



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.

15th October - Gala Day
 19th October - 6 pm True Relationships
 27th October - UPP Leadership Day
 29th October - Public Holiday
 12th November - Gala Day
 3rd December - Swimming Carnival Years 3-6
 6th December - Christian Christmas Concert
 10th December - End of Term 4

Specialist Lessons to remember

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

Japanese is on Wednesday.

Music is on Thursday.

P.E is on Thursday.

Library borrowing is on Friday. Please bring a library bag to take home a book.

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

	Content	Assessment
English	<p>Year 4</p> <p>Students will create and present a poem. They will use language features and poetic devices to extend their ideas. Students will present their poem in spoken form to a familiar audience.</p> <p>Year 5</p> <p>Students will create and present a poem utilising multi-modal elements. They will use language features and poetic devices to extend their ideas. Students will present their poem in spoken form to a familiar audience.</p>	<p><u>Year 4 and 5</u></p> <p>Written: Plan, draft, edit and publish a poem. Oral: Make a presentation in front of a familiar audience.</p>
Maths	<p>Year 4</p> <p>Students will recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students will solve simple purchasing problems.</p> <p>Year 5</p> <p>Students will add and subtract fractions with the same denominator. They will explain plans for simple budgets.</p>	<p><u>Year 4</u></p> <p>Recognising common equivalent fractions and connecting fractions and decimals - To recognise common equivalent fractions in familiar contexts. To count by quarters, halves and thirds, including with mixed numerals. To demonstrate and explain the connections between fractions and decimals to hundredths.</p> <p>Solving purchasing problems - To solve simple purchasing problems including the calculation of change.</p> <p><u>Year 5</u></p> <p>Solving fraction and decimal problems - To locate, represent, compare and order fractions and add and subtract fractions with the same denominator.</p> <p>Calculating with money - To apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.</p>

	Content	Assessment
Science	<p>Year 4</p> <p>Students will apply the observable properties of materials to explain how objects and materials can be used.</p> <p>Year 5</p> <p>Students will classify substances according to their observable properties and behaviours.</p>	<p><u>Year 4</u></p> <p>To investigate the observable properties of materials and explain how they can be used in real-life situations.</p> <p><u>Year 5</u></p> <p>To plan, conduct and evaluate an investigation. To describe and explain the physical properties of solids, liquids and gases.</p>
HASS	<p>Year 4</p> <p>Students will identify structures that support their local community. They will identify different views on how to respond to an issue or challenge. Students will develop questions to investigate and locate and collect information and data from different sources, including observations to answer these questions.</p> <p>Year 5</p> <p>Making decisions to benefit the community. Students investigate how decisions are made within a community, taking into consideration cost, trade-offs and scarcity of resources</p>	<p><u>Year 4</u></p> <p>Conduct a waste management inquiry.</p> <p><u>Year 5</u></p> <p>Explain how resources can be used to benefit individuals, the community and the environment.</p>
The Arts	<p>Year 4 and 5: Drama</p> <p>Students will use dramatic elements to devise, perform and respond to an issue identified in a poem.</p>	Not assessed
Technology	<p>Year 4 and 5: Design Technology</p> <p>Design for nature</p> <p>Students will investigate 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.</p>	<p><u>Year 4 and 5</u></p> <p>Students design and make a product that supports wildlife to coexist with humans in the school environment.</p>

