

WILLIAMSTOWN



PRIMARY SCHOOL



Learning Program
Grade 5/6, 2018

Introduction

The purpose of this booklet is to inform families how the curriculum programs run in the classroom

The team members in the 5/6 area for 2018 are:

- Laura Bartholomeusz
- Emil De Vries
- Rebecca Dean
- Lisa Leydin (Team Leader)
- Bianca Muraca
- Steven Puhar (Leading Teacher)

Middle Years Learners

Engaged, Resilient, Successful

Middle Years Learners are students in Years 5-9 and are generally aged between 9 and 14 years. At Williamstown Primary School we want to assist our students to be successful learners and to develop confidence, resilience, a love of learning and a respect for others. We encourage our students to have a growth mindset, to choose to take on challenges and to set goals for themselves. We provide feedback praising effort and persistence and value students' willingness to 'have a go'.

The Middle Years represent an important stage in a young person's development. These are the years when experiencing positive relationships, being genuinely engaged in learning and developing high self-esteem have a major and lasting impact on each young person.

We aim to connect with our Middle Years' students in ways that direct their energy, shape their self-concept and raise their expectations. During the Middle Years, students are moving from concrete to abstract thinking. They have a curiosity and growing capacity for higher order analysis and reflection. They are also moving towards more rational decision-making and a better understanding of the consequences of behavior.

As Middle Years learners, students enjoy working cooperatively with their peers, yet also like working independently on individual research and projects. They are progressively developing the ability to manage their own learning, as supported by a curriculum that caters for a variety of learning styles and offers differentiated instruction.

The Curriculum in 5/6 - Approach to Teaching

Lessons begin with a whole class focus where the learning intention is clearly stated. Students then move into smaller groups with work designed to cater for their respective abilities. Groups in all subject areas are 'fluid' to provide the best opportunities for students to maximise their learning. Each session culminates in a whole class reflection and sharing of information.

eLearning

The inclusion of iPads into all areas of the curriculum provide our students with the opportunity to enhance and support their learning through targeted applications that reinforce concepts, allow for creativity and promote higher-order cognitive skill development. Included in many aspects of the learning program, the students' ICT skills are expanded through research, collaboration and presentation opportunities, whilst also incorporating the many traditional essential learning tools.

Literacy – Reading and Viewing

- Weekly focus on reading strategies to enhance comprehension and furthermore develop metacognitive strategies (*metacognition can be defined as ‘thinking about thinking’*) so that they can clarify the purpose of reading and monitor their understanding of the text.
- Shared, guided and independent reading
- Use of information texts to gain information, mostly related to our Integrated Units of work.
- Classroom novel, with facilitated discussion and reflection about the themes and topics raised in the novels.

Literacy – Writing

Spelling, Punctuation & Grammar –

- A weekly spelling focus (*e.g. long ‘a’ sound*) encompassing instructional lessons on variety of strategies that can be applied to enable us to make plausible attempts to spell unfamiliar words.
- Word study provides the opportunity to understand the meaning of words.
- A weekly Grammar focus, (*e.g. **Adverbs**: words or phrases that modify the meaning of verbs, adjectives and other adverbs*) which links in with our weekly writing.
- A weekly Punctuation focus, (*e.g. exclamation marks, question mark etc.*) which links in with our weekly writing.

Focus on text types – narrative, expository, information texts.

Explicitly taught strategies, through the Seven Steps and VCOP programs, to enhance and create engaging writing.

Literacy – Speaking and Listening

- Confidently speaking to the class, at assemblies and in other public forums.
- Effective ways of listening to the speaker, which include asking questions and giving feedback to peers following presentations.

Mathematics

The following areas are taught through administering a pre-test to determine students’ current understanding of the topic of focus. Following a ‘warm-up’ activity, the whole class focus is delivered, and mini workshops are conducted which explain concepts in more detail for those students who require further assistance. Equally so, extension tasks are designed to inspire students who have a thorough grasp of the concepts taught. These generally involve a more inquiry, explorative approach.

The areas of mathematics covered throughout the course of the year are as follows;

Number & Algebra, Measurement & Geometry, Statistics and Probability, Problem Solving

Science

Our science unit ‘Antarctica’ is a hands-on and interactive unit where students will inquire about Antarctica and the plants and animals that live there, their adaptations, its history and conservation. The students will enjoy making use of the science facility whilst they explore how the structural features of living things change and adapt to help them survive. They will pose questions to clarify practical problems and make predictions about the outcomes of their experiments.

Inquiry Units

Inquiry Units are based on an odd and even year rotation. These are also integrated into our Literacy & Numeracy work. Our Units of Work are as follows:

Odd Year

Term 1 - Essential Energy

Term 2 - Think Global Act Local

Term 3 - Natural Disasters

Term 4 - Australia's Settlement History

Even Year

Term 1 – Antarctica

Term 2 - People Power

Term 3 - Technology in Our World

Term 4 - Around the World

Each year we begin with our Learning to Learn, Learning to Be unit, which explores how we learn, different learning styles and the importance of having a positive outlook and a growth mindset.

Child Wise & Respectful Relationships

One of the ways our school meets its duty of care to provide a child-safe environment is by conducting a Personal Safety Program for primary school children. This year, all WPS students will take part in a personal safety program developed by Child Wise, Australia's leading child abuse prevention organisation. These sessions are designed to build students' resilience and confidence, in order for them to problem solve and identify strategies that prevent harm and abuse. There will be three main ideas as a focus each term, and the students will be involved in activities and discussions within the classroom facilitated by their classroom teacher. For more information, please visit www.childwise.org.au.

Digital Learning Technologies

In 5/6, the BYOiD program has become an integral tool in enhancing the curriculum and providing the students with varied, differentiated and engaging learning opportunities. This includes the use of the internet and apps such as Mathletics, Literacy Planet, Popplet and Explain Everything to demonstrate learning, inquire about a new topic, share thoughts and ideas, as well as develop new skills and strategies when problem solving. In 2018 we will be introducing the Google Classroom platform as an enhanced method of online communication and collaboration between the students and teachers.

Specialist Classes

Language Other Than English (L.O.T.E)

This year, the French language will be introduced to Williamstown Primary across the whole school. French will be taught as a specialist learning subject and students will attend weekly classes for three terms throughout the year. Students will be involved in a range of activities which will promote the everyday basics of the language using strategies such as songs, games and iPad apps.

Art, Music, Physical Education

Students will attend weekly classes for these three specialist subject areas, exploring the worlds of art, music and physical education.

Additional Curricular Activities

Interschool Sport

Played on Friday mornings against schools from the Williamstown & Altona District

- Term 1 – Basketball, Volleyball, Softball & hot Shots Tennis
- Term 2 – Football, Netball, Tee ball, Soccer

Term 1 – Interschool & House Swimming

Term 2 – House Athletics – June 13

Term 3 – Interschool Athletics – Date to be confirmed

Camp

- Coastal Forest Lodge, Anglesea - Term 4, week 4
- 3 day, 2 night stay
- Three grades (TBC) attend Monday Oct 29 – Oct 31
- Three grades (TBC) attend Wednesday Oct 31 – Nov 2

Graduation for Grade 6 students – Monday December 17th

Health Education for Grade 5 and 6 - Term 4

Additional Information about Middle Years Teaching and Learning

Emotional/Psychological Development Middle Years Learners . . .	Emotional/Psychological Development Middle Years Teachers . . .
<ul style="list-style-type: none"> ● may manifest "mood swings" that are often intense ● need to release energy with outbursts of activity ● demonstrate a more sophisticated sense of humour ● indicate increasing concern about peer and adult acceptance and personal independence ● may indicate self-consciousness, fragile self-esteem, sensitivity to personal criticism, and intense concern about physical growth and maturity ● may believe that personal problems, feelings, and experiences are unique ● may demonstrate vulnerability because of real or perceived differences between self and others 	<ul style="list-style-type: none"> ● are positive about the intensity of young adolescents ● find ways to channel students' energy and need for activity by changing the pace of instruction and learning frequently and by using kinesthetic activities ● display a sense of humour, fun, and "with-it-ness" within the classroom ● require and demonstrate an understanding of youth culture and give students opportunities to study, write, and perform using humour ● require classroom management skills that communicate acceptance but clearly define expectations both for behaviours and academics ● build and maintain an atmosphere of respect, encourage risk-taking, demonstrate sensitivity to the feelings of others and their emotional and physical safety ● show sensitivity to individual personal needs but foster an "esprit de corps" by focussing on commonalties ● understand the vulnerability of middle years students, and plan activities to develop both self-esteem and understanding of diversity

Intellectual Development	Intellectual Development
---------------------------------	---------------------------------

Middle Years Learners	Middle Years Teachers
<ul style="list-style-type: none"> ● demonstrate a wide range of development in the transition between concrete and abstract thinking ● display a wide range of curiosity and intellectual pursuits, some of which are sustained for long periods ● prefer active learning and interaction with peers during learning experiences ● may show a strong need for approval, and an increasing understanding of personal capabilities ● may be preoccupied with self and display a tendency to be easily discouraged ● respond positively to real life contexts and situations ● observe adults critically, sometimes challenge authority, and show disinterest in conventional academics 	<ul style="list-style-type: none"> ● use a wide variety of methodologies to differentiate instruction ● communicate clear expectations ● use student curiosity and interests to focus classroom inquiry ● teach well-organized lessons and create consistent, established routines but allow for spontaneity ● accept and understand the need for independent, collaborative, and cooperative learning ● get to know each student early in the year ● give specific constructive feedback and celebrate achievements ● develop language activities that foster self-understanding and a sense of self-efficacy ● embed instruction in meaningful activities ● model effective interpersonal communication skills to engage students in positive learning relationships

Moral Development Middle Years Learners	Moral Development Middle Years Teachers . . .
<ul style="list-style-type: none"> ● move from asking "What's in it for me?" to considering the rights and feelings of others ● demonstrate a level of idealism, a desire to be socially useful, a compassion for the underprivileged and interest in social and environmental issues ● show more comfort in dealing with ambiguity ● rely on significant adults for advice but indicate developing individual values (often reflecting those of parents) ● identify "flaws" in others but continue to have difficulty identifying personal weaknesses ● value democratic practices within the classroom may be impatient with the pace of change and underestimate the difficulties 	<ul style="list-style-type: none"> ● use awareness of non-verbal cues and the changing dynamics of youth culture to manage the classroom effectively ● value students' concerns regarding social justice and channel idealism into positive community action ● help students develop a tolerance for ambiguity in a rapidly changing world ● maintain open communication ● use a wide variety of self-assessment tools and strategies in a low-risk environment to identify strengths and areas for improvement ● promote a democratic classroom to encourage students to take increasing responsibility ● explore the nature of change, provide opportunities for students to follow through on commitments, and learn about effective social change ● communicate concern for students as individuals

Social Development Middle Years Learners . . .	Social Development Middle Years Teachers . . .
---	---

- demonstrate a need to belong, of valuing peer approval more than adult approval
- may use slang, jargon, and/or behaviours associated with various peer groups
- model behaviours of "popular" students or non-parent adults
- may show some social immaturity because mental and physical development often occur faster than social development
- attempt to adjust to differing rates of maturation between self and peers
- demonstrate an increasing need to make personal decisions
- desire recognition for personal efforts and achievements but show strong reaction to ridicule, embarrassment, and rejection
- may be vulnerable to influences of media, peers, gangs, and other groups that may challenge or compromise personal ideals and values
- associated with social change
- are influenced by adult role models who listen to personal concerns

- foster a sense of classroom identity and belonging to a community of learners in which every student is valued and included
- structure learning and teach strategies for effective peer interaction
- learn about their students' language and personal choices
- identify and support positive student behaviours and attitudes
- foster social development in a range of activities
- provide role models for adolescents by modelling inclusive, collaborative, and team-oriented approaches to learning
- foster problem-solving and critical- thinking skills needed for decision-making
- develop a classroom climate where personal efforts, diversity, and achievements are celebrated in a community of learners
- recognize students' vulnerability and attempt to meet their needs or access other supports