learn the skills and rules of netball. The strategies of how to attack and how to defend during the game will be emphasised and many skills will then be transferred when they move on to explore soccer and lacrosse. To finish the term, students will participate in a variety of co-operative games where the focus will be on using teamwork and strategies to problem solve.

## Digital Technologies

During the Term 3 remote and flexible learning period, the Year 5 students were engaged in Digital Technologies activities that extended previous learning experiences and encouraged them to explore new activities. It was fantastic to see the level of effort and striving to do one's individual best increase over time. It was also very pleasing to see how the students presented their work on different digital devices using a variety of Google Apps (applications) and particularly the Comic Life 3 program on their own school iPads. The students submitted online detailed and creative work samples that showed individual effort, whole class participation and some family involvement. The students particularly loved using Google Apps (applications), presenting graphs on spreadsheets and designing their own Comic Life 3 poster layouts.



The Digital Technologies teachers are very excited and looking forward to welcoming back all the students to school in Term 4. The students will begin the term creating a Google Slides or Keynote slideshow about school holiday highlights and exciting things that they have been doing. This open-ended task will encourage students to creatively organise their ideas using text box writing, colour designs, photos, clip art and their own drawings. The major focus for this term is the highly anticipated Robotics learning unit about Ozobots robots. The students will revise how to use colour codes to give their robots movement directions. As an extension activity, they will be introduced to the ozoblockly.com Coding website application to explore how to code the robots' movements, use light effects, timing, loops and sounds. This is in line with the Victorian Curriculum that recommends that students apply decision making skills and devise visual solutions to problems.

## Spanish

### Year 5 Spanish:

**¡Hola y bienvenidos!** Señorita Andres and Señora Arenas would like to thank the Year 5 students for the big effort they put in during remote and flexible learning in Term 3. It was wonderful to see them maintain their enthusiasm for language learning. This term Year 5 students will be learning the names of body parts in Spanish through a song called '**Mi Cuerpo**' (**My Body**) and use the vocabulary to play games such as '**Simon Says**'. The students will aim to know six body parts in Spanish. Another key topic this term will be '**Comida**' (**Food**). Students will be learning the similarities and differences between different Spanish cuisine and even try a traditional Spanish recipe to develop intercultural capabilities. This will also encourage developing an understanding of and respect for diversity and difference, and an openness to different experiences and perspectives as stipulated in the Victorian Curriculum. We are looking forward to a great term.


This term Señora Arenas and Señorita Andres are happy to welcome back all Spanish Club members to our fun activity sessions. Year 5 students will be devoting an extra 20 minutes once a week to extend the topics discussed during weekly Spanish lessons. We are looking forward to seeing the progress that the 'Club Español' members make by the end of the year. **¡Hasta luego! Señora Arenas y Señorita Andres.😊**

## REMOTE AND FLEXIBLE LEARNING WORK SAMPLES

**Steve Irwin**


**Introduction**

Steve Irwin was known all around the world as the "crocodile hunter". He was a conservationist and television personality. He was really enthusiastic and cared about wildlife and preventing pollution. Steve was popular around the world because of his dangerous interactions with animals.



By Charlotte, 5JD

# The Gold Rush



By Charley, 5JD

The Gold rush started in New South Wales, 1851, when a man named Edward Hargraves found a piece of gold. As soon as more gold was found, people from all over the world moved to Australia to mine gold. Digging gold was not easy and quite dangerous, only a few managed to get rich. There was a huge discrimination against the Chinese as they were more successful at mining gold by working in bigger groups. The government also forced the miners to pay for a miner's license to continue mining. This led to a massive confrontation in 1854. Tens of thousands of miners gathered to protest, where they burned their licenses and raised their own flag, the Eureka Stockade. They fought police officers and soldiers but eventually the miner's demand was met, including their right to vote.

### The Chinese

The Chinese migrated to work in Victoria's goldfields so they could make money to send back home to their families. After the Gold rush, some people went back to China and some people stayed in Australia to make their own businesses and work on the land. Today, there are 1,200,000 (1.2 mil) Chinese immigrants in Australia.

## GREY

Grey feels like a cold, rainy night  
Grey looks like a cloudy storm  
Grey smells like fresh rain  
Grey is the fog that swirls around the sky  
Grey is the storm that is coming towards you  
Grey is a tornado that is aggressively swirling.

By Jessie, 5DS



## BLACK

Black is dark

Black is a scary night

Black is getting lost in a void

Black is a black hole in space

Black is the loss of hope in the world.

By Logan, 5DS

## Ned Kelly Biography By Oliver, 5DS

Edward (Ned) Kelly was a bushranger, outlaw, and a gang leader. Kelly is most known for wearing the bulletproof armour that he made during his final shoot-off with the police. He was shot with 15,000 rounds and still survived.

Ned Kelly was born in Beveridge, Victoria in December of 1854. With 12 siblings, he was the oldest son of Ellen Quinn Kelly and John Kelly. The names of his siblings were: Dan, Kate, Ellen Kelly Junior, Annie, Margaret, Alice, James, Mary, Grace, Ellen King, John King, and Jim Kelly. Although they didn't all have the same surname, they all lived in the same house. Going by Edward as a child, he attended school at Avenel until the age of 12 when his father died on the 27th of December 1866. Life was definitely not easy for the Kelly family.

At the age of eleven, Ned Kelly saved a seven-year-old boy from drowning in Hughes Creek, Victoria. Kelly was rewarded with a green silk sash for his kindness and heroism. Ned Kelly was a hero for common people in Early Australia who couldn't stand up for their own political concerns against law enforcement. He started his criminal life when he was arrested at fourteen years of age for assaulting a Chinese pig farmer in 1869. Then just one year later in 1870, he was arrested for assault again. Although you'd think he would have learned his lesson by now, he was arrested again in 1871 for riding a stolen horse and fighting with the police. But those were only the crimes that he was arrested for.



Ned Kelly is a famous Australian bushranger. He fought against people who are not honest and not fair. He stood up for people who couldn't stand up for themselves. He's also known for wearing a bulletproof armour.

He was born in June 1855. He's an Australian icon and there's many books, arts and movies based on him. His most famous saying was 'as game as Ned Kelly.' He got in trouble with the police when he was really young and he and his friends were declared as criminals.

His most famous fight happened at Glenrowan. He dressed in homemade metal armour and helmet and fought against the police but he was captured and sent to prison. He was hanged and died on the 11 November 1880.

## Ned Kelly



By Ira, 5CP

Place Value Houses:

Millions			Thousands			Ones			Decimals		
HM	TM	M	Hth	Tth	Th	H	T	O	T	H	Th
<small>HUNDREDS OF THOUSANDS</small>	<small>TENS OF THOUSANDS</small>	<small>MILLIONS</small>	<small>HUNDREDS THOUSANDS</small>	<small>TENS THOUSANDS</small>	<small>THOUSANDS</small>	<small>HUNDREDS</small>	<small>TENS</small>	<small>ONES</small>	<small>TENTHS</small>	<small>HUNDRETHS</small>	<small>THOUSANDTHS</small>
	6	3	2	9	3	4	7	3			

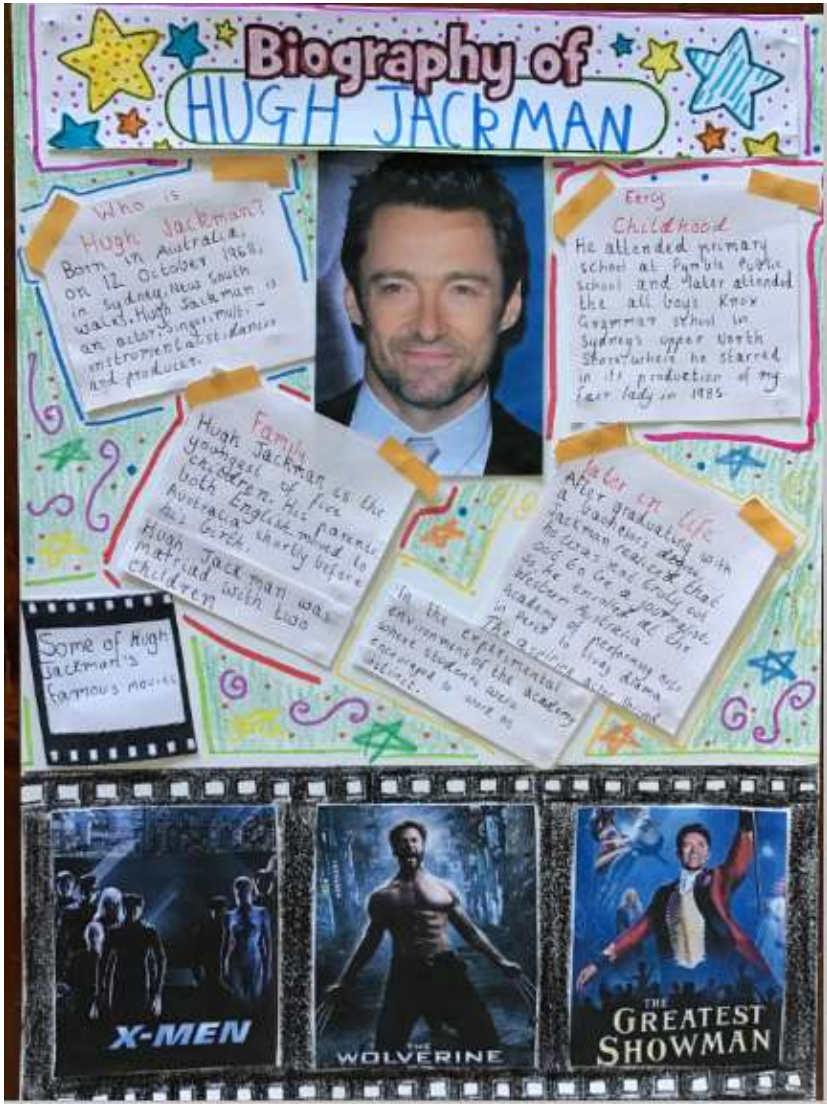
↖ Decimal Point

① **Standard Form:** 63,293,473  
**Word Form:** Sixty three million, two hundred and ninety three thousand, four hundred and seventy three.

② **Standard Form:** 38,9274  
**Word Form:** Three hundred and eighty nine thousand, two hundred and seventy four.

③ **Standard Form:** 482.144  
**Word Form:** four hundred and eighty two and one hundred forty four

By Charli, 5CP



By Lexyana, 5AA