

# 5/6 TEAM CURRICULUM NEWSLETTER

## TERM 3 2025



Dear Families,  
We hope you all had a warm, restful and enjoyable break and are ready to dive into our action packed nine week Term 3! It was wonderful to see you all at our recent **Three Way Conferences**, students did an amazing job of leading these and it was wonderful to celebrate their achievements during Semester 1 and look at their goals for Semester 2.



### STUDENT PORTFOLIOS

We would very much appreciate it if all students could return their Portfolios to school as soon as possible if they have not already done so.

### READING

During Term 3 reading sessions the Year 5 and 6 students will focus on **summarising texts**, identifying main points, and making meaningful connections. Summarising helps students condense what they've read into a clear and concise overview which reinforces comprehension. Recognising the **main points** allows students to distinguish between essential information and supporting details, deepening their understanding of the text's purpose.

**Making connections**—to their own experiences, other texts, or the wider world—helps students engage more deeply and think critically about what they're reading. Together, these skills support more thoughtful, reflective reading and



prepare students for more advanced comprehension tasks.

### WRITING

Throughout Term 3, **students will be immersed in an in-depth narrative writing unit**, using a range of mentor texts. The writing focus will follow a structured sequence that builds and layers key storytelling techniques:



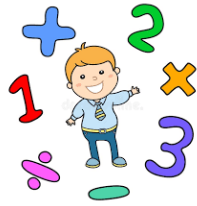
- **Students will continue to develop skills in crafting compelling beginnings** using 'Sizzling Starts' to hook readers in.
- They will explore how to **develop plot tension** with 'Tightening Tension' strategies.
- By mid-term, **students will refine their ability to write exciting endings**, and incorporate **dynamic dialogue** to bring characters to life.
- Later in the term, the focus will shift to **'Show, Don't Tell'** strategies and how to **'Ban the Boring'** in their writing.
- By the end of the term, **students will bring all elements together** to craft a polished narrative, which will be assessed as a **portfolio piece**.

Weekly **spelling** instruction will continue to support writing, with targeted focuses such as contractions, comparatives and superlatives, foreign words, and irregular spelling patterns.

## MATHEMATICS

---

Students will start the term exploring fractions, decimals, and percentages, particularly in real-world applications through financial mathematics—such as calculating discounts, comparing prices, and budgeting.



From Week 3 onwards, students will transition into algebra, working with growing patterns, identifying rules, and understanding number properties such as square, prime, composite, and triangular numbers.

By the end of the term, students will be introduced to Cartesian planes, learning how to plot and read coordinates to describe position in space.

These mathematical concepts will be reinforced with practical tasks and problem-solving activities that link directly to real-world situations and cross-curricular topics. Year 5 and 6 students will continue to build their accuracy and speed of recall of multiplication facts throughout the term using the exciting 'Times Tables Rock Stars' platform.

## INFORM AND EMPOWER



In Term 3, Year 5 and 6 students will focus on navigating uncomfortable

situations in Inform and Empower. We will explore strategies for being an upstander as well as how and where to seek help. We will also talk about the importance of consent in online interactions.

## INTEGRATED STUDIES

---



In Integrated in Term 3, Year 5/6 students will explore key events, people and perspectives in **Australian history**

from the 1800s to the 2000s.

They will dive into topics such as convict life, the impact of British colonization on Aboriginal and Torres Strait Islander peoples, the Gold Rush, early farming, and significant historical figures and events.

Students will analyze primary sources like photographs, maps and drawings, and engage in creative tasks such as writing a convict diary entry, designing a Gold Rush-era 'Wanted' poster and researching influential leaders. They will also investigate Federation, migration stories, and reflect on how these experiences shaped Australia's national identity. The unit will end with a creative project showcasing their understanding of Australia's history through the lens of a family's journey.

## HOMEWORK

---



A reminder that 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.

### **ABSENCES AND LATENESS**

---

EVERY DAY COUNTS! - IT'S COOL TO COME TO SCHOOL!

If your child is going to be absent from school for a whole day, please advise the school as soon as possible via Compass. We send out SMS messages to inform parents and caregivers about unexplained student absence.



If your child is **late** to school, they must go straight to the office to be recorded as present.

Please try to avoid lateness as it can be disruptive to the class and unsettling for your child.

Department of Education policy states that if a child is absent from school parents/carers must explain the absence.

### **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](mailto: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.

### **WATER BOTTLE**

---

Please provide your child with a water bottle for use throughout the day. Please make sure this is labelled with their name.

### **SCHOOL UNIFORM**

---

All students are expected to be in **full school uniform** every day. The correct uniform includes the school polo shirt, navy shorts/skirt or school dress. Jumpers and pants are expected to be navy blue. Year 6s can wear their 2025 Year 6 jumpers/polos.

Students should wear minimal amounts of jewellery only (earrings -sleepers/studs and watches are permitted and religious pendants worn inside clothing).

Nails to be kept clear of nail polish and artificial nails not to be worn.

Make-up is not to be worn at school.

Hairstyles must be appropriate for school. This includes natural hair colours and appropriate hairstyles (e.g., Mohawks, shaved patterns/designs in hair are not acceptable).

Shoulder length hair must be tied back at all times to avoid the spread of headlice (Using navy, black or hair-coloured hair ties)

If headscarf/hijab worn, this should be navy blue in colour.

Footwear must be appropriate for school (Black school shoes and/or sneakers which are predominantly black or white).

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

## **LABELLING**

---

Please name all articles of clothing, including hats as this will assist in children reclaiming them if lost.

## **TISSUES**

---

We would **very much** appreciate if each student could bring a box of tissues for the classroom in Term 3.



## **SMART GOALS**

---

Student Smart Goals will continue to be updated over the next few weeks and are 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 3 SPECIALISTS:**

---

### **LOTE Japanese Miyuki Wirth**

This term, Year 5 and 6 students will explore the true story of the legendary dog Hachiko, known for his remarkable loyalty to his owner, Professor Ueno. While reading the story in Japanese, students will build on their existing language knowledge to learn new words and phrases. They will also review and expand their vocabulary, including action verbs, numbers, time expressions, daily routines, body parts, and adjectives.



### **Music – Lisa Wood**

The whole school focus of our music sessions in Term Three is Performance. All students will continue learning choreography and staging etiquette. They

will also be involved in designing stage props and costumes.



Students have been working collaboratively on staging a whole school performance. The performance will be showcased on Tuesday 2nd September 2025 (more information will be distributed during the term).

This performance aims to showcase the student's talents in drama, music, dance and voice. Performing helps to build self-confidence and self-expression. It helps develop memory skills, problem solving skills, team building, social interaction and co-operation.

### **ART – Nicole Wassall**



This term, our Year 5 and 6 students are continuing to focus on visual literacy as they explore art as a

powerful form of self-expression.

Through hands-on activities and thoughtful discussions, students are developing their critical and creative thinking skills — learning to listen respectfully to, and reflect on, the thoughts and ideas of other people. They will share their own ideas clearly and learn to explain their reasoning and choices.

A major focus this term is to reflect on the art and artistic practices of Australia's First Nation Peoples, examining how traditional and contemporary indigenous artists express beliefs, traditions, connection to country and their cultural and personal stories through their artwork. Students will continue to explore

identity through portraiture using both two and three dimensional mediums.

### Physical Education – Tom Digby



This term in Physical Education, our Year 5 and 6 students are developing their skills through the exciting sports of AFL

and Soccer. These team-based games help students refine important skills such as ball control, dribbling, kicking, passing, and scoring. As they build confidence with these techniques, students also learn how to apply them in game situations. A key focus this term is teamwork—working together, communicating effectively, and supporting one another on the field. These experiences not only improve physical skills but also help students grow in cooperation, resilience, and fair play.

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



This semester, Year 5 and 6 students will become toy engineers! Their

mission is to design and create a toy aimed at younger students in Prep to Year 4. After investigating popular fad toys of the past and analysing what made them a hit, students will

use the Engineering Design Process to brainstorm, prototype, and test their own toy ideas. Each class will form focus groups—such as manufacturing, marketing, and finance—so students can contribute based on their individual strengths. They'll also learn that engineers don't just build bridges—they help bring toys to life!

### EAL (English as an Additional Language) – Ms Elizabeth Lange

This term, our Year 5 and 6 EAL students are working hard to extend their English skills through learning and researching about Australian animals and



healthy food choices. In reading, we are focusing on developing comprehension, identifying the main idea, and locating specific information in a range of texts. Students are also engaging in speaking and listening activities that encourage them to explain and express more complex ideas clearly. In writing, they are learning to add more detail and structure to their work by using complex sentences and a wider range of vocabulary. It's exciting to see students becoming more confident and capable communicators in the EAL classroom!

## EVERY DAY COUNTS

### ATTENDANCE FACT SHEET FOR PRIMARY SCHOOL STUDENTS

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 everyday 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.

---

(Please return this slip)

I have read the newsletter through with my child.

Student's name: \_\_\_\_\_ 56 \_\_\_\_\_

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_