



Teacher: Miss Allison Gallagher

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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.
 Tuesday Mornings: Breakfast Club
 Wednesday's 2pm- Read to Succeed. Invitations will come home to students on Fridays
 3/2- Year 6 Leadership Day
 6/2-Cross Country Training begins / Senior Parade/Homework Club starts
 8/2-District Swimming Carnival/Read to Succeed Begins/Homework Club
 10/2- Year 5/6 Gala Day Contracts
 - Year 6 Leadership Ceremony
 13/2- whole school parade- Student council badge ceremony
 25/2- Japanese Study Tour Arrive
 27/2- Senior Parade
 10/3- Gala Day 1
 15/3 -Year 6 Camp to Emu Gully/ NAPLAN Begins
 20/3- Harmony Day Parade
 29/3- School Photo Day
 31/3- Student Council Free Dress Day/Last day of Term

Specialist Lessons to remember

Assembly: Mondays at 1:30pm in the hall. Please check the school newsletter for dates.
P.E: Monday 8:30am – 9:00am
Health: Monday 9:00 – 9:30am
The Arts: Thursday 8:30am – 9:30am
Japanese: Thursday 9:30am – 10:30am
Library: Friday at 11:15am
 • Please bring a library bag for borrowing each week.
Gala Sport Practise: Friday 1:30pm – 2:30pm

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

	Content	Assessment
English	<p>In this unit, students listen to, read, view and the novel Wonder showing understanding of character development in relation to plot and setting.</p> <p>Students will explain how text structures assist in understanding texts. They will understand how language features, images and vocabulary can influence interpretations of characters, settings, and events.</p>	<p>Character Analysis: Students will analyse information from a novel to show the development of a main character. Students will analyse their ability to interpret this through a written response.</p> <p>Written Task: Students will create a chapter of a novel, depicting contrasting characters in relation to an appropriate setting and plot.</p>
Maths	<p>Year 5</p> <p>Number and Place Value: Students order decimals and unit fractions and locate them on number lines.</p> <p>Measurement and Geometry: Students use a grid reference system to locate landmarks. They describe transformations of two-dimensional shapes and identify line and rotational symmetry.</p> <p>Statistics: Students interpret different data sets. They pose questions to gather data, and construct data displays appropriate for the data.</p>	<p>Year 5</p> <p>Number and Place Value: Students order unit fractions and decimals and locate them on number lines. They use estimation and rounding in calculations.</p> <p>Measurement and Geometry: Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry. They identify direction using compass points and grid references to locate landmarks.</p> <p>Statistics: Students pose questions to gather data, interpret data and construct data displays.</p>

	Content	Assessment
Maths	<p>Year 6</p> <ul style="list-style-type: none"> • Number and place value students will be able to identify and describe properties of prime and composite numbers, and select and apply mental and written strategies to problems involving all four operations. • Fractions and decimals – students will be able to order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity, and solve problems involving the addition and subtraction of fractions • Location and transformation – students will be able to identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants, applying one-step transformation and describe the effect of combinations of translations, reflections and rotations. • Data representation and interpretation – students will be able to revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays, identify the purpose and use of different displays, and identify the difference between categorical and numerical data. 	<p>Year 6</p> <ul style="list-style-type: none"> • To investigate integers and their everyday use. To investigate fractions, decimals and percentages and calculate a simple fraction of a quantity. • To interpret, compare and analyse data displays to make decisions. • To locate an ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations.
Science	<p>Year 5 In this unit students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.</p> <p>Year 6 In this unit students will explore the environmental conditions that affect the growth and survival of living things. They will use simulations to plan and conduct fair tests and analyse the results of these tests. Students will pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They will gather, record and interpret observations relating to their investigations. Students will consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They will recommend actions to develop environments for native plants and animals.</p>	<p>Year 5 Students analyse how the form of living things enables them to function in their environments. They use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.</p> <p>Year 6 Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. Students collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.</p>

<p>HASS (Humanities and Social Sciences)</p>	<p>Year 5 and 6 In Years 5-6, students will investigate commemorations and celebrations in their community. They will explore how to make decisions democratically, why we have rules and why people contribute to their community. Students will examine key events related to the development of British colonies in Australia after 1800 and explore the Australian gold rushes from different groups of people's perspectives. They will explore democracy in Australia and the legal system.</p> <p>Year 6 Continued In Years 6, students will investigate features of places, and compare human and environmental characteristics of places. They will explore why some places are special to people, the interconnectedness of people, places and the environment, and the importance of using places sustainably and in ways that benefit the community.</p>	<p>Year 5 Students will investigate the effects of the discovery of gold on the lives of people in Australia and explain the values and processes of Australia's democracy.</p> <p>Year 6 Students will investigate the values and processes of Australia's democracy, and the effects of the discovery of gold on the lives of Australians. Students will also explain how resources can be used to benefit individuals, the community and the environment.</p>
<p>Technology</p>	<p>Year 5 This design technologies unit students will investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene.</p> <p>Year 6 Technology – Semester 2</p>	<p>Year 5 Students will design a healthy drink that meets a specific need (refreshing; nutritious; warming) and make it safely and hygienically for a specific audience.</p>
<p>Health</p>		



