



Teacher: Mrs Belinda Ronnfeldt

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Points of interest

The first bell rings at 8:25am. School begins at 8:30am. Please ensure students are on time.

- Cross Country Training – starts Monday 5th Feb
- Cross Country – Tuesday 6th March
- Leadership Ceremony – Friday 9th Feb
- Breakfast Club – Tuesdays at 8am
- Harmony Day – Thursday 21st March
- Last day of term – 28th March
- Good Friday – 29th March

Specialist Lessons to remember

Homework is handed out on a Monday and due on Friday.

P.E- Monday at 11:55pm (Please wear sports uniform).

Health- Monday at 12:25pm.

Japanese- Tuesday 1:30pm

The Arts is on a Wednesday at 9:30am

Library is on a Friday at 10:00pm. Please bring a library bag to borrow.

Assembly Alternate Mondays at 1:30pm in the hall. Please check weekly update for dates.

Curriculum focus – what we will be working on in class this term.

	Content	Assessment
English	<p><u>Investigating author’s language in a familiar narrative</u> Students will read “The Twits” by Roald Dahl, and examine and analyse the language features and techniques used by the author. Students will build their understandings that texts have different text structures depending on purpose and context. They will also explain how language features, images and vocabulary are used to engage the interest of audiences. When reading, students will continue to build the skills needed to decode complex vocabulary and build their understanding of complex language structures.</p>	Students will create a new chapter for the narrative for an audience of their peers. They will plan, draft and edit their chapter and write a description for an illustration related to their writing.
Maths	<p><u>Number</u> Use their understanding of place value to represent tenths and in decimal form. Students count and represent fractions on a number line.</p> <p><u>Space</u> Students create and interpret grid references. They identify line and rotational symmetry in plane shapes and create symmetrical patterns.</p> <p><u>Statistics</u> Students create many-to-one data displays, assess the suitability of displays for representing data and discuss the shape of distributions and variation in data. They use surveys and digital tools to generate categorical or discrete numerical data in statistical investigations and communicate their findings in context.</p>	<p><u>Number</u> Assessment task — representing tenths as decimals and as fractions on a number line</p> <p><u>Space</u> Assessment task — Creating and interpreting grid references. To identify symmetry in shapes and create symmetrical patterns.</p> <p><u>Statistics</u> Assessment task — Conducting a statistical investigation to collect data, creating a many-to-one display and interpret and communicate findings.</p>

	Content	Assessment
Science	<p><u>Material Use</u> Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes.</p>	<p>Students investigate and test natural and processed materials. They then determine the properties that make them useful for different purposes and represent their findings in scientific ways.</p>
HASS	<p><u>Early Exploration and Settlement – What were the short- and long-term effects of European Settlement?</u></p> <p>Students will draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were, and continue to be, affected by British colonisation. They will make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia. Students will investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people.</p>	<p>Students will explain aspects of life before, during and after the European settlement of Australia. They will order key events in Australia's history and identify past experiences of people in Australia. Students will pose questions and locate information to answer them. They will distinguish between fact and opinion and share points of view, while respecting the views of others.</p>