

Term Overview – Term 2, May 2025



Senior Learning Community-SLC

Portarlington Primary School

Class	Teacher	Preferred Name	Email
LC 6	Michelle Primmer	Michelle	Michelle.Primmer@education.vic.gov.au
LC 7	Jasmine O'Brien	Jasmine	Jasmine.OBrien@education.vic.gov.au

- We are using our school website to communicate future events. Please visit our website <https://www.portps.vic.edu.au/>.
- Please communicate with your child's teacher through the Communication and Learning Progress Diary unless the information is private and confidential.

Dear Senior Learning Community Families,

Welcome to Term 2 at Portarlington Primary School! We hope you all enjoyed a relaxing Easter break and are feeling refreshed and ready for another exciting term of learning, growth, and connection. This term is filled with wonderful opportunities for our senior students to challenge themselves, work as a team and develop new skills across all areas of their learning. To support a smooth and productive school day, please ensure your child brings the following each day: Student diary, drink bottle, hat, brain food, snack, lunch and the correct learning tools. These daily essentials help set students up for success and support positive learning routines.

Students will have the chance to try out for and participate in various inter-school sporting events, including soccer, football, and netball. We encourage all students to get involved, give it their best, and represent our school with pride and enthusiasm.

In Performing Arts, students will begin weekly dance and performance rehearsals in preparation for our Term 3 school concert, **'A Night at the Museum'**. This is a fantastic opportunity for students to express their creativity and confidence on stage. Senior students also have the option to audition for speaking roles, with auditions taking place early in the term.

One of the highlights of Term 2 will be our Grade 5/6 camp to Portsea. This is a valuable experience that supports student growth in independence, resilience, and leadership. Please keep an eye out for important notes and return them promptly to ensure your child is fully prepared.

Home Learning & Communication

Daily reading is strongly encouraged at home, with students recording their reading in their diaries. Diaries should be brought to school each day and serve as a key tool for communication and goal setting.

This term, we will continue to build a positive and respectful learning environment by reinforcing routines, maintaining high expectations for learning, and nurturing student leadership and independence. Each week, students will also complete a Mini Homework task to build their organisation and prepare for the transition to high school.

We are looking forward to another wonderful term ahead and thank you for your continued support.

Warm regards,

Jasmine O'Brien and Michelle Primmer

English

Daily Reviews

Years 5 & 6

This term we will cover:

- Expanding our knowledge and use of Tier 2 and Tier 3 vocabulary.
- Practicing vocabulary more precisely and confidently in both spoken and written communication
- Deepening knowledge of sentence structure, with an emphasis on crafting cohesive and grammatically accurate sentences
- Applying learning through our mentor text, *Nevermoor*, using it as a model to explore rich language and to 'uplevel' sentences, enhancing vocabulary, structure, and overall writing quality

Phonics/Word Knowledge/Morphology

Years 5 & 6

This term we will cover:

- Exploring the origins and appropriate usage of the prefixes *trans*, *hyper*, and *hypo*, to deepen students' understanding of how these elements alter word meaning
- Investigating the suffixes *-ism*, *-ology*, and *-ist*, including their origins and how they are used to form nouns that describe beliefs, fields of study, and professions
- Continuing to refine students' understanding of common digraphs, with a focus on applying them accurately within more complex vocabulary

Dictation

Years 5 & 6

This term, students will continue to engage in structured dictation sessions designed to strengthen their foundational literacy skills. Our focus will include:

- Practising accurate spelling and punctuation
- Developing decoding and encoding skills, by listening to spoken words and accurately translating them into written form
- Improving attention and focus, supporting students to listen carefully and apply previously learned spelling patterns
- Fostering self-monitoring strategies, encouraging students to analyse their own writing and make corrections independently

Handwriting

Years 5 & 6

This term, students will continue to develop their handwriting skills through regular practice using Victorian Modern Cursive, both joined and unjoined. Our focus will be on:

- Building automaticity and fluency in writing
- Developing a personal, independent handwriting style
- Ensuring that handwriting remains clear, legible, and consistent

Fluency

Years 5 & 6

This term, our fluency focus will centre on developing students' ability to read with accuracy, expression, and confidence, particularly when working with our class text *Nevermoor*. Students will engage in a range of fluency practices, including:

- **Repeated reading**, using teacher modelled, whole class choral reading, independent and paired approaches, to support accurate decoding of complex and technical vocabulary
- **Echo reading**, to practise decoding, pronunciation, and expressive reading, guided by vocabulary and punctuation cues
- **Tracking text** while reading, to build focus and sustain attention on our class mentor text *Nevermoor*
- Oral reading of levelled passages to a partner, aimed at developing reading rate, confidence, and expression

- Giving and receiving immediate feedback during paired reading sessions, helping students self-monitor and refine their fluency

These activities are designed to enhance comprehension and engagement by ensuring students can read with both meaning and clarity.

Reading /Vocabulary/Comprehension

Years 5 & 6

This term students will build deeper comprehension skills through the exploring a variety of text types, including our class mentor novel *Nevermoor*, individual Just Right Texts, and non-fiction resources such as articles, newspapers that relate to our inquiry theme of endangered wildlife and sustainability.

Key learning focuses will include:

- Analysing etymology – exploring the origin and meaning of words to support vocabulary growth and comprehension
- Summarising and synthesising key events, chapters, and information from texts to develop understanding
- Generating thoughtful questions about characters' actions, author choices, and events in the text
- Exploring character perspectives and making connections to self, the world, and other texts
- Applying strategies such as repeated reading, skimming, and scanning to locate and retrieve information efficiently
- Responding to comprehension questions that require students to infer meaning, make predictions and explain their opinions and ideas, using evidence from the text

Writing-Seven Steps

Our school uses the Seven Steps framework for developing student writing skills.

A large component of the Seven Steps program is thinking and talking. As they say, **"Verbal is vital."**

Writing – Years 5 & 6

This term students will engage in a variety of purposeful writing tasks that develop their voice, sentence clarity, and structure across multiple text types. Writing tasks will linked to significant community events and our inquiry theme, that explores endangered wildlife and their habitats.

Key learning focuses will include:

- Writing in response to prompts from different perspectives, including first-person recounts and descriptive texts linked to ANZAC Day, National Sorry Day, and Education Week
- Researching and writing to inform, with a focus on endangered animals and habitats
- Writing and speaking in the correct tense when presenting an informative oral presentation
- Using adverbs and adjectives to enhance precision and detail in writing
- Developing knowledge of persuasive and informative writing techniques, including the use of:
 - Structural features (e.g. title, sizzling starts, position, arguments, conclusions, PEEL and TEEL paragraphs)
 - Language devices such as the *power of three*, figurative language, hyperbole, rhetorical questions, opinions, and evidence
- Learning and writing together through collaborative writing tasks, where students work as a team of "wildlife conservationists" to research, draft, and publish a comprehensive and connected persuasive campaign
- Continuing to develop fluency and accuracy with punctuation (full stop, comma, talking marks, exclamation marks and question marks)
- Beginning to explore when to use a variety of sentence types (simple, compound, and complex) to improve flow and impact
- Including graphics, including maps, tables, images, and graphs to support and enhance written information
- Completing short passages to practice how to monitor their own writing and set goals. This will support developing fluency when using capital letters, punctuation, spelling and grammar is corrected throughout the writing process

Maths

This term we will cover:

Years 5 &6

This term, students will explore the following maths concepts.

Daily Review

- Students will participate in 5 minutes daily 'Rocket Maths' sessions to develop and strengthen foundational and fundamental multiplication skills e.g. targeted oral and written multiplication practice

Fractions and Decimals:

- Develop a solid understanding of fractions and decimals, including vocabulary (e.g., tenths, hundredths, numerator and denominator)
- Link fractional representations and decimals in written form and pictorial form
- Order and compare fractions and decimals using a numberline
- Add and subtract fractions and decimals
- Identify equivalent fractions
- Simplify fractions using multiplication and division knowledge

Mathematical Symbols and Equations

- Develop understanding of key mathematical symbols (equal to, greater than, less than)
- Balance equations and solving problems

Measurement:

- Measure angles accurately using a protractor
- Explore algebraic and geometric formulas to find missing angles

Probability:

- Calculate the probability (chance) of events occurring, repeating, by exploring real-life events and situations, such as natural disasters
- Estimating the likelihood of outcomes using experiments
- Discussing the effects of variations on outcomes
- Using percentages, ratios and fractions to describe probabilities
- Exploring frequencies and patterns when repeating experiments

Problem Solving and Collaborative Tasks:

- Tackle word problems and open-ended challenges that require the use of all four operations
- Develop teamwork skills through collaborative tasks and experiments designed to build critical thinking and effective communication

Inquiry

Inquiry Unit: Wildlife Warriors

Years 5 &6

This term, students will be immersed in the exciting concept of sustainability. The aim is to develop an awareness of how our actions impact the environment and to inspire responsible practices that care for our world. Here's what your child will be exploring:

- Students will learn about endangered animals and the importance of protecting their habitats. They will investigate real-life challenges these species face and ask the question: How can we help to protect and preserve animals and their habitats??
- Students will research endangered animals and develop informative and persuasive written and oral presentations
- Students will explore local initiatives that protect wildlife, such as the bird boxes at Point Richards
- Students will develop their teamwork and public speaking skills by developing a conservation campaign
- Students are encouraged to think of themselves as 'conservation warriors,' taking practical steps towards caring for the environment and promoting sustainable actions.