

5/6 TEAM CURRICULUM NEWSLETTER

TERM 1 2026



Welcome to the first 5/6 Team Newsletter for 2026. We're off to a terrific start this year, and we couldn't be more excited about all the amazing things ahead. Term 1 will be busy and full of exciting learning experiences. We're so proud of how the students have settled in and the Year 6s are looking amazing in their new polos and jumpers. All 5/6s are proving to be great role models for the younger students, demonstrating kindness, respect, and responsibility. We're looking forward to all the growth and teamwork that will unfold over the coming weeks—what a fantastic start to the year!

READING

The 5/6s have begun Term 1 learning about **making inferences** and **summarizing** the texts they read. Inferencing is a very important reading comprehension skill that teaches students to read between the lines of what an author is telling us. They can do this by applying their prior knowledge about something and finding clues hidden within the text by an author, then putting it together to make a smart guess as to what the author is saying. Students have also been learning about **positive reading habits** and what that looks like and setting personal reading goals for themselves to develop 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 something they enjoyed about what they read, a comprehension strategy they were practicing, or even some unknown words they came across while reading.

WRITING

This term in Writing 5/6 students will be focusing on the text types of **narrative** and **persuasive**. Students will work on planning,

drafting, and editing their work. A major focus will be on the correct structure of narrative and persuasive texts. Students will further develop their skills in sentence structures, paragraphing, punctuation, vocabulary and spelling. They will be exposed to a variety of exemplars that will support them with the writing process.

We will continue to investigate all steps found within the '**Seven Steps To Writing**' program.

MATHEMATICS

Students will explore decimal fractions, strengthening their understanding of place value and the connections between decimals, fractions and real-world contexts such as money and measurement.

Learning in **measurement** will focus on estimating, measuring, converting and calculating using metric units, with students applying their knowledge through practical tasks and investigations.

Students will also build **algebraic thinking** by exploring patterns, relationships and simple algebraic expressions, learning to describe and represent mathematical ideas using rules, tables and symbols. In addition, students will develop a deeper understanding of **integers**, exploring positive and negative numbers and applying them to everyday contexts such as temperature, timelines and financial situations.

Across all areas of learning, students will be encouraged to explain their reasoning, use mathematical language confidently and apply their learning to meaningful, real-world problems.

INTEGRATED STUDIES

This term in Integrated, 5/6 students focus will be on '**All About Me: Safe Spaces**.' Students will explore personal identity and wellbeing, developing essential cyber safety and community safety knowledge. We will examine how our health, choices and behaviours are

influenced by rules, environments and others around us. We will look at acceptance, inclusion and respectful decision-making, engaging in scenario role-play activities and discussions, using digital tools and making posters. The unit will culminate in a Safe Spaces portfolio piece and presentation, allowing students to reflect on their learning and demonstrate their understanding through speaking and listening.

INFORM AND EMPOWER

In Term One, students in 5/6 will be focusing on Digital Citizenship in Inform and Empower. Students are going to explore their digital footprint, online identity and the importance of keeping devices and accounts secure.

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 and/or something about what they have read in their diary and have a **parent/carer sign** their diary. This could include interesting words they found in the text, a question they may have about the text or something new they learnt.



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 with your child's teacher.

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!



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.

WATER BOTTLE

Please provide your child with a water bottle for use throughout the day. **Please make sure these are labelled with their name.**

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.

TISSUES



We would very much appreciate if each student could bring a box of tissues for the classroom if you haven't already done so. Thank you.

SMART GOALS

All Student Smart Goals are currently being set these will be will sent home prior to Meet and Greet. They will also be 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.

NAPLAN

NAPLAN will be taking place soon for students in Years 3 and 5 beginning on the 11th of March. NAPLAN assesses student achievement in Reading, Writing, Conventions of Language (spelling, grammar and punctuation) and Numeracy.

TERM 1 SPECIALISTS:

LOTE Japanese Miyuki Wirth



During Term One students will begin using Japanese in contexts relevant to their personal lives, integrating language learning with broader subject knowledge such as geography to gather, classify, and compare information about Japan. They will also

learn self-introduction sentences, drawing on both their prior knowledge and newly introduced vocabulary. Building on what they have already learned, students will explore new expressions, phrases, and grammar structures to enhance their comprehension and communication skills. Emphasis will be placed on accurate pronunciation, rhythm, and intonation as they prepare to introduce themselves as part of a speaking task.

Music – Lisa Wood

During Term One students will be learning the basics of playing the keyboard as part of our music program. This unit is designed to introduce students to fundamental keyboard skills while building their confidence and understanding of music. Throughout the unit, students will learn to:



- Identify and name the notes on a piano keyboard
 - Understand the pattern of white and black keys
 - Read simple music notation
 - Play basic chords using correct finger placement
 - Perform simple pieces using chords
- Students will also have opportunities to practise playing together, develop their listening skills, and apply what they learn through fun, hands-on activities and short performances.

2023 ART – Nicole Wassall



During Term 1 our Year 5/6 students will focus on developing their visual literacy while exploring visual art as a powerful form of self-expression. Through hands-on activities and thoughtful discussions, 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 share their own ideas clearly and

explain the reasoning behind their artistic choices.

Students will also deepen their understanding of colour theory, including colour exploration, mixing tints and shades, and working with complementary colours to enhance visual impact and meaning in their artworks. Through ongoing observation, analysis, and discussion of artworks, they will continue to expand their art vocabulary and confidence as young artists.

Physical Education – Tom Digby

This term students will continue to learn about Athletics. Students will be able to draw on their previous athletic experiences whilst learning about new movement techniques and strategies. Student will participate in a variety of athletics track and field events, practising their skills for the upcoming athletics day held in May. Students will participate in a variety of events such as 100 Metre Sprint, 200 Metre Sprint, High Jump, Long Jump, Triple Jump, Discus, Shot Put and Baton Relay. Students will practise for these events during their weekly PE lessons and participate in skill-based activities to improve their running, jumping and throwing.



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

Year 5/6 students will explore the inspiring work of Dr Jane Goodall while developing advanced digital presentation skills. Through the Digital Technologies and Design and Technologies Curriculum 2.0, students will learn to use Canva for Education. They will design and create a polished digital presentation that showcases both research and creativity. Students will learn to combine text, images, layouts, and design features effectively. Alongside technical skills, students will develop research, critical thinking, and communication skills. The unit encourages students to reflect on conservation, science, and

global responsibility. This integrated approach supports both academic learning and real-world digital capability.