



Teacher: Belinda Ronnfeldt

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**Points of interest**

The first bell rings at 8:20am. School begins at 8:30am. Please ensure students are on time.

- 22 April- ANZAC Day Parade
- 3 May- QLD Symphony Orchestra Excursion (Instrumental students only)
- 5 May- Mother's Day Stall
- 6 May- Mother's Day pop-up stall
- 10-13 May- NAPLAN- Yr. 3 & 5
- 25 May- School Photos
- 26 May – School Photos
- 6-7 June- Senior Athletics Carnival
- 20 June- Year 3-6 Disco

**Specialist Lessons to remember**

**Library** borrowing is Monday at 10:15am  
Please bring a library bag to take home a book.

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

**Music** is Tuesday 8:30am  
**P.E** is Tuesday 9:00am  
**Japanese** is Tuesday 9:30am  
**Arts** is Friday 8:30am

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

|         | <b>Content</b>   | <b>Assessment</b>  |
|---------|--|--|
| English | <p>Traditional Stories: students read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral. Students plan, create and present a traditional story which includes a moral for a younger audience.</p>   | <p>Students create and present a traditional story which includes a moral for a younger audience using software.</p>   |
| Maths   | <p>Students develop understandings of:</p> <p><b>Number and place value</b> – recognise, read and represent five-digit numbers, recall 3s, 6s and 9s facts; solve multiplication and division problems; use informal recording methods and strategies for calculations; apply mental and written strategies to computation.</p> <p><b>Fractions and decimals</b> – revisit and develop understanding of the proportion and relationships between fractions in the halves family and thirds family, count and represent fractions on number lines, represent fractions using a range of models, solve fraction problems from familiar contexts.</p> <p><b>Measurement</b> – solve problems involving time duration and convert between units of time.</p> <p><b>Chance</b> - describe possible everyday events and order their chances of occurring and identify everyday events where one cannot happen if the other happens. Identify events where the chance of one will not be affected by the occurrence of the other.</p> | <p>Students will complete short answer questions and solve problems:</p> <ul style="list-style-type: none"> <li>• using time units to measure durations of time</li> <li>• understand numbers beyond 10 000 and locate fractions on number lines</li> <li>• represent numbers to at least 10 000 in different ways</li> <li>• identify and explain chance events using mathematical language.</li> </ul> |

|            | <b>Content</b>   | <b>Assessment</b>  |
|------------|--|--|
| Science    | Students will investigate life cycles and sequence key stages in the life cycles of plants and animals. They will plant seedlings in order to observe plant life cycles, and observe how changes in conditions affect plant growth. Students will examine relationships between living things and their dependence on each other and on the environment.   | Students will understand how relationships of living things impact their life cycle. They will describe relationships that assist the survival of living things. Students will sequence key stages in a life cycle of an animal, and identify the actions being implemented by humans to protect it.   |
| HASS       | 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 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. | Students explain aspects of life before, during and after the European settlement of Australia. They order key events in Australia's history and identify past experiences of people in Australia. Students pose questions and locate information to answer them. They then distinguish between fact and opinion and share points of view, while respecting the views of others. |
| Technology | Digital Technology - Students explore and manipulate different types of data and transform data into information. They create a digital solution that presents data as meaningful information to address a school or community issue (such as how we can reduce lunch waste).  | Students collect and use available lunch rubbish data and give reasons for representing data in different ways. They evaluate and suggest changes to the information system that would better meet the need or adapt it to a different purpose. Students automate data in a spreadsheet.   |
| Health     | Culture in Australia: Positive interactions<br>In this unit, students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.   | Students identify how heritage and culture influence identity by completing a 'Me card'. They demonstrate communication skills and strategies for working cooperatively during games from the 'Be positive' collection, and observe varying emotional responses.   |