



Teacher: Miss Jessica Harvey

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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.

- 23/04- ANZAC day parade
- 26/04-ANZAC Day
- 30/04-Gala Day 2
- 03/04-Labour Day
- 04/05- District Cross Country
- 14/05- Gala Day 3
- 20/05 Athletics Trials (All day)
- 21/05- Athletics Trials (1.30-2.30pm)
- 28/05- Gala Day (Term 1 make up)
- 04/05-Awesome Autistic Day
- 10 & 11/06- Senior Athletics Days
- 21/06- Harmony Day Parade
- 22/06- Instrumental Concert (9am-Hall)
- 23/06 – 25/06 – Year 5 Camp

Specialist Lessons to remember

- Library** borrowing is Friday. 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 on Thursday.
- P.E** is on Thursday.
- Japanese** is on Wednesday.

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

	Content	Assessment
English	<p>Year 4 – Students will identify and interpret persuasive language features. Students will create and present a persuasive argument.</p> <p>Year 5 - Students will identify and interpret persuasive language features. Students will write and comprehend persuasive texts.</p>	Students will create and present a persuasive argument.
Maths	<p>Year 4 Number and Algebra - To identify the relationships between odd and even numbers, identify unknown quantities and describe number patterns. Measurement and Geometry - To use and convert units of time, and solve problems involving time duration. Statistics and Probability - To identify dependent and independent events and explain the probability of everyday events occurring.</p> <p>Year 5 Number and Algebra - To identify and describe counting patterns resulting from addition and subtraction operations. To identify unknown quantities in number sentences involving multiplication and division. Measurement and Geometry - To convert between 12-hour and 24-hour time. Statistics and Probability -To mathematically describe chance experiments involving equally likely outcomes and to represent those outcomes.</p>	<p>Year 4</p> <ul style="list-style-type: none"> • Time units and duration • Investigating odd and even numbers and multiplication patterns, and finding unknown quantities • Identifying and explaining chance events <p>Year 5</p> <ul style="list-style-type: none"> • Calculating time • Counting patterns and finding unknown quantities • Describing chance and probability
Science	<p>Year 4 - To understand how relationships of living things impact on their life cycle. To describe when science is used to understand the effect of actions, and organise and communicate findings.</p> <p>Year 5 - To describe key features of the solar system. To describe how science knowledge develops from many people’s contributions and explain how scientific developments have affected people's lives and solved problems. To communicate ideas using multimodal texts.</p>	<p>Year 4 – Mapping life cycles and relationships</p> <p>Year 5 – Exploring the Solar System research task</p>

	Content	Assessment
HASS	Students will investigate factors that shape identity, the importance of laws, the significance of Cook's exploration, and impacts of the First Fleet.	Year 4 – Australia past and present Year 5 - Developing citizenship in Australia
The Arts <i>Media Arts</i>	Students will explore music video styling, concepts and production processes from ideation to creation.	To explore the purpose of music videos and work collaboratively to create a music video.
Technology <i>Digital</i>	Year 4 & 5 - Students will engage in a number of activities: <ul style="list-style-type: none"> investigating the functions and interactions of digital components and data transmission in simple networks following, modifying and designing algorithms that include branching and repetition developing skills in using a visual programming language 	Portfolio Students describe digital systems and their components and explain how digital systems connect together to form a network. Students work collaboratively to create chat bot using the skills of defining, designing, implementing using visual programming, managing and evaluating.
Health	Year 4 - Students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. Year 5 - Students recognise that emotions and behaviours influence how people interact. Students identify practices that keep themselves and others safe and well.	Collection of work
P.E	Athletics Students will participate in a unit on Athletics. They will develop skills in throwing a shot put and discus with correct technique. Students will develop long and high jump ability by performing various drills to improve run up, take-off and landing. They will learn basic field event rules and procedures, in preparation for sports day trials and competition. Students will participate in drills to develop sprinting technique leading up to performance of the 100 and 200m sprint during trials and sports day competition.	Students refine and further develop the fundamental movement skills of running, jumping and throwing and apply more complex movement patterns and technique sequences in the athletics events: sprinting, high jump and shot put.
Music	This term students will be learning about how music is used in movies to build atmosphere, emotion and represent characters and settings. Students will compose their own music to accompany and silent video using iMovie and Garage Band (Year 4) or iMovie and instruments (Year 5).	Students create atmosphere and emotion as they compose music to accompany a silent video.
Japanese	Students will explore the topic of Family Life in Japanese and use language to communicate ideas relating to the concept of family. They will also participate in a variety of cultural activities aligned with the Japanese calendar.	1. Fortnightly hiragana recognition testing. 2. Digital presentation in Japanese about own family.