

Term 2 Newsletter

Year 5A



General Information

Dear 5A Parents,

I would like to thank you for your support during Term One and look forward to another busy and engaging Term.

Thank you to families who have returned the Capricorn Cave's Camp Expression of Interest / Special Dietary Requirement slip to the school office. This slip is due back by Friday 26 April in order for camp arrangements to proceed further. A deposit of \$50 is also required by Friday 26 April. This payment indicates your commitment for your son/ daughter to attend the Year 5 camp from Monday 26 August to Wednesday 28 August. Further notes will be sent home this term providing you with more camp details, the final pricing, a 'What to pack' list and a student health record form that needs to be completed and returned to school promptly.

Reading is a major focus at Walkerston State School across all KLA's on a daily basis. For Homework, it is also an expectation that students read. Each week, students are encouraged to record the book /pages that they have read in their school diary.

I have outlined below some important information:

Tuckshop days - Monday, Wednesday and Friday

Homework - handed out on a Monday; due back on a Friday

Diaries at school each day.

Parade – Monday

Music – Monday

Religion – Monday

Monday afternoons – Mrs Scott is unavailable from 3pm – staff meeting

LOTE – Monday and Tuesday

Library – Tuesday

Instrumental Students – Tuesday

Intervention lessons– Tuesday, Wednesday, Thursday and Friday

Literacy Support lessons – Wednesday and Thursday

Tech session slots – Wednesday and Thursday

CQ Virtual Stem Academy lesson - Thursday

PE – Thursday

Year 5 Capricorn Caves Camp note returned and deposit (\$50) paid – Friday 26 April – Week 2

Labour Day Public Holiday – Monday 6 May – Week 4

P and C Mother's Day Stall – Thursday 9 May – Week 4

National Walk Safely to School Day – Friday 10 May – Week 4

Pioneer Valley Maths Competition – Friday 10 May – Week 4

Fan Fare – Thursday 16 May – Week 5

Term 2 Newsletter

Year 5A



Under 8's Community Event (proposed)- Tuesday
21 May – Week 6

Mega Chorus – Thursday 23 May – Week 6

WSS Athletic Carnival – Friday 24 May – Week 6

Capricornia Cross Country Trials – Tuesday 4 June
– Week 8

Queensland Day – Thursday 6 June – Week 8

Instrumental Camp (selected students) – From
Sunday 9 June to Wednesday 12 June – Week 9

Pioneer Valley 1500 m – Thursday 13 June –
Week 9

Pioneer Valley Track and Field – Friday 14 June –
Week 9

Grant Rovelli Rugby League – Friday 21 June –
Week 10

Netball Gala Day – 11's and 12's – Friday 21 June
– Week 10

Reports e-mailed to Parents/ Caregivers – to be
advised

**To all 5A Mothers / Step Mums / Carers and
Grandmothers**



From Mrs Scott

English –Writing (Linked to HASS and Visual Arts)

Persuasive oral speech (Summative) **Written Text**
(Monitoring)

Students will create and deliver a persuasive spoken text for a particular audience, using features of voice. They will develop and expand on ideas and opinions, using supporting details from topics or texts. Students will use different text structures to organise, develop and link their ideas and use language features including topic-specific vocabulary and modality.

Assessment

Why the residents of Walkerston must coexist with the **Black Flying Foxes at Kirkup Bridge (Bakers Creek)**.

Maths

In this unit, the students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations in these strands:

Number and Algebra and Measurement

It is an expectation that students learn their weekly multiplication and division facts for Homework in addition to completing the given multiplication / division homework exercise sheets.

The students will undertake the following **two Maths Assessment tasks in Term Two**.

Number and Algebra Assessment Task 2.1 – Finding unknowns, using estimation strategies and planning an event using mathematical modelling.

Term 2 Newsletter

Year 5A



To find unknowns in equations involving multiplication and division, and check the reasonableness of calculations.

To use mathematical modelling to plan a fundraising activity to make a profit.

Measurement Assessment Task 2.2 – Converting between 12- and 24-hour time

To convert between 12-hour and 24-hour time.

Students will also be monitored on demonstrating:

Exploring factors and multiples and using proficiency with multiplication facts.

Science

Solids, Liquids and Gases (Sustainability focus)

In this unit, students will broaden their classification of matter to include solids, liquids and gases. They will understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. They will relate the particulate arrangement of solids, liquids and gases to their observable properties.

In small, supervised groups, students will undertake an investigation to propel a plastic bottle vehicle by combining a household solid and liquid that produces a gas for its momentum.

Assessment task (Summative and Formative Assessment Tasks)

Task Requirement: Students will use one household liquid (vinegar) and one household solid (bicarbonate of soda) to produce a gas.

- Students collect data, describe patterns of data and trends
- Compare 1st and 2nd trial.
- Make a reasoned prediction and draw a reasoned conclusion
- Explain observable properties of solids, liquids and gases by modelling the motion and arrangement of particles
- Construct representations to organise data and information and describe patterns, trends and relationships
- Identify patterns and relationships and make reasoned predictions
- Pose questions for further investigation and draw reasoned conclusions

Visual Arts – Flying Fox Sculpture (Linked to HASS and English)

Assessment task

The students will create a sculpture that expresses a personal view about the Black Flying Fox colony at Walkerston (next to Kirkup Bridge). The sculpture must communicate a clear message that Walkerston residents must co-exist with the Black Flying Fox colony in this area.

Term 2 Newsletter

Year 5A



HASS

Flying Fox colonies at Walkerston (Sustainability focus)

(Linked to English and Visual Arts)



Assessment

PURPOSE: Investigate the characteristic of place (Kirkup Bridge), where colonies of flying foxes and Walkerston residents inhabit.

- Explain the influence of people.
- How do people co-exist with the Black Flying Foxes?

Part A - Monitoring Strategy – Students will evaluate information and data to identify and describe patterns or trends.

The students will use a table to collect data (assessed in Science).

Part B - Summative Assessment – Students will explain the interconnections; will explain the influence of people on the characteristic of place and how the environment is managed.

PART C- Monitoring Strategy -Students will consider the criteria and will propose actions and responses (assessed in English spoken Oral)

- Why and how do people co-exist with the Black Flying Fox colonies at Walkerston?

English- Reading

The teaching of Reading will continue to be a major focus at Walkerston State School across all learning areas and will vary from whole class, to groups, to pairs to one on one in 5A's classroom. Research skills will be developed further as students will locate, gather, organise, analyse and make meaning of information and sources in Science, English and HASS Term Two units.

Whole Class Novel – Rowan of Rin (not assessed)

Examining media texts

(Black Flying Fox integration focus with Writing, HASS and Visual Arts)

In this unit, students will read, view and comprehend texts created to inform and persuade audiences and will use phonic and vocabulary knowledge. The students will apply comprehension strategies, focussing on particular viewpoints portrayed in a range of media texts. They will explain how characteristic text structures support the purpose of a persuasive feature article and how the ideas are developed. The students will explain how language features and visual features contribute to the effect and meaning of an informative text.

Assessment task

Read and answer short responses to set questions to analyse the persuasive feature article- 'Larossa Bay Residents Kick Up a Stink.'

Term 2 Newsletter

Year 5A



The students will:

Read the feature article independently

Answer literal and implied comprehension questions.

Explain how the author uses language features to position the reader.

Nations Australian composers and performers are using in their work. They will also investigate how music is being used to maintain and revitalise knowledge and use of First Nations Australian languages.

Online Japanese

Students will be involved in 2 x 45 minute weekly online lessons on Collaborate Ultra in Q LEARN. All students require a working headset (that includes a microphone). During Term Two, the students will continue learning and extending on their Japanese skills.

For assessment, the students will respond to questions in Hiragana and Kanji. They will answer questions about their name. Using handwritten script and a given template, the students will complete sentences. The students are allowed Open Book as a condition for Term Two's Assessment task.

Music and Drama

In Drama this term, the students will experiment with empathy to develop characters and relationships in scripted drama. Students will develop a new scene to a given script – The Helicopter Rescue. Students will focus on communicating with the audience by memorising lines in rehearsal and use props, costumes and sound to enhance dramatic action.

In Music, the students will investigate the range of music styles and instruments that living First

HPE

This term, students will be learning how to refine and modify movement skills to Athletics activities such as: running (sprinting), throwing (shot put) and jumping (long 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 offline. Students will learn how to recognise, respond, report risky situations in offline contexts 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.