



## OATLANDS PUBLIC SCHOOL

Belmore Street East, Oatlands NSW 2117 Australia

**Telephone:** 9630 3486

**Email:** [oatlands-p.school@det.nsw.edu.au](mailto:oatlands-p.school@det.nsw.edu.au)

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### TERM 2 NEWSLETTER 2025

#### 5/6 CHENG

#### WELCOME BACK

I hope everyone had a restful break and is ready to dive into another exciting and productive term. I am thrilled to continue working with the wonderful 5/6 Cheng class, where we will be building on the progress we've made so far. I am truly grateful for the opportunity to work with such an enthusiastic and motivated group of students.

This term, we have many exciting projects and learning experiences planned, and I look forward to seeing each student grow and shine. Let's work together for a fantastic second term filled with success and new challenges. Here's to a great Term 2!

#### WEEKLY OVERVIEW

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Band</b>	<b>Ultimate Frisbee</b> (Weeks 2 and 3) <b>Athletics</b> from 3 June. Sport uniform is required.	<b>Library</b> <b>Canteen</b> <b>Lunch orders</b>	<b>Music</b> <b>Scripture/Ethics</b> <b>Assembly</b> (even weeks) <b>Canteen</b> (from Week 3) <b>Lunch orders</b> (from Week 3)	<b>Kids Curriculum</b> <b>PSSA/Sport</b> Sport uniform is required. <b>Lunch orders only</b>
Homework is handed out on <b>Thursdays</b> and collected on <b>Wednesdays</b> to be checked. Students can BYOD daily once technology agreement has been returned.				

#### SCHOOL TIMES

School starts at 8:55am. Please ensure your child arrives on time. Staff members are rostered on duty from 8:25am. Before that time, there is no formal supervision. Students arriving after the bell rings must go to the office to collect a late slip. 5/6 Cheng students work until 3:00pm so if you are using Kiss and Drop, please arrive **after** this time to collect your child. Please ensure that any absences are explained in writing, either via a note or through the School Bytes app within two school days.

#### SPORT

This term, 5/6 Cheng students will participate in athletics field events, run by Little Athletics NSW. This will begin on **Tuesdays** in Week 6. PSSA AFL and netball begins in Week 2 on **Fridays**. Students in the teams will be notified of training times. A separate note has been given out for this. Those staying at school will participate in sport activities, including modified games. Students are expected to wear full sport uniform on both of these days. They must also wear their school hat each day and bring a drink bottle.



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### **LIBRARY**

Students will have weekly library lessons with Mrs McWilliams. They need to bring their library bag each **Wednesday** so that they can borrow books. Students will participate in the Premier's Reading Challenge again this year.

### **STAGE 3 CAMP**

We are very excited for our camp this term, coming up in Week 5. Please see the itinerary sent last term. A medical form will be sent home soon.

### **HOMEWORK**

Stage 3 homework is set every week and begins next week. Homework will include reading, writing, maths mental and choice of an activity from the homework grid provided. Activities will be uploaded on **Thursdays** and communicated through Google Classroom, which is accessible through your child's Department of Education student portal. Students should submit their homework, either online or through a hardcopy on **Wednesdays**. Please inform me if your child is unable to complete homework for any reason. Homework activities should be monitored and checked by parents.

### **OVERVIEW OF KEY LEARNING AREAS**

#### **ENGLISH**

In English, students will explore how significant historical events, such as the Wave Hill Walk-Off led by Vincent Lingiari, are represented across genres and perspectives. They will analyse texts, study characterisation through the novel *Rabbit, Soldier, Angel, Thief*, and apply these insights to create a hybrid text about a notable Aboriginal or Torres Strait Islander person. Students will also plan, write, and revise texts for different purposes and audiences, focusing on grammar, spelling, clarity, and persuasive techniques, including speechwriting using the Matter, Method, and Manner framework. A targeted reading program supports fluency and vocabulary development through small-group instruction, paired reading, and goal setting. Handwriting and digital transcription skills will continue to be explicitly taught and practised to build confident, effective communication.

Each term, students are assessed and their progress tracked against key comprehension skills. These markers show what students should achieve by the end of Term 2.

<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"><li>• Understands that sentence openers signal what the sentence will be about, and that the rest of the sentence can provide new information</li><li>• Asks questions to clarify thinking, and to provide reasons or evidence</li></ul>	<ul style="list-style-type: none"><li>• Efficiently follows signposting features to navigate print and digital texts</li><li>• Analyses how language, background and vocabulary knowledge, and inferencing are used together to effectively build and adjust a mental model prior to and during reading</li></ul>



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### MATHEMATICS

This term our lessons will focus on the topics of representing numbers using place value, data and statistics, 2D and 3D spatial structure, additive relations, multiplicative relations and angles. Students should continue to practise key skills from Term 1 concepts, including using positive and negative numbers and dividing numbers by 10, 100 and 1000.

Each term, students are assessed and their progress tracked against key numeracy skills. The markers below show what students should achieve by the end of Term 2.

Year 5	Year 6
<ul style="list-style-type: none"><li>• Orders numbers in the millions in descending order</li><li>• Indicates the place value of digits in decimals of up to 3 decimal places</li><li>• Uses place value to subtract numbers with different numbers of digits</li><li>• Applies multiplication facts to determine prime and composite numbers</li></ul>	<ul style="list-style-type: none"><li>• Partitions numbers in non-standard forms to add, subtract, multiply and divide</li><li>• Subtracts numbers, including those with decimals up to 3 decimal places</li><li>• Solves problems using the order of operations</li></ul>

### SCIENCE & TECHNOLOGY

In Term 2, students will continue to explore the topic of 'Material World', where they will consider a range of materials that are used to make everyday objects that are familiar to them. They will learn to identify the properties that make a material suited for a particular product and evaluate the impact of its use, particularly from a sustainability viewpoint. Students will then design, produce and evaluate a product made from natural materials that could replace a synthetic product.

### HISTORY AND GEOGRAPHY

As a continuation of our *Australian Colonies* unit, students will explore early migration to Australia in the 1800s, investigating the reasons people migrated, such as the Irish Potato Famine and the Industrial Revolution. They will examine the experiences and contributions of migrant groups like the Afghan cameleers and Chinese miners, and where relevant, make connections to their own family histories. Through historical inquiry and the use of critical and visual thinking strategies, students will develop both independent and collaborative learning skills.

### PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Students will participate in PSSA (AFL or Netball) or other school sports activities, while exploring the diversity of relationships and how they change. They will develop skills to recognise respectful relationships, manage emotions, and identify safe and unsafe online behaviour. Students will also focus on building resilience through *The Resilience Project* and understanding the importance of support networks.

### CREATIVE ARTS

Mrs Lawrence will continue to take the class for music lessons each week. Visual arts will be taught in class. Dance and Drama will be taught later this year.



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For further information about teaching and learning content, please refer to the NSW Curriculum website: <https://curriculum.nsw.edu.au>

## ASSESSMENT & REPORTING

Parent teacher interviews will be held at the end of this term. Written reports will be sent home at the end of Terms 2 and 4. The A-E grading encompasses a range of work samples, class and group activities, observations and independent tasks.

Knowledge and understandings	+	Skills and processes	+	Application and transfer	=	How well is?
A student:		A student:		A student:		
has an extensive knowledge and understanding of the content and..		... achieved a very high level of competence in the processes and skills		can apply these skills to new situations.	A	Outstanding
has a thorough knowledge and understanding of the content and...		demonstrates a high level of competence in the processes and skills		can apply these skills to most situations.	B	High
has a sound knowledge and understanding of the main areas of content.		has achieved an adequate level of competence in the processes and skills.			C	Sound
has a basic knowledge and understanding of the content.		has achieved a limited level of competence in the processes and skills.			D	Basic
has an elementary knowledge and understanding in few areas of the content.		has achieved very limited competence in some of the processes and skills.			E	Limited

If you have any questions, comments or concerns, please send a message via ClassDojo to arrange a phone call or meeting.

Kind regards,

Ms Kim

5/6 Cheng Class Teacher