Teacher: Mrs Amanda Hatzioannou   Email: ahatz4@eq.edu.au

Points of interest
30-4 ThinkUKnow Australian Federal Police Presentations Yrs 1-6
1-5 Book Fair Begins
6-5 Labour Day Public Holiday
7-5 Premiers Reading Challenge begins.
9-5 Mother's Day Stall
10-5 Mother's Day Pop Up stall
10-5 National walk Safely to school day
13-16 Karawatha Intermediate and Celtic strings/Intermediate Band
17-5 Pirate Day- Student Council dress up day- gold coin donation
22-5 National Simultaneous Story Time / Regional Cross Country
30-5 Regional Softball Trials / Japanese Manga Incursion (Yrs 4-6
3&4-6   Senior Athletics Carnival
5-5 Beats N Pieces Music Incursion P-6
6-6 QLD Day
10-11-5 School Photos
13th Subway Meal Deal
19-21-5 Year 5 Camp- Camp Good Enough
19-5 Report Cards available on QParents
20-5 Report cards emailed out
21-5 Last day of term

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

Specialist Lessons to remember

Health: Monday 9:30am – 10:00am

Library: Monday 10:00am – 10:15am
- please bring a library bag for borrowing each week

Assembly: Mondays at 1:30pm in the hall. Please check the school newsletter for dates.

P.E: Thursday 11:15 – 11:45am

Japanese: Wednesday 8:30am – 9:30am

The Arts: Wednesday 1:30pm – 2:30pm

Gala Sport Practise: Friday 1:30pm – 2:30pm

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

	Content	**Assessment**
English	In this unit, students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital, multimodal feature article, including written and visual elements, from a particular viewpoint.	**Comprehension**: Students interpret and analyse information from a feature article. **Written Task**: Students select information and create a multimodal feature article that presents a particular point of view about an issue.
Maths	**Number:** Students will check and explain the reasonableness of solutions to problems including financial contexts using estimation strategies appropriate to their learning. They will also solve problems involving division, choosing efficient strategies and using digital tools where appropriate. Students will interpret any remainder according to the problem and express the results as a whole number, decimal or fraction. Students will use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems, choosing operations and efficient calculation strategies, using digital tools and where appropriate, they will interpret and communicate solutions in terms of the situation. **Algebra:** Students will recognise and explain the connection between multiplication and division as inverse operations and use this to develop families of number facts. They will find unknown values in numerical equations involving multiplication and division using the properties of numbers and operations **Measurement and Geometry:** Students will compare 12- and 24-hour time systems and solve practical problems involving the conversion between them.	**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.

	Content	Assessment
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 "*How do people and environments influence one another?".* 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 (Design)	In this design technologies unit students will investigate the characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area. They will explore the role of people in a range of technologies occupations and the tools and techniques they use.	Students will design and make a product that supports wildlife to coexist with humans in the school environment.