



Teacher: Mr Ben Tate

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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**29 April-** Gala Day 1**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**25-26 May-** School Photos**27 May-** Gala Day 2**3 June-** Gala Day 3**6-7 June-** Senior Athletics Carnival**20 June-** Year 3-6 Disco**22-24 June-** Year 5 Camp Goodenough**Specialist Lessons to remember****Assembly** Alternate Mondays at 1:30pm in the hall. Please check weekly update for dates.**Music** is Monday 11:45 – 12:15**P.E** is Monday 11:15 – 11:45**Library** borrowing is Wednesday at 11:45
Please bring a library bag to take home a book.**Japanese** is Tuesday 11:45 – 14:45**Art** is Friday 9:30 – 10:00**Curriculum focus – what we will be working on in class this term**

	Content	Assessment
English	In this unit, students listen to, read, view and a novel from the fantasy genre showing understanding of character development in relation to plot and setting. Students will explain how text structures assist in understanding fantasy texts. They will understand how language features, images and vocabulary can influence interpretations of characters, settings, and events.	Character Analysis: Students will analyse information from a fantasy novel to show the development of a main character. Students will analyse their ability to interpret this through a written response. Written Task: Students will create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to an appropriate setting and plot.
Maths	Number and Place Value: Students identify and describe counting patterns resulting from addition and subtraction operations. They will identify unknown quantities in number sentences involving multiplication and division. Students will create number patterns using various mathematical operations, numbers and fractions. Measurement and Geometry: Students will convert between 12-hour and 24-hour time. They will read and interpret timetables. Number and Place Value: Students identify and describe counting patterns resulting from addition and subtraction operations. They will identify unknown quantities in number sentences involving multiplication and division. Measurement and Geometry: To convert between 12-hour and 24-hour time.	Number and Place Value: Students identify and describe counting patterns resulting from addition and subtraction operations. They will identify unknown quantities in number sentences involving multiplication and division. Students will create number patterns using various mathematical operations, numbers and fractions. Measurement and Geometry: Students will convert between 12-hour and 24-hour time. They will read and interpret timetables. Number and Place Value: Students identify and describe counting patterns resulting from addition and subtraction operations. They will identify unknown quantities in number sentences involving multiplication and division. Measurement and Geometry: To convert between 12-hour and 24-hour time.

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Science	In this unit, students will describe the key features of our solar system, including planets and stars. They will discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students will pose questions, and plan and conduct investigations to answer questions and solve problems. They will decide on variables to change and measure to conduct fair tests. Students will communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.	This is a research assessment where students describe key features of the solar system. They describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems. Students communicate ideas using multimodal texts.
HASS	In this unit, students will investigate the question " <i>How do people and environments influence one another?</i> ". They will examine characteristics of places in Europe and North America and the location of their major countries in relation to Australia. Students will identify and describe the human and environmental factors that influence the characteristics of places. They will examine the interconnections between people and the environment.	Students will investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.
Technology (Digital)	Students investigate the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems. They follow, modify and design algorithms that include branching and repetition. Students develop skills in using a visual programming language within a maze game context. They work collaboratively to create a new maze game.	Students describe digital systems and their components and explain how digital systems connect together to form a network. Students create a maze game using the skills of defining, designing, implementing using visual programming, managing and evaluating.
Health	Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students will identify practices that keep themselves and others safe and well.	Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, safety and wellbeing, and demonstrate skills to work collaboratively.