



Newsletter No: 5
22nd May 2026

70 Holyoake Parade
Manor Lakes VIC 3030

Principal letter

Dear Parents and Carers,

It has been another incredibly busy and exciting term at Ngarri Primary School, with excursions, incursions, and sporting events all well underway across the school. It has been wonderful to see our students engaging in such a wide range of learning opportunities and representing our school with enthusiasm and pride.

As the term has progressed, I have noticed that the standard of school uniform has started to slip for some students. I would like to remind families that wearing our school uniform with pride is an important expectation at Ngarri Primary School. Our uniform helps build a sense of belonging, school identity and community, and we appreciate your continued support in ensuring students arrive each day in the correct uniform.

We are also very excited to finally have our new portable building officially handed over. This additional space has already made a significant difference across the school. STEM now has its own dedicated learning space, our Wellbeing Hub has been established in a classroom, Spanish lessons now have a permanent space, and we have been able to create an additional Year 4 classroom to support our growing school.

I would like to warmly welcome Dylan Lund to our staff team as the new teacher of 2A. We are excited to have Dylan join the Ngarri community and know he will be a fantastic addition to our school.

Our fundraising efforts this year have been incredible. Thanks to the generosity and support of our families, we raised over \$5,000 through the Mother's Day Stall alone. Combined with the success of the Colour Fun Run, we have now ordered new shade sails for our playground areas to further improve outdoor spaces for students. Thank you to everyone who continues to support these important community initiatives.

Recently, we also had the opportunity to celebrate our wonderful Education Support staff. Their dedication, care and hard work make a significant difference to our students every single day. To show our appreciation, staff were treated to a delicious morning tea and a small but thoughtful gift as a token of thanks for the amazing work they do.

Pyjama Day has once again proven to be a huge success and a favourite among students and staff alike. Thank you to our entire school community for getting behind this fun initiative and helping create such a positive atmosphere across the school.

Finally, a reminder that we have a **Curriculum Day coming up on Friday, 5 June**. This will be a **pupil-free day** focused on curriculum planning, preparation and ongoing improvement work to support high-quality teaching and learning across the school. Thank you, as always, for your ongoing support of our school and community.

Our Vision
Inspiration
starts here

Our Mission Statement

At Ngarri Primary School, we equip all students with the skills, knowledge and growth mindset to reach their highest level of academic success. We inspire passion, ambition and intellectual curiosity in pursuit of their dreams and aspirations.



Ngarri
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Inspiration starts here

Term 2 Upcoming Events

15TH MAY-3RD JUNE

Book Fair

27TH MAY

Reconciliation Week and PJ Day

29TH MAY

F-2 Assembly

5TH JUNE

CURRICULUM DAY (Pupil free)

8TH JUNE

KINGS BIRTHDAY (Pupil free)

10TH JUNE

Year 6 Winter Gala

12TH JUNE

Foundation Milos Picnic

19TH JUNE

AFL Gala Day

24TH JUNE

Learning Showcase

25TH JUNE

Year 2 Bravehearts

26TH MAY

LAST DAY TERM 2. 1:30PM finish

- Foundation -

Curriculum Newsletter

Term 2 - Weeks 6-10

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
Inquiry - This Term our inquiry question is 'How do things move and change?'. As part of their learning, students are working through the Inquiry Cycle and exploring physical changes through hands-on experiments. They've been investigating how different materials can be twisted, stretched, bent and reshaped in various ways. To wrap up the unit, students will apply what they've learnt by designing and creating a final product that reflects their understanding of the inquiry question.	movement change natural vs man made observations hypothesis design results	Experiment in the Kitchen: Try simple activities like melting chocolate, freezing water, or mixing baking soda and vinegar to explore physical changes together. Time Connection: Read books that involve movement or transformation and ask, "What changed? How did it move?"
Reading - Students will continue developing their foundational reading skills by learning how to segment and blend sounds in CVC words to support early decoding and reading fluency. In addition, students will be introduced to the strategy of visualising, where they will learn to create mental images using their five senses to enhance comprehension. They will also begin to explore the differences between fiction and non-fiction texts.	segment blend consonant-vowel-consonant (CVC) senses - see, touch, feel, smell, taste infer fiction non-fiction text features	Sound It Out Together: Play "robot talk" by saying CVC words (like c-a-t) in sounds and having your child blend them to find the word. Five Senses Storytime: While reading, ask your child, "What do you see, hear, smell, feel, or taste in this story?" to help them visualise. Fiction vs Non-Fiction Hunt: At home or the library, find one fiction and one non-fiction book and talk about how they're different.
Writing - Students are continuing to develop their writing skills by learning to construct sentences that include capital letters, full stops, and appropriate spacing between words. They have recently begun exploring procedural writing, using hands-on experiences from their inquiry and language activities to support their learning. Through these experiences, students are learning to sequence steps clearly and accurately to explain how to complete a task.	capital letters full stops spaces sentences procedure sequence title materials ingredients	Write a Recipe Together: Cook something simple (like fairy bread or toast) and help your child write the steps using capital letters and full stops. Sentence Builder Game: Say a sentence aloud and have your child write it with correct punctuation and spacing—make it silly for extra fun!
Maths - Students are developing their understanding of ordinal numbers, such as 1st, 2nd, 3rd, etc. in relation to the place of an object. As we approach the end of the term, students have been learning to identify and create patterns using colours, shapes, and letters. Some students have also been extended through exploration of number patterns.	shapes - circle, square, rectangle, triangles, ovals, pentagon, hexagon patterns ordinal - 1st, 2nd, 3rd, 4th _st, _nd, _rd, _th	Create Your Own Patterns: Use toys, buttons, or snacks to make simple colour or shape patterns together. Ordinal numbers: Make a line of objects or toys and ask questions like "Which object is 4th? What ordinal number is the blue car?"

What's happening in specialist classrooms?

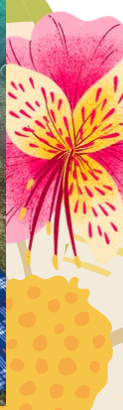
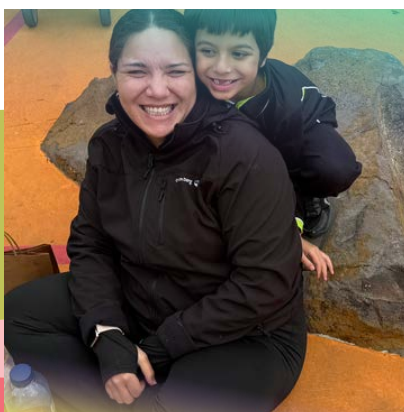
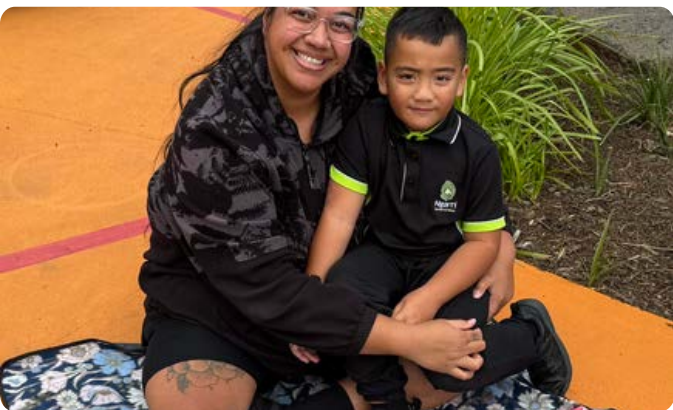
Key learning	Key vocabulary	How you can support learning at home
PE: Our inquiry question for this term is 'How do we stay healthy and active?'. Students are continuing to develop their movement and locomotor skills. We are also moving towards building students' confidence, coordination, control, and persistence through regular practise and active participation.	run, jump, balance, hop, skip, climb, control, space, safe, active	Encourage your child to stay active through outdoor play, practising simple movement skills, and talking about how movement helps keep their body healthy and strong.
Visual Arts: Our Inquiry question for the term is 'How do I use my hands to make art?'. Our focus is on developing the students fine motor skills as they relate to art making. In coming weeks they will be continuing to practice cutting, weaving, drawing, finger painting, stamping and winding.	squeeze, roll, tear, snip, trace, press, stamp, thread, lace, clay, paintbrush, easel, control, contrast, outline, smooth, rough, pinch, grip.	Practising the skills they have been learning in class such as - cutting, weaving, drawing, stamping and winding. Or just practising general fine motor skills.
Performing Arts: Inquiry Question: 'How can I show emotions in Performing Arts?'. Students will continue exploring how they can use their faces, bodies and voices to convey emotions in drama. They will also create their own class song.	emotions such as happy, sad, angry, disgust, fear, scared, pleased, excited.	Watch a live action TV show or movie with your child. Talk about how the character is feeling and how they know the character is feeling that way using face, voice and body.
STEM: Inquiry question: 'How do people use technology to move things?'. Students will explore how people use technology to move things? They will learn about sink and float to build a boat that floats.	sink, float, density	Explore objects that sink and float using dropping them in water and observing what happens.
Spanish: Inquiry question: 'How can Spanish help me talk to other people and tell them about me?'. This term, students are continuing their Spanish Inquiry Unit, building on last term's learning as they begin using Spanish to communicate simple ideas about themselves and their world.	Los números, Mamá Papá, hermanas, Hermano, La familia, gato, perro, Me gusta, No me gusta, los colores for example rojo, azul, gris, blanco.	Practise greetings together each day (Hola, buenos días, adiós). Count objects around the house in Spanish. Ask your child to teach you new Spanish words they learned at school.

Don't forget

Important dates and reminders...

- Please remember to check consents for Local Walks, Photographs (internal & external), ICT user agreements on Compass
- Book Fair - Monday 25th-Friday 29th May
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- Curriculum Day - Friday 5th June
- Public Holiday (King's Birthday) - Monday 8th June
- Term 2 Learning Showcase - Wednesday 24th June 3:10-4:00pm
- End of Term 2 - Students finish early at 1:30pm on Friday 26th June

Mothers Day Picnic



- Year 1-

Curriculum Newsletter

Term 2 Week 6 - 10

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
Inquiry As the term continues, students will be learning about natural cycles and why they occur to go along with our question of 'What are the observable changes in the sky and landscape?'. We will be looking into a variety of elements including: seasons, day and night, moon phases, and extreme weather.	change observable landscape seasons weather phases cycle	When you're driving around the neighbourhood or going for a walk, notice things that are changing. Point out leaves changing colours on trees, clouds in the sky, different kinds of weather, how the moon changes, sunrise and sunset.
Reading For the remainder of the term, students will be learning to synthesise, analyse, searching for and using information in non-fiction texts and reading with fluency. We will also engage in Koorie literature.	non-fiction synthesising technical vocabulary analysing fluency information	Explore a range of non-fiction texts. Practise synthesising as you are reading - read a text and write down your thoughts as you are reading. Practise identifying key words in a text, make a list, then write their definitions. You could also draw pictures to represent what each word means. Revise the sounds we have been practising in class during phonics lessons.
Phonics In Phonics, we will be focusing on learning the sounds of different digraphs like oa, ar, or, aw, ir, ur, and er. We will be learning how to read by blending and segmenting. We will also be learning how to manipulate sounds in words as well as identifying rhyming words.	digraphs segment blend rhyme	Practice reading different words with digraphs at home. Focus on identifying the different sounds in the words and how to blend them.
Writing As the term continues, students will be learning about explanation texts. We will explore what an explanation text is. Students will be able to identify the purpose and structure of an explanation text. They will be using the writing cycle of pre-writing, planning, drafting, revising, editing and publishing to become authors of their own texts.	Writing Cycle pre-writing planning drafting revising editing publishing	Practise working through the writing process - write a story, make a book that you could share with your class. Practise writing then revising and editing your work - look out for punctuation and grammar. Have your own Writer's Notebook at home to plant seeds in. These can be used as inspiration for writing practise at home.
Maths In week 6, students will continue learning about place value - one of the most important concepts in maths. They will be making 2-digit numbers and recording the result in a tens and ones chart. In week 7, students will revisit data and statistics to align with our Inquiry topic. Weeks 8 to 10 will see our students immersed in additive thinking and making connections between addition and subtraction.	place value digit record tens and ones chart data statistics additive thinking addition subtraction	Practice counting forwards and backwards. Go on walks and read the numbers on letterboxes.

What's happening in specialist classrooms?

Key learning	Key vocabulary	How you can support learning at home
PE: Our inquiry question for this term is 'How can I effectively move my body in games?'. In the coming weeks, students will continue to explore how they move their bodies through a series of gymnastics movements. Additionally, students will begin to practise a variety of activities in preparation for a future athletics day in term 3.	locomotion, balance statics, wedge, boxes, gym mats, crash mats	Discuss with your child some of the gymnastics movements they've learnt in class. Ask them what are some of the important rules and directions they need to follow when practising gymnastics at school.
Visual Arts: This term, our young artists have been deep diving into the inquiry question: 'What do living things look like?'. Drawing inspiration from Yayoi Kusama, students have been busy drawing and painting their own vibrant 'spotty' mushrooms. To finish the term, students will investigate artist Jennifer Angus and her use of insects by creating their own insect collages.	living things, symmetry, collage, pattern, balance, process	Take a walk in the backyard or a local park and try to find 'Kusama Dots' and symmetrical bugs in real life.
Performing Arts: Inquiry Question: 'How can we put our own spin on a known story?'. Students will be working in groups to make changes to a known story to create their own spin on the tale. They will be exploring how they can make changes to characters, events and settings to create an entertaining play.	characters, setting, events	Borrow books from the library or google twisted fairy tales to explore the different ways in which stories can be changed.
STEM: Inquiry question: 'Rethink Rubbish! Where could it go?'. Students will learn about products, services and environments that help with sustainability. They will be using recyclable materials to build a fun toy or game.	products, services, environments	Look at your recycle bin and identify materials that can be used to make a toy or game.
Spanish: Inquiry Question: 'How can I use Spanish language to communicate about everyday topics about the world around me?'. Students are continuing their Spanish Inquiry Unit, building on last term's learning by expanding their ability to communicate about familiar, everyday topics.	Las estaciones, Los días de la semana, Los meses, Eventos especiales	Learn about seasons, days of the week, months and special events by listening to relevant Spanish songs.



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- End of Term 2 - Students finish early at 1:30pm on Friday 26th June



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- Year 1 - Curriculum Newsletter

Photo Page





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- Year 2 -

Curriculum Newsletter

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
In Inquiry, students will continue developing their understanding of the differences between the past and present. Students will explore how people, homes, schools, transport, technology, and daily life have changed over time. Through discussions, images, stories, and hands-on activities, students will compare life in the past to life today and develop an understanding of continuity and change.	past, present, change, continuity, compare, history, then, now, old, new	Talk about how things were different when parents, grandparents, or older family members were children. Look at old family photos and discuss similarities and differences between the past and present.
In Mathematics, students will continue building their understanding of financial mathematics by using addition and subtraction strategies to solve real-life money problems. Students will also develop their understanding of partitioning numbers to support efficient mental and written calculation strategies.	addition, subtraction, total, sum, difference, equals, more than, less than, partition, regroup	Practise real-life money situations such as shopping, counting coins, and working out change. Use number lines, counters, or household objects to model addition and subtraction strategies visually.
In Reading, students will continue developing their reading fluency and reading for meaning skills. Students will focus on understanding key vocabulary, thinking about what the text means, and using strategies to help them comprehend what they read. Through repeated reading and discussion, students will build confidence, accuracy, expression, and automaticity while making meaning from a variety of texts.	fluency, comprehension, vocabulary, meaning, infer, predict, retell, sequence, expression, accuracy, automaticity, reread	Read with your child every night and encourage them to reread familiar books to build fluency and confidence. Ask questions during and after reading such as "What happened?", "Why did that happen?" and "What do you think this means?"
In Writing, students will be developing their understanding of folk tales by exploring the text structure and common features of this text type. Students will learn how folk tales are organised through the beginning, middle, and end, including identifying characters, settings, problems, solutions, and morals. Students will begin planning and creating their own folk tales using descriptive vocabulary and simple sentence structures.	folk tale, character, setting, problem, solution, moral	Read a variety of folk tales together and discuss the characters, setting, problem, and solution. Encourage your child to retell stories using beginning, middle, and end. Talk about the moral or lesson learned from the story.

What's happening in specialist classrooms?

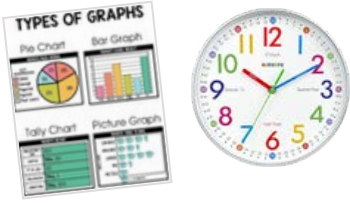
Key learning	Key vocabulary	How you can support learning at home
PE: PE: Our inquiry question for this term is 'How can I effectively move my body in games?'. In the coming weeks, students will continue to explore how they move their bodies through a series of gymnastics movements. Additionally, students will begin to practise a variety of activities in preparation for a future athletics day in term 3.	locomotion, balance statics, wedge, boxes, gym mats, crash mats	Discuss with your child some of the gymnastics movements they've learnt in class. Ask them what are some of the important rules and directions they need to follow when practising gymnastics at school.
Visual Arts: This term, our young artists have been deep diving into the inquiry question: 'What do living things look like?'. Drawing inspiration from Yayoi Kusama, students have been busy drawing and painting their own vibrant 'spotty' mushrooms. To finish the term, students will investigate artist Jennifer Angus and her use of insects by creating their own insect collages.	living things, symmetry, collage, pattern, balance, process	Take a walk in the backyard or a local park and try to find 'Kusama Dots' and symmetrical bugs in real life.
Performing Arts: Inquiry Question: 'How can we use rhythms, sound combinations and movement patterns to tell a story?'. This term, students will be working in groups to apply what they have learnt about the elements of music to create music and dance based on nature in a story.	rhythm, pitch, texture, dynamics (loud and soft), tempo, ostinato (repeating rhythm pattern), melody	Discuss the role of music in movies, shows, advertisements and plays that they view.
STEM: Inquiry question: 'What language must I speak to get technology to do what I want?'. Students will use technology and what they've learnt to create a fun game for their peers.	Scratch, movement, blocks	Discuss different games that your child would like to make and what the aim could be.



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What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
In Inquiry, students are continuing to explore our big question: 'How can innovation drive a more sustainable future?'. They will learn how innovation can support environmental sustainability by investigating real-world inventions and identifying issues that matter to them. Through hands-on activities, collaboration and problem-solving, students will design their own innovations to support a more sustainable future and consider how individuals and communities can create positive change. Students will also participate in an Urban Upcycle incursion, exploring the impact of waste and creating recycled masterpieces.	sustainability, innovation, environment, waste, impact, solution, collaboration, conservation 	Discuss sustainable choices at home and encourage your child to identify environmental problems and possible solutions and/or improvements.
In Reading, students are continuing to develop comprehension strategies to deepen their understanding of texts. They will learn how to make connections using mentor texts, infer meaning by predicting what may happen next, and explain their thinking using clues from the text. Students will also continue strengthening foundational reading skills through our phonics program, supporting vocabulary development, fluency and confidence as readers.	infer, predict, connection, evidence, phonics, fluency, vocabulary 	Encourage daily reading and ask your child to predict what may happen next or explain their thinking.
In Writing, students are learning to communicate ideas through persuasive debates and procedural texts linked to our inquiry. They will learn how to form arguments, generate reasons for different viewpoints, and respond respectfully to opposing opinions. Students will also explore procedural writing by creating how-to guides, focusing on purpose, audience, text structure and clear instructions, while continuing to develop their spelling skills through our phonics program. Through discussions, planning and publishing, students will develop their ability to influence, inform and communicate effectively.	persuade, procedure, audience, argument, debate, instruction, purpose, adverb 	Encourage your child to explain their opinions, follow recipes or instructions, and discuss why texts are written for different purposes.
In Maths, students are learning to collect, record and interpret data using tables, frequency charts and digital tools. They will learn how to organise information, identify patterns and share findings from investigations. Students will also develop their understanding of time by reading analogue and digital clocks, using formal units of time, and comparing the duration of events.	data, frequency, graph, survey, analogue, digital, duration, estimate 	Discuss time during daily routines and encourage your child to collect and compare simple data at home.

What's happening in specialist classrooms?

Key learning	Key vocabulary	How you can support learning at home
PE Our inquiry question for this term is: 'How can successes, challenges and failures in activities strengthen resilience when participating in physical activities?'. For the remainder of the term, students will practise a range of athletic activities, including triple jump, high jump, sprinting and relay.	hop, step, jump, baton, sprint, technique, practise, sequence, balance, rhythm 	Discuss with your child the challenges they encounter when learning new sports and techniques. Encourage them to demonstrate skills such as the sequence of the triple jump, baton exchanges in relay events, or the starting position for a running race. Ask your child to reflect on how they demonstrate determination when learning something new.
Visual Arts Our inquiry question for this term is: 'How has art changed as the world has changed?'. For the remainder of the term, students will explore Impressionism and contemporary art.	Impressionism, technology, camera, AI 	Talk about how things have changed from when you were a child and what caused/influenced the change.
Performing Arts Our inquiry question for this term is: 'How can we create a play to entertain an audience?'. For the remainder of the term, students will work in groups to create their own plays using the elements of space and sound.	plays, create, performance space, sound 	Watch a TV show or movie with your child, preferably live action. Discuss how sounds have been used in it, e.g. music in the background, sound effects, and how it makes you feel as an audience member.
STEM Our inquiry question for this term is: 'How has technology changed the way we grow and make food?'. For the remainder of the term, students will look at how food is processed and which foods are healthy.	dairy, fibre, food production, sequence 	Encourage your child to watch any cooking processes and involve them in the grocery shopping part.

Don't forget

Important dates and reminders...

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- Curriculum Day - Friday 5th June
- Public Holiday (King's Birthday) - Monday 8th June
- Year 3 Urban Upcycle Incursion - Tuesday 16th June
- Term 2 Learning Showcase - Wednesday 24th June 3:10-4:00pm
- End of Term 2 - Students finish early at 1:30pm on Friday 26th June



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- Year 4 -

Curriculum Newsletter - Term 2 Weeks 6-10

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
Inquiry: Students will explore the Physical World by designing a sensory garden. Students will investigate materials, forces, and design ideas while working collaboratively to plan and create engaging garden features that appeal to the senses. Through this project, students will develop creativity, problem-solving, and teamwork skills while learning about sustainability and wellbeing.	Materials Properties Technology Advancements	Discuss the different inventions that were around when you were younger that may not be around anymore and/or have evolved.
Maths: Students will be exploring chance and probability. Students will investigate everyday events and describe the likelihood of outcomes using terms such as impossible, unlikely, likely, and certain. Through hands-on games, experiments, and problem-solving activities, students will develop their understanding of probability while building reasoning and mathematical thinking skills.	Event Certain Likely Unlikely Impossible Equal chance	At home, play a simple game using a coin, dice, or spinner. Before each turn, ask your child to predict what might happen using probability vocabulary (for example: "It is likely I will roll an even number"). Record the results and discuss whether the outcomes were certain, likely, unlikely, or impossible.
Reading: Students will be developing their skimming and scanning skills. They will learn how to quickly identify the main idea of a text, locate key information, and use text features to support understanding. Through a range of engaging texts and activities, students will build confidence in reading for meaning and finding information efficiently.	Keyword Heading Subheading Main idea	Choose a book, magazine, or online article to read with your child. Ask them to skim the text to identify the main idea and scan the text to find specific information, such as a name, date, or interesting fact. Encourage your child to explain which strategy they used and how it helped them find information quickly.
Writing: Students will be learning how to create persuasive texts. They will explore how authors use strong arguments, persuasive language, and supporting evidence to convince their audience. Students will develop their ability to express opinions clearly, organise ideas effectively, and use persuasive techniques in their writing.	Evidence Convince Reasons Emotive language	Ask your child to share their opinion on a topic at home, such as "Should children have more free time?" Encourage them to give reasons and evidence to support their thinking. Students could also create a short persuasive poster or speech to practise convincing an audience.



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- Year 4 Specialists - Curriculum Newsletter

Key learning	Key vocabulary	How you can support learning at home
PE: Our inquiry question for this term is "How can successes, challenges and failures in activities strengthen resilience when participating in physical activities?" In order to answer this question, students will be practising a range of athletic activities including triple jump, high jump, sprinting and relay.	Hop, Step, Jump Baton Sprint Technique Practise Sequence Balance Rhythm	Discuss with your child the challenges they encounter when learning new sports and techniques. Encourage them to demonstrate skills such as the sequence of the triple jump, baton exchanges in relay events, or the starting position for a running race. Ask your child to reflect on how they demonstrate determination when learning something new.
Visual Arts: In Visual Arts students are exploring the inquiry question "How has art changed as the world has changed?" For the remainder of the term students will explore Impressionism and contemporary art.	Impressionism, technology, camera, AI	Talk about how things have changed from when you were a child and what caused/influenced the change.
STEM : The inquiry this term is, How do different forces affect product function, distance and motion? Students look at how and why things are designed that way.	air resistance, variables, mass, gravity	Let students go and observe some planes/ jets taking off.
Spanish: How can Spanish help us describe ourselves and others? Students are continuing their Spanish Inquiry Unit, building on last term's learning as they develop confidence describing themselves and others in more detail.	adjetivos, alto, alta, baja, bajo, es esta, es este, se llama, hola, pequeño, pequeña, fuerte.	Practise naming family members in Spanish (mamá, papá, hermano, hermana). Ask your child to describe family members using simple adjectives such as: alt a/alto bajo/baja pequeña/pequeño fuerte

Don't
forget

Important dates and reminders...

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- **CurriculumDay - Friday 5 June**
- **Public Holiday (Kings Birthday) - Monday 8th June**
- **Term 2 Learning Showcase - Wednesday 24th June, 3:10-4:00pm**
- **End of T2 - Students finish early at 1:30pm on Friday 26th June**

- Year 5 -

Curriculum Newsletter - Term 2

Weeks 6 to 10

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
Inquiry: Continuing to investigate our big question, ‘How do scientific advancements impact our community and society?’ students will investigate the design process in both collaborative and individual settings to innovate their own inventions and scientific advancements.	invention advancement impact innovation design process	• Talk about everyday inventions at home and discuss how they help people. • Encourage your child to ask “how” and “why” questions about the world around them.
Maths: Students have just began an extend unit of ‘Multiplication and Division’. They will then further develop their multiplication strategies including the box/area method and traditional algorithm, as well as, their division strategies. Students will also build their understanding of multiplies and factors. The term will conclude with students investigating the measurement topics of mass and capacity.	factor multiple divisor dividend mass capacity	• Practise multiplication and division facts through quick games or flashcards. • Look for real-life maths opportunities (e.g. measuring while cooking)
Reading: Students are currently focusing on furthering their synthesising skills by practicing piecing together information from their prior knowledge and multiple texts to create new understandings. Soon, they will begin to critique and analyse texts by investigating how and why an author wrote the text, evaluating its quality, and examine how features influence the reader.	synthesising critiquing analysing	• Ensure your child is reading nightly and recording in their diary. • Discussing different texts together including books, online texts and movies/tv-shows.
Writing: Students are investigating different types of persuasive devices and their effect on a text. They will engage in the writing cycle to create persuasive pieces linked to our inquiry question. In Spelling, students are investigating syllable patterns and related spelling rules.	persuasive reason evidence syllable	• Discuss persuasive techniques used in advertisements on a daily basis (e.g. radio, print, television)

What's happening in specialist classrooms? Grade 5

Key learning	Key vocabulary	How you can support learning at home
PE Students will be developing and refining techniques to improve performance in an athletic event. There is a strong focus on overall improvement, as well as on sharing their progress and achievements.	hop, step, jump baton, sprint, technique, practise, sequence, balance, rhythm	From class activities, your child should be encouraged to demonstrate and explain the skills they have learnt, such as running, baton exchanges, and the sequence of movements in the triple jump. No equipment is required; focus on correct technique and action sequences.
Visual Arts In Visual Arts students will be exploring the question "How has architecture changed in Australia over time?" For the remainder of the term students will be exploring the silk painting process to represent an Australian building.	silk, gutta, stretch, barrier, design	While driving around the area look at and discuss different styles of houses. Refer to names like Californian Bungalow, Victorian, Colonial etc
STEM: Working on their Inquiry question 'What is electrical energy - where does it come from and how is it used?' Students explored the different components of a circuit and will be creating a design solution to a blackout.	electrical energy, circuit, components	Encourage children to notice how electricity is used at home
Spanish: How can we use Spanish to share our interests and express who we are? Students are learning how to express their opinions and preferences using simple sentence structures. They are building confidence forming sentences about their likes and dislikes.	<i>prefiero, importante, interesante, divertido/a, creativo/a, la familia, los deportes, la música, los pasatiempos.</i>	Ask your child to teach you new vocabulary from class. Encourage your child to say what they like and dislike in Spanish: Si, Me gusta... No, no me gusta...



Important dates and reminders...

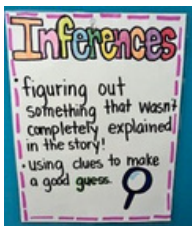
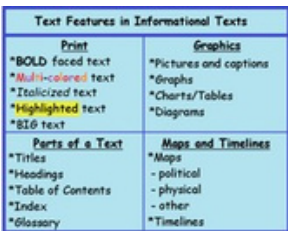
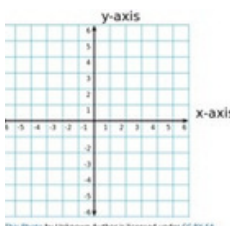
- **Please remember to check consents for Local Walks, Photographs (internal & external), ICT user agreements on Compass**
- **Curriculum Day - Friday 5th June**
- **Public Holiday (King's Birthday) - Monday 8th June**
- **Term 2 Learning Showcase - last Wednesday of the term**
- **End of Term 2 - Students finish early at 1:30pm on Friday 26th June**

Year 6

Curriculum Newsletter - Term 2

Weeks 6-10

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
In Inquiry, students will be investigating the question: 'How do living things survive on earth and in space?'. Throughout this unit, students will explore how humans and other species survive both on earth and in space. Students will develop their own planets including a brochure to encourage people to live on their planet. Students will explore the features of the planet such as temperature, location, size and other elements that will affect its place in the solar system	space, technology, data, innovate 	To support students at home, we encourage you to have discussions about space travel and what factors would encourage you to move to another planet and why
In Reading, students will be continuing to work on building their reading stamina, and refining their comprehension skills. Students will be using different strategies to question their knowledge of texts. They will infer using clues from the text and prior knowledge they have on different topics	infer, predict, interpret, evidence, summarise, compare, contrast 	To support your child at home, we encourage you to support them in continuing to read challenging texts every night, and recording their reading in their journal. Students should continue to broaden their understanding of the text by using the 'Peel the Fruit' template to peel back key information.
In Writing, students will be creating an information text based on life on their created planet. Students will describe the factors that are within their planet and what materials, resources and landmarks are incorporated in their planet to make life sustainable.	creative, information, descriptive 	To support your child at home we encourage you to get students to bring in different artefacts, including photographs, memories, and other small items that will encourage future creative writing.
In Maths, students will be creating a grid reference of the Solar System including locating each planet on the map and their own planet. Students will continue to revise their knowledge of worded problems and BODMAS. They will finish the term by experimenting with angles and finding/creating real life examples.	Coordinates. BODMAS, Angles, Protractor 	To support your child at home we encourage: • Revision and skills of multiplication and division facts, especially a recall of facts not in a set order • Asking students to give you examples of BODMAS questions and how they can solve them

What's happening in specialist classrooms? Year 6

Key learning	Key vocabulary	How you can support learning at home
PE Students will be developing and refining techniques to improve performance in an athletic event. There is a strong focus on overall improvement, as well as on sharing their progress and achievements.	hop, step, jump baton, sprint, technique, practise, sequence, balance, rhythm	From class activities, your child should be encouraged to demonstrate and explain the skills they have learnt, such as running, baton exchanges, and the sequence of movements in the triple jump. No equipment is required; focus on correct technique and action sequences.
Visual Arts In Visual Arts students will be exploring the question "How has architecture changed in Australia over time?" For the remainder of the term students will be exploring the silk painting process to represent an Australian building.	silk, gutta, stretch, barrier, design	While driving around the area look at and discuss different styles of houses. Refer to names like Californian Bungalow, Victorian, Colonial etc
STEM: Our inquiry question is "In what ways can technology inspire us to discover more, know more and share more about our world?" Students are using interactive technological tool called as Makey Makey and will be exploring how to turn everyday objects such as pencil, playdough, cardboard into interactive tools.	technology, inspire, share, observations, Makey Makey, alligator clips	Discuss how different technological tools help people communicate around the world, share ideas and inventions
Spanish: Our inquiry question is 'How can I use Spanish to communicate responsibly and respectfully with others?' Students are developing their understanding of respectful communication in Spanish. They are learning how language choices show politeness and cultural awareness.	Por favor – Please, Gracias – Thank you Perdón – Sorry Disculpa – Excuse me ¿Puedo...? – May I...? Con permiso – Excuse me (to pass through) sentarme (to sit myself – reflexive form, aquí (here)	Practise polite Spanish phrases during everyday routines at home. Encourage your child to say: • Por favor • Gracias • Perdón • Disculpa

Don't forget

Important dates and reminders...

- **Curriculum Day - Friday 5th June**
- **Public Holiday (Kings Birthday) - Monday 8th June**
- **Term 2 Learning Showcase - Wednesday 24th June, 3:10-4:00pm**
- **End of T2 - Students finish early at 1:30pm on Friday 26th June**



Ngarri
PRIMARY SCHOOL

Inspiration starts here

PREMIER READING CHALLENGE

PREMIER READING CHALLENGE

Don't forget The Premier's Reading Challenge is now open for students. Please see Compass for details about how to sign in and log books students are reading

We would love to see as many students as possible achieve their certificates of achievement this year! The goals is for :

*Foundation to Year 2 students to read 20 books from the challenge list and 10 books of choice

*Year 3 to 6 students to read 10 books from the challenge list and 5 books of choice.

CLOSING DATE FRIDAY 4TH SEPTEMBER



Ngarri
PRIMARY SCHOOL

Inspiration starts here

LEARNING SHOWCASE



SAVE THE DATE!

TERM 2 LEARNING SHOWCASE

**Wednesday June 24th
3:10-4:00PM**

We look forward to seeing you at Ngarri Primary School where students will have the opportunity to share their learning with their family!



Ngarri
PRIMARY SCHOOL

Inspiration starts here





NGARRI **BOOK DRIVE**

We are kindly asking for donations of high quality books appropriate for students from Foundation to Year 6 to add to our classroom libraries. We ask that these books are in good condition for students to enjoy.

**Donations can be dropped off at the front office.
Thank you!**

PHOTO DAY

COMING SOON!

Wednesday, 29th April 2026

Head to our website to view the available packages and to place your order

VISIT OUR WEBSITE & ENTER THIS CODE:

BD9JPG7E





Ngarri
PRIMARY SCHOOL

Inspiration starts here

TAEKWONDO ENROLMENT



White Belt Taekwondo Enrolment

Quick guide to beginners program
at Manor Lakes & Ngarri Branches
of City West Taekwondo

WHITE BELT TRIAL CLASSES

FIRST 3 WEEKS OF
EACH SCHOOL TERM
ONLY

Mini Stars - 5-7 years

Juniors 8-12 years

Seniors 13+ years



01

Watch a class

Come on down to meet, chat and
see us in action!

Reserve your position

Pay a \$40 deposit to reserve
2 trial classes - and we'll give you
2 FREE lessons too!

02

03

Maximum 4 week trial period

Join in. Wear stretchy, weather-
appropriate sports clothes to trial
classes. Wear flip flops and bring a
water bottle too!

Club Membership

Complete and return the Membership
form and pay the once off
\$99 Lifetime Membership Fee

04

Insurance & Registration

Complete the annual insurance
registration and payment
according to age.

05



Let's Go! Work hard, have fun
and get fit as we get ready for
belt progression!

Chief Instructor,
Anthony D'Rosario 5th Dan:
0419 598 874





Ngarri
PRIMARY SCHOOL

Inspiration starts here

TAMIL SCHOOL ADMISSION



VTA Tamil School - Manor Lakes Campus

LET'S LEARN TAMIL 2026 ADMISSIONS OPEN

Open for enrollment throughout the year.
Students can be enrolled in any term.

Australian government accredited language school



From Prep to VCE.

Classes every Saturday 9:30 am to 12:30 pm
during school terms.

Location: Ngarri Primary School,
70 Holyoake Parade, Manor Lakes

What we Offer:

- Fun & safe environment
- Ideal Student Teacher Ratio
- Activities based integrated curriculum

☎ 0458 726 954
Dhakshi Prasanna

☎ 0403 374 401
Selva

✉ ml.coordinator@vtatamilschool.org.au
✉

🌐 https://docs.google.com/forms/d/e/1FAIpQLSdADZjOAJJoToGgVXXxHBS7Qe4IZ_JXjuigO_SILnMO-LRISEUA/viewform

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Soccer training and development for children aged 18 months to 8th birthday.

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**REGISTER
TODAY!**



Limited time only. Applies to new registrations only.

Music Bus

Classes offered are:

Keyboard Ukulele
Drums Guitar

Lessons:

Will be 30 minute duration - once per week
held in the hi tech music classroom on wheels on our site



The Music Bus has opened their term 2 enrolments and are inviting new students to apply. Classes offered are: . Keyboard (Prep-y6).

Ukulele (Prep-y6).

Drums (y1-y6).

Guitar (Y2-y6)

Lessons are: * be 30 minute duration - once per week * held in the hi tech music classroom on wheels on our site * cost \$22 per week (\$24 drums) payable by the term on commencement If you wish to take part please complete this expression of interest form

<https://app.smartsheet.com/b/form/ee4627a5204c46158e1ab17e7c8069c6> .

Classes offered are: Keyboard Ukulele Drums Guitar



FREE TRIAL Exclusive Offer for NGARRIPRIMARYSCHOOL

We're excited to invite your child to a **FREE** trial basketball class, available for a limited time only! This special offer is open exclusively to students from Ngarri PS, giving them the chance to try basketball in a fun, encouraging, and

skills-focused environment.

Why Join?

- ✓ Develop confidence and teamwork
- ✓ Build coordination and fitness
- ✓ Learn basketball skills in a supportive setting
- ✓ Make new friends and have fun!



Training days **Tuesdays** and **Thursdays**



0431 019 577 / 0420 572 877

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www.stepupbasketballacademy.com.au