



Learning Update #3

Year 5 Term 3 Teaching and Learning – here’s what’s happening in class

| Dates & Events; Term 3 | Learning – Term 3 |
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| Diary – Term 3 – Year 5 | Subject Topics – what we are teaching |
| <ul style="list-style-type: none"> • 31st July • 30th July – 2nd Aug • 2nd – 3rd Aug • 8th Aug • 14th Aug • 15th Aug • 16th Aug • 17th Aug • 24th Aug • 31st Aug • 3rd Sept • 7th Sept • 10th – 13th Sept • 15th Sept (Saturday) | <ul style="list-style-type: none"> • English: Unit 3: ‘Exploring narrative through novels and film’ • Mathematics: Topics in mathematics can last a couple of days, a week, or a fortnight depending on their complexity. These concepts are then built on throughout the year, and revisited as students build skills across their schooling. • Science: Unit 3: ‘Now you see it’ • German (LOTE): ‘Discovering a new animal’ • HASS Unit 3: ‘Australian communities of the future’ (new Australian Curriculum Unit trial) • HPE (Physical Activity): ‘Built for b-ball and n-ball’ (new AC unit trial) • The ARTS (Music): ‘Going to the movies’ (new AC unit trial) • Technology: ‘Designing a pot for a plant (for the fete plant stall)’ |
| <ul style="list-style-type: none"> • ICAS English • Bramble Bay Schools Music Festival • Bramble Bay Track & Field Athletics Carnival • NAIDOC Assembly • ICAS Maths • EKKA Holiday • Science Week Show – Street Science • Chappy Disco • Interschool Sport • Father’s Day Sausage Sizzle • Interschool Sport • Parent Teacher Interview bookings close • Interschool Sport • Parent Teacher Interviews • BHSS Spring Fest Fete | |

Spring Fest Fete

Class Contributions – 15th September

Classes are preparing for our biennial BHSS P&C Springfest Fete fundraiser. Your volunteering skills are required to help with

- Running the Year 5 ‘Growing Trees’ plant stall
- Donating materials (see the newsletter for what to collect and send to school each week)
- Watching students perform roles in music ensembles and performance troupes in the entertainment programme for the day.

Parent Teacher Interviews

Parent Teacher Interviews – Week 9 (10th – 13th September)

Bookings will open on the 27th August, with details on how to register online, and login and book a time with your child’s teacher being provided on a note coming home with each child. Late bookings can be made through contacting Mr. Taylor at mtayl70@eq.edu.au.

Interviews are 15 minutes long, and cover the general progress your child is making academically and in supporting daily learning routines and expectations. This is a great chance to chat to your child’s teacher about how you can support the goals your child has in reading.

Keeping in Touch

Be a part of the life of our school.

Term Three 2018

- Our P&C meetings
- Tuckshop roster
- Weekly Assemblies

Teacher contacts:

- 4/5B: cboyd30@eq.edu.au
 5C: zacow0@eq.edu.au
 5M: kcue4@eq.edu.au
 5S: kstok28@eq.edu.au

Key information sources

- Our School Newsletter ([sign up @ the BHSS website](#))
- Our School website www.baldhillss.eq.edu.au
- The Q-Schools App
- Twitter @BHSSPrimary
- Ring to explain absences to our office (3869 5555)
- Email our school’s front desk at admin@baldhillss.eq.edu.au

Homework

Homework tasks are set on a Friday and are due by the following Friday. Homework is usually designed to be additional practice of material already covered in class. Sometimes the task has been begun in class, and needs completion at home.

If the set work is causing conflict in your house, or you need to check in about an issue, please contact your class teacher to sort things out.



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| <p>ENGLISH – ‘Exploring narrative through novels and film’</p> <p>Students listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of positioning of characters in a chosen film through a viewing comprehension. Students create a written comparison of a novel and the film version of the novel.</p> | <p>Year Five English – Assessment</p> <p>Assessment 2: Narrative: Format: Written; Students construct a written comparison of the novel and film versions of <i>Storm Boy</i>.</p> <p>Assessment 2: Narrative: Format: Oral presentation; Students participate in a spoken panel discussion to review the film <i>Storm Boy</i>.</p> <p>Assessment 3: Reading/Viewing/Listening; Format: PROBE2 / PAT-R standardised passage; Students are asked to read a short passage aloud to the teacher and then answer comprehension questions about it.</p> |
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| <p>MATHEMATICS</p> <p>In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.</p> <p>Through the proficiency strands – <i>Understanding, Fluency, Problem solving</i> and <i>Reasoning</i> students have opportunities to develop understandings of the topics of <i>Number and place value, Fractions and decimals, Using units of measurement, Chance, and Data representation and interpretation.</i></p> | <p>Mathematics – Assessment</p> <p>Assessment 1: Applying shape, angle and transformation concepts; Short answer questions; Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representation. Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry.</p> <p>Assessment 2: Monitoring tasks: Identifying and describing factors and multiples; connecting 3D objects with their 2D representations; and solving simple problems involving the four operations.</p> |
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| <p>SCIENCE – ‘Now you see it.’</p> <p>Students investigate the properties of light and the formation of shadows.</p> | <p>Science – Assessment</p> <p>Assessment: The aMAZEing trick; Short answer questions; Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light.</p> <p>They discuss how scientific developments have affected people’s lives and help us solve problems. Students describe ways to improve the fairness of their investigation and communicate ideas and findings.</p> |
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| <p>HASS (Humanities and Social Sciences) – ‘Australian communities of the future’</p> <p>Inquiry question: <i>What is the relationship between environments and my role as a consumer?</i></p> <p>Students investigate familiar personal and community economics and how a variety of factors influence consumer choices, and that different strategies can be used to help make informed personal consumer and financial choices.</p> |
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| <p>GERMAN – ‘Discovering a new animal’</p> <p>Students work on a research project identifying an animal that they have discovered. They present this information in booklet form. Students will plan and develop their project independently and organise research details and results logically. They present their findings at a ‘Science Conference’.</p> |
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| <p>HPE (Physical Activity) – ‘Built for B-ball and N-ball’</p> <p>Students identify and explain the health-related fitness components used in basketball and netball. They practice and make purposeful refinements to basketball and netball skills, and implement offensive and defensive strategies to achieve outcomes in court-based team ball sports.</p> |
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| <p>THE ARTS (Music) – ‘Going to the movies’</p> <p>Students make and respond to music exploring pieces of music that tell a story, and music that appears in film. Students further develop their understanding of the elements of music. They clap & notate rhythmic patterns using ‘ta’, ‘ti ti’, ‘tika tika’, ‘tie’, ‘minim’ & ‘sa’ in more complex patterns & continue to play simple melodic patterns on the recorder.</p> |
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| <p>Technology – ‘Designing a plant pot for the fete stall’</p> <p>Students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use to design a pot for a plant, to be sold at the Spring Fest fete.</p> |
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