

# Year 5/6 NEWS

## CLASS TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
1 <sup>st</sup> Session	Library		HPE		
2 <sup>nd</sup> Session	Music	LOTE	LOTE		
3 <sup>rd</sup> Session	Religion				

## MATHEMATICS

### YEAR 5

#### Number and Algebra

- experiment with factors and multiples using algorithms and digital tools
- find unknowns in numerical equations involving multiplication and division
- use estimation strategies to check the reasonableness of calculations
- use mathematical modelling to solve financial and practical problems, with guidance, using natural numbers and operations, and report on insights and conclusions they reach about the context
- use proficiency with multiplication facts and efficient calculation strategies

#### Measurement

- apply an understanding of relationships to convert between 12- and 24- time

## ENGLISH

In this unit, students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot. The novel the students will be studying is *The Forests of Silence* by Emily Rodda.

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### YEAR 6

#### Number and Algebra

- solve arithmetic problems involving all four operations with natural numbers of any size
- use mathematical modelling to solve financial and other practical problems, choosing models, representations and calculation strategies and justify solutions
- extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers

#### Measurement

- use timetables to solve practical problems

25 APRIL

ANZAC Day

23 APRIL

Mackay State High School visit

6 MAY

Labour Day Holiday

10 MAY

Pioneer Valley Maths Competition & Walk Safely to School Day

20 JUNE

Show Holiday

## H A S S

In this unit, students:

- investigate a familiar community or regional economics or business issue that may affect the individual or the local community
- examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs
- identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment
- recognise the reasons businesses exist and the different ways they provide goods and services
- present findings and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.

## S C I E N C E

In Term 2, Year 5's will describe how weathering, erosion, transportation and deposition cause slow or rapid change to the Earth's surface. The Year 6 students will describe the movement of Earth and other planets relative to the sun and model how Earth's tilt, rotation on its axis and revolution around the sun relate to cyclic observable phenomena, including variable day and night length

## H E A L T H & H P E

This term, students will be refining and modifying movement skills to Athletics activities such as: running (sprinting), throwing (shot put) and jumping (long jump & high jump). It is fundamental for students to wear a hat and bring a water bottle to PE to ensure they can stay sun safe, hydrated and in the learning space at all times.

As part of the Health unit, students will be learning to explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe. Students will learn to recognise bullying, sexual harassment and assault in various contexts, how to respond to and report such risky situations to people they trust and can communicate with. Students will roleplay different scenarios involving risky situations, and explain help seeking strategies to keep themselves and others safe.

Those students who do demonstrate positive participation for the entire hour of HPE will be invited to play in the 'BONZA behaviour' zone on their designated day each week as a reward for their efforts.

## V I S U A L A R T

Students explain the ways that visual conventions, visual arts processes and materials are used in artworks they create and/or experience. They describe how artworks created across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They describe how visual arts are used to continue and revitalise cultures. Students develop and document ideas for their own artworks. They select and use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They present documentation and artworks that communicate ideas, perspectives or meaning in informal and/or formal settings.

## M U S I C & D R A M A

In Music this term students will identify and describe features of music that create effects, including ways in which the elements of music can be manipulated, use of compositional devices and specific instrumental techniques. Students will also explore an understanding of form and structure by discussing different processes for writing lyrics that tell a story. In Drama students will explore how performances that tell stories maintain culture.

