

5/6 TEAM CURRICULUM NEWSLETTER

TERM 2 2026



Welcome back to our wonderful Year 5 and 6 students and families. Term 2 has already proven to be an eventful and busy term! Congratulations to all who participated in our recent Athletics Day.

READING

The 5/6s have begun Term 2 learning about predicting, determining importance, and synthesising the texts they read. Predicting is a key comprehension strategy that encourages students to think ahead and make informed guesses about what might happen next using clues from the text and their prior knowledge. Students are also learning to determine importance by identifying key ideas and distinguishing them from less relevant details. Synthesising brings these skills together, as students combine information from different parts of a text to develop deeper understanding and new insights. Alongside this, students continue to build positive reading habits and set personal reading goals to work towards throughout the term.

A gentle reminder that all students are expected to read for 20 minutes every night and record something about their book in their diaries and have this signed by a parent/carer. This could include a prediction they made, important ideas they identified, or how their thinking changed as they read.

WRITING

This term in Writing we have continued with on with our unit on **Poetry**. Students have had the opportunity to explore, create and publish a variety of poetry forms. They will learn about poetic structure, language features and expression.

These poetry forms include, Haiku, Diamante, Limerick, Cinquain, Alliterations, Ode and Ballads.

In Week 4, the focus will shift to **Informative Writing**. The students will research topics, identify the purpose, classify information, provide descriptions and write a conclusion.

We will continue to use 'The 7 Steps of Writing' framework to teach the skills and concepts of Informative Writing.

Step 1: Planning for Success

Step 2: Sizzling Starts

Step 3: Tightening Tension

Step 4: Dynamic Dialogue

Step 5: Show, Don't Tell

Step 6: Ban the Boring

Step 7: Ending with Impact

Spelling will be explicitly taught through focuses such as prefixes, suffixes, word origins, adjectives, conjunctions, prepositions and proper nouns.

Students will also be required to revise their 'Essential Spelling' word list.

MATHEMATICS

This term in Mathematics, our Year 5/6 students are focusing on Multiplicative Thinking and Measurement.

We will continue to focus on developing a **fast and accurate recall of multiplication and division facts to 12**. Students will have opportunities to challenge themselves when using the online program **Times Tables Rock Stars**, which will help build their speed and accuracy in a fun, engaging way. Students are welcome to utilize this program at home if they wish.

In Multiplicative Thinking, students are developing a deeper understanding of how

numbers work through exploring factors, multiples and prime and composite numbers. They are strengthening their ability to solve multiplication and division problems, use efficient strategies, and understand the relationship between these operations. Students are also learning to apply their knowledge to real-world problems, find unknown values in equations, and check the reasonableness of their answers using estimation. This extends to working with decimals, powers of 10, and more complex numerical reasoning.

In Measurement, students are building practical skills in measuring length, mass, and capacity using appropriate metric units, as well as calculating area and perimeter. They are learning to convert between units, apply measurement skills across real-life contexts, and interpret timetables and elapsed time. Throughout the unit, there is a strong focus on accuracy, estimation, and explaining mathematical thinking.

INTEGRATED STUDIES

This term our 5/6 students will be learning all about different types of energy and how they are used in our day to day lives.

Each week students will delve into a specific type of energy and learn about how it is used and the benefits of using it.

We will be exploring Thermal, Nuclear, Chemical and Kinetic energy while also completing simple experiments to assist with their understanding.

Our unit on Essential Energy will culminate in our 5/6 students completing a project to present to their class at the end of the term!

Later in the term, as part of a FIRE SERVICES VICTORIA commitment to making our community more fire safe, Year 5 and 6 students will be involved in fire safety group projects and will research:

- home fire prevention
- smoke alarms
- home fire escape planning
- fire science
- summer fire safety
- roles of firefighters.

The student groups will be displaying and sharing their work with firefighters during a visit to Woodville.

Note: Some students may have had experience with a house fire or have been injured in a fire. If this is the case with your child, please discuss this with their teacher. This information will be passed on to firefighters, to be taken into account during visits.

INFORM AND EMPOWER

INFORM & EMPOWER
Cyber Safety & Digital Wellbeing

For Inform and Empower this term, students will focus on building a healthy relationship with devices. In addition to this, students will explore the benefits of green time, the importance of sleep and the impacts of excessive screen time.

HOMEWORK

Students homework is reading. Students are expected to read their take home reader (at their reading ability level) for 20 minutes each

night, record what they have read in their diary and have a parent/carer sign their diary.



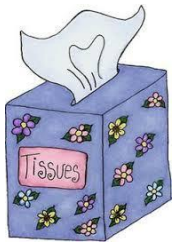
STUDENT DIARIES

It is each student's responsibility to take their diary home each day and have it signed by their Parent/Carer. This is so that students learn to

use the diary to record their home reading, as an organizational tool and so that they (and their families) are aware of the many things happening in our busy school. Diaries need to be signed daily.

The student diary is also a communication tool between school and home. Please feel free to use it to communicate to your child's teacher.

TISSUES



We would very much appreciate it if each student could bring a box of tissues for the classroom to help us throughout the cold Autumn and Winter term.

ABSENCES AND LATENESS

EVERY DAY COUNTS

School is better when you're here.

DO I HAVE TO GO TO SCHOOL?

Yes, in Victoria everyone aged from 6 – 17 has to go to school.

Missing one day a fortnight is the same as missing four whole weeks of school a year!

From Foundation to Year 12 that adds up to 1.5 years of school!

School is better when you attend. Your friends and your teachers notice that you are away and wonder if you are OK.

WHY IS IT IMPORTANT THAT I GO TO SCHOOL EVERY DAY?

Right now, being at school is the most important thing you need to do for your future. School helps you build good habits for later on in life. You might think school is just about Maths and English but you're also learning about how to work with other people and how to solve problems.

Being at school every day also means you are becoming more independent as a learner and

interacting with your friends and teachers. If you are at school you can get help from your teachers and friends and won't have to try to learn things in your own time.

Being an adult probably seems far away but we know that young people who attend school more frequently have better outcomes after school too. This means they earn more money, have better job opportunities and are generally healthier. So being at school really does make a difference!

Minutes lost = days lost per year

A couple of minutes here and there doesn't seem like much, but...



Days missed = years lost

A day here and there doesn't seem like much, but...



DO MY PARENTS NEED TO LET THE SCHOOL KNOW IF I'M GOING TO BE AWAY?

Yes. Your parents need to notify the school of your absence as soon as they can within three days of your absence. If they know you are going to be away, they should try to tell the school before the day or days you are away.

If you're away from school too much and don't have a reasonable excuse like a serious illness, your parents might get a letter from the principal asking about why you're away.

ARE THERE ANY GOOD REASONS TO BE AWAY FROM SCHOOL?

No. Unless you are very unwell or there is an event like a funeral, you should be at school. Every day you are away is a day of classes and social connection you miss out on. Taking a day

off for your birthday or go shopping isn't a good reason to miss school.

Even medical and health appointments should be made either before or after school or during the school holidays. This includes family holidays. Your parents are encouraged not to plan holidays during the term but to organise these during the school holidays.

If you do have to be away for some reason, your parents need to contact the school and let them know what's going on. Depending on the situation, the school might provide schoolwork for you to complete.

IF I'M NOT AT SCHOOL WHAT DO I MISS OUT ON?

You miss out on all the big stuff – class discussions and all the interaction that happens in a classroom, the chance to get help from teachers and the opportunity to practice skills and gain knowledge.

Being away means you might miss out on a lot of learning or that you need to catch up in your time.

If all of that isn't enough to convince you to be at school every day, being away also means you also miss out on playing with your friends. Being away from school a lot can be lonely. It has a big impact on relationships and social connections.

Believe it or not, everyone wants you at school and it really is better when you attend.

WHAT IF I'M HAVING PROBLEMS GETTING TO SCHOOL?

Getting to school on time every day can be about having a good routine.

If you find yourself running late or missing school because you're disorganised, try:

- Asking your parents for help getting ready
- Having a set time to go to bed
- Leaving all technology out of your bedroom
- Packing your school bag the night before with everything you need
- Having a set time for breakfast

- Planning to meet up with a friend so you can travel to school together.

Sometimes, though it can just be hard to go to school. Whatever the situation is, staying away from school isn't the answer. Many people want to help you. Try talking to:

- Your parents or another adult family member
- A trusted teacher
- Wellbeing Coordinator.

PARENT/CARER and TEACHER COMMUNICATION

Parents/Carers can communicate with their child's teachers via Compass Connect.

Each class will also have a Parent Compass Connect Chat Group so teachers can send home quick messages to all families. An example might be to alert you to a note coming home which needs to be signed by you.

If you reply to the chat messages, please note everyone in the group can see what you type. You can send a message directly to your child's teacher if you would like to ask a question, let us know something, etc.

If you would like to chat to your child's teacher (concerns, sharing personal information or need further clarification) please contact the office either by phone or email:

woodvilleps@education.vic.gov.au and your child's teacher will get back to you as soon as they can.

For an extended discussion please make an appointment with the teacher via the team at the office.

We look forward to building an excellent working relationship with all our wonderful parents/carers.

SCHOOL UNIFORM



All students are expected to be in full school uniform **every day**.

Shoulder length or longer hair is to be tied back both for student safety and to help restrict the spread of head lice. Unnatural hair colours (e.g. green, pink or purple) and/or extreme hairstyles (e.g. Mohawks) are not permitted. Hair ties and clips are to be in appropriate colors such as navy, pale blue or match student's hair colour.

A copy of the Uniform Policy is available on the school website.

SMART GOALS

Student Smart Goals are updated for all students and are available on Compass for families to see. To assist the students in achieving these goals, please display them in a place you can continually talk about how they feel they are working towards successfully achieving their goals.

TERM 2 SPECIALISTS:

LOTE Japanese: Miyuki Wirth



This term, students are exploring Japanese culture through traditional sports and dance. They are learning about activities such as Kendo, Judo, Sumo, and Kyūdō, as well as traditional 'Bon Odori' and modern J-Pop dance. Students will build their vocabulary by learning the names of these sports and dances, along with adjectives to describe them. They will also practise short sentences in Japanese, such as "Dansu wa tanoshii desu"

(Dance is fun), so that they may begin to learn to express their ideas.

Music – Lisa Wood

The focus of Year 5/6 music sessions during Term Two is Performance. All students will be learning choreography and staging etiquette. They will also be involved in designing stage props and costumes.



Students will be working collaboratively on staging a story dance on the life of Jane Goodall. The story dance has been entered into Australia's largest performing arts event for schools – Wakakirri. The performance will be showcased early Term Three for the Woodville Community and also at Clocktower Centre, Moonee Ponds. This performance aims to showcase the students' talents in drama, music and dance.

ART – Nicole Wassall

During Term 2, our Year 5 and 6 students will begin with a strong focus on developing their observational drawing skills,

exploring a range of drawing conventions including scale, proportion, and perspective.

They will continue to deepen their understanding of colour theory through experimentation with colour mixing, tints and shades, and complementary colours, using these to enhance visual impact and meaning in their artworks.

Through both individual and collaborative art-making experiences, students will strengthen their creative and critical thinking skills, learning to listen respectfully to and reflect on the ideas and perspectives of others. They will be



encouraged to clearly communicate their thinking and explain the reasoning behind their artistic choices.

Students will also develop new skills and techniques using acrylic paints, applying their growing knowledge of visual language and materials to create more intentional and expressive artworks.

Physical Education – Tom Digby

This term in Physical Education, our Year 5/6 students are focusing on games that develop tactics, strategies, and teamwork. Students are learning how to move effectively into space, make smart decisions with and without the ball, and work collaboratively to create and defend scoring opportunities. They are exploring concepts such as positioning, attacking and defensive structures, and how to adapt their play based on game



situations. Through a range of game-based activities, there is a strong focus on communication, leadership, and supporting teammates. Sports include Basketball, Netball, Soccer, AFL and much more!

STEM (Science, Technology, Engineering, Mathematics) – Leanne Sammut

In Term 2, Year 5/6 students will undertake in-depth scientific inquiry into insect anatomy and adaptation. They will use microscopes with increasing precision to observe fine details and will critically analyze how different structures contribute to an insect's survival in its environment. Students will produce highly detailed scientific sketches, incorporating accurate proportions, annotations, and technical vocabulary. As a culminating task, they will design and justify their own new insect species, demonstrating their understanding of structure, function, and adaptation through a comprehensive scientific drawing and explanation.

