5/6 TEAM CURRICULUM NEWSLETTER
TERM 4 2026

Dear Families,
We have all settled down into into our action packed eleven week final term! We are all very much looking forward to our special events, including the Colour Fun Run next week, Graduation and our Celebration Day at Adventure Park.

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

This term in Reading, Grade 5/6 students will explore a range of persuasive texts, identifying authors' purposes, distinguishing facts from opinions and examining text structures and features. Through mentor texts such as Duck for President, Should There Be Zoos? and Hey, Little Ant, we will explore how authors use language to influence readers, build vocabulary and practise finding important facts to support our understanding. Our Reading activities and assessments will also support regular Lexile and diary reading comprehension and fluency.

Please note: ***It is an expectation that all students in Year 5/6 read at home every night for 20 minutes, fill in their diary and return this to school*** daily.

WRITING

This term, our 5/6 students will be focusing on the text type of Persuasive Writing.
The online tool we will be using to support this focus is the 'Seven Steps to Writing Program'.

In the next 8 weeks we will incorporate the following writing components to enhance and drive our writing program:

- Sizzling Starts
- Tightening Tension
- Ending with Impact
- Plan for Success
- Dynamic Dialogue
- Show Don't Tell
- Ban the Boring
- Putting it all Together

Students will examine a variety of persuasive devices and vocabulary that they can incorporate into their writing. Eg: rhetorical questions, statistics, rule of three, emotive language, exaggeration.
To begin the term, we will be looking at 'Fractured Fairy Tales' Students will be discussing on and creating a persuasive story based on the perspective of the perpetrator. Eg: wolf, troll, giant

MATHEMATICS

In Term 4, Year 5 and 6 students will explore a range of mathematical concepts. They will strengthen their understanding of equivalent fractions, converting between mixed and improper fractions, and adding and subtracting mixed fractions. Students will investigate transformations, grid references and coordinates, and learn to plot and describe movement on a Cartesian plane.

They will explore probability and chance, analyse possible outcomes, use tables and tree diagrams, and design chance games. Later in the term, students will work with 12- and 24-hour time, interpret timetables and line graphs, and conduct statistical investigations.

Throughout the term, students will also practise their multiplication tables to build the speed and accuracy of their recall, alongside engaging in revision, assessment and activities tailored to their learning needs.

INTEGRATED STUDIES

This term, students explore how Earth's surface changes through erosion and extreme weather events like volcanoes, floods and bushfires. They will investigate how natural hazards affect Earth's surface as well as how human actions reduce their impacts. In addition, they will plan and conduct

investigations by posing questions and collecting data while exploring how individuals and communities use scientific data to manage environmental challenges.

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 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 2026 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).

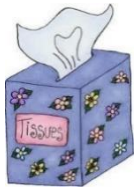
A copy of the Uniform Policy is available on the school website.

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 4.



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:

Music– Lisa Wood

During Term Four, the children in grades Five and Six will continue learning to play the Guitar. They will be able to identify, read and write guitar chord charts and play at least four chords along with different strumming patterns.

LOTE – Japanese – Miyuki Wurth

This term, Year 5 and 6 students will explore Japanese language and culture through the theme of the Japanese convenience store (Konbini). Through games and role-plays, students will learn useful shopping expressions and practise simple conversations as shop assistants and customers. Students will also build on their knowledge of Kanji numbers to recognise and express prices in Japanese. Through these practical and engaging activities, students will develop confidence in using Japanese while learning about everyday life in Japan.

STEM – Leanne Sammut

This term in STEM, Year 5/6 students will begin the term by completing their exciting electrical circuits projects, putting the finishing touches on their model rooms with working lights and switches. They will apply their understanding of electrical circuits to troubleshoot problems and ensure their designs are both functional and creative. Once these projects are complete, students will take part in a variety of short, hands-on STEM challenges designed to test their creativity, teamwork and problem-solving skills. These challenges will encourage students to think outside the box, experiment with different materials and develop innovative solutions to engineering problems. With plenty of opportunities to design, build, test and improve, students will finish the year putting their STEM skills into action in fun and engaging ways!

PE – Tom Digby

During Term 4, Year 5/6 students will develop their skills across a range of net and striking/fielding sports, including volleyball, tennis, softball and tee-ball. Students will practise and refine skills such as serving, striking, catching, throwing, fielding and returning the ball with control and accuracy. Through modified games and small-sided activities, they will also learn how to apply tactics, move into effective positions, communicate with teammates and make decisions during game situations. Students will continue to build teamwork, sportsmanship and confidence while participating safely and positively in a range of activities.

INFORM & EMPOWER

Cyber Safety & Digital Wellbeing

YEARS 5/6 | TERM 4, 2026

INFORMATION FOR PARENTS & CARERS

Here's what we covered:

- Artificial Intelligence can be useful, but if you let AI do all of your thinking, you don't actually get better at thinking.
- 'Red flags' are clues that an online interaction may be unsafe. Red flags include asking to keep secrets, asking to send photos or private information, offering to buy gifts, messaging excessively, sending links, giving excessive compliments, or asking to meet offline.
- People online often share opinions and beliefs in ways designed to influence others. It's importance to pause, thinking critically and check in with our own values and beliefs before accepting someone else's point of view.

Some conversation starters:

- When do you think using AI is actually helpful, and when do you think it's better to work something out yourself?
- If you let AI write all your ideas or solve your problems, what skills do you think you'd miss out on learning?
- What sort of places online (websites, games, apps) could you come across unsafe people?
- Have you or a friend ever encountered another player that you thought was 'suss'?
- Have you seen people online sharing or saying things that you disagree with or are not in line with your values/beliefs?

Further Support: eSafety Commissioner | kids helpline anytime, any reason.

Trusted eSafetyProvider

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!

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 going 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.