



# Learning Update # 1

Year 4-5B Term 1 Teaching and Learning – here’s what’s happening in class

Dates & Events; Term 1		Learning – Term 1
<b>Diary – Term 1 – Year 4-5</b>		<b>Subject Topics – what we are teaching</b>
• 31 <sup>st</sup> Jan:	• Parent Information Evening – in classrooms	<ul style="list-style-type: none"> <li>• <b>English:</b> ‘The Magician’s Nephew’</li> <li>• <b>Mathematics:</b> Topics in mathematics can last a couple of days, a week, or a fortnight depending on their complexity. These concepts are then built on in the next unit later in the term, and revisited as students build skills across their schooling.</li> <li>• <b>Science:</b> Year 4: ‘Here Today, Gone Tomorrow’; Year 5: ‘Survival in the Environment’</li> <li>• <b>German (LOTE):</b> ‘Guten tag Deutschland’</li> <li>• <b>HASS Year 4:</b> ‘Australia Before, During and After European Settlement’; Year 5: : ‘People and the Environment’ (new Australian Curriculum Unit trials)</li> <li>• <b>HPE (Health):</b> Year 4: ‘Myself and Others’; Year 5: ‘Developing Leadership Skills’</li> <li>• <b>HPE (Physical Activity):</b> ‘Fitness Fun &amp; Cross Country’ (new Australian Curriculum Unit trial)</li> <li>• <b>The ARTS (Music):</b> ‘Let’s Celebrate, Let’s Remember’ (new AC unit trial)</li> </ul>
• 9 <sup>th</sup> Feb:	• Bramble Bay Districts Swimming	
• 14 <sup>th</sup> Feb:	• Assembly – Investiture ceremony	
• 14 <sup>th</sup> Feb (after school) to 16 <sup>th</sup> Feb:	• Music Camp, Brookfield QCCC	
• 21 <sup>st</sup> Feb:	• School Photos	
• 22 <sup>nd</sup> Feb:	• Year 4 Kumbartcho excursion	
• 9 <sup>th</sup> Mar:	• Chappy Disco (tbc)	
• 19 <sup>th</sup> – 21 <sup>st</sup> Mar:	• Year 5 Camp	
• 29 <sup>th</sup> Mar:	• School Cross Country & Fun Run	

## How we programme learning in our Year 4&5 class

The programme is carefully balanced to take into account the needs of the students to cover the curriculum, and the availability of our staff. As you read on in this newsletter, you’ll see that some subjects take place with both year levels in the classroom with Ms Boyd, and the Year 5s move to their cohort classes for other subjects.

Classes where both year levels are together: English, Maths, German, Physical Activity, Library, and Music.

Classes where Year 5s move to be with the other Year 5 classes: Science, HASS, and Health, and some excursions too (Year 4 to Kumbartcho, Year 5 to Camp this term).

Keeping in Touch	Homework
<p><b>Be a part of the life of our school.</b></p> <p><b>Term One 2018</b></p> <ul style="list-style-type: none"> <li>• Our P&amp;C meetings</li> <li>• Tuckshop roster</li> <li>• Weekly Assemblies</li> </ul> <p><b>Teacher contacts:</b></p> <p>4/5B: <a href="mailto:cboyd30@eq.edu.au">cboyd30@eq.edu.au</a></p> <p>4C: <a href="mailto:cborr6@eq.edu.au">cborr6@eq.edu.au</a></p> <p>4K: <a href="mailto:gjkru0@eq.edu.au">gjkru0@eq.edu.au</a></p> <p>4W: <a href="mailto:awhin3@eq.edu.au">awhin3@eq.edu.au</a></p> <p>5C: <a href="mailto:zacow0@eq.edu.au">zacow0@eq.edu.au</a></p> <p>5M: <a href="mailto:kcue4@eq.edu.au">kcue4@eq.edu.au</a></p> <p>5S: <a href="mailto:kstok28@eq.edu.au">kstok28@eq.edu.au</a></p>	<p>Homework tasks are set on a Friday and are due by the following Friday.</p> <p>Homework tasks</p> <ul style="list-style-type: none"> <li>• Maths activities (‘chili’ questions) linked to class work</li> <li>• Minimum of 15 minutes a night reading to an adult to be recorded in a reading log at the back of the homework.</li> </ul> <p>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.</p> <p>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.</p>
<p><b>Key information sources</b></p> <ul style="list-style-type: none"> <li>• Our School <b>Newsletter</b> (<a href="#">sign up @ the BHSS website</a>)</li> <li>• Our School <b>website</b> <a href="http://www.baldhillss.eq.edu.au">www.baldhillss.eq.edu.au</a></li> <li>• The Q-Schools <b>App</b></li> <li>• <b>Twitter</b> @BHSSPrimary</li> <li>• Ring to explain absences to our office (3261 1554)</li> <li>• Email our school’s front desk at <a href="mailto:admin@baldhillss.eq.edu.au">admin@baldhillss.eq.edu.au</a></li> </ul>	

## Specialists Weekly Timetable

	4B	4A	4W	4/5B	5C	5M	5S
<b>Phys Ed</b>	Wednesday	Tuesday	Tuesday	Monday	Wednesday	Monday	Wednesday
<b>Music</b>	Tuesday	Thursday	Thursday	Tuesday	Monday	Thursday	Music
<b>Library</b>	Friday	Tuesday	Tuesday	Monday	Tuesday	Monday	Friday
<b>German</b>	Tuesday	Wednesday	Wednesday	Tuesday	Monday	Tuesday	Tuesday

## ENGLISH – ‘The Magician’s Nephew’

Students share and read *The Magician’s Nephew* by C. S. Lewis. Students explore a range of non-stereotypical characters and elaborated events, including flashbacks and shifts in time in junior and early adolescent novels. Students create an imaginative narrative, which explores themes of interpersonal relationships and ethical dilemmas between two characters in real-world or fantasy settings.

## English – Assessment

Assessment 1: **Reading/Viewing/Listening**; *Format: PROBE2 / PAT-R standardised passage*; Students read a short passage aloud to the teacher and then answer comprehension questions about it.

Assessment 2: **Imaginative Narrative**; *Format: Written*; Write a new chapter for ‘The Magicians Nephew’ with a fresh trick.

Assessment 3: **Informative: Presentation**; *Format: Spoken/signed*; present a traditional story.

## MATHEMATICS

Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the proficiency strands – *Understanding, Fluency, Problem solving and Reasoning* students have opportunities to develop understandings of the topics of *Number and place value, Patterns and algebra, Using units of measurement, Geometric Reasoning, and Chance.*

## Mathematics – Assessment

Assessment 1: **Interpreting data and posing questions to collect data**; *Format: Short answer questions*; Students classify and interpret data and pose questions to gather data.

Assessment 2: **Solving simple multiplication, division and fraction problems**; *Format: Short answer questions*; Students solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. Students locate, represent, compare and order fractions and add and subtract fractions with the same denominator.

## SCIENCE

### Year Four – ‘Here Today, Gone Tomorrow.’

Students explore natural processes and human activity that cause weathering and erosion of Earth’s surface.

### Year Four Science – Assessment

Assessment: **Investigating soil erosion**; *Investigation*; Students describe the natural processes and human activity that cause changes to the Earth’s surface. They plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.

### Year Five – ‘Survival in the Environment.’

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

### Year Five Science – Assessment

Assessment: **Creating a creature**; *Multimodal presentation*; 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.

## HASS (Humanities and Social Sciences)

### Year Four – ‘Australia before, during and after European settlement’

Students draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of terra nullius; analyse the experiences of contact between Australia’s First Peoples and others, and the effects these interactions had on people and the environment; make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia; investigate the experiences of European explorers, convicts, settlers and Australia’s First Peoples, and the impact colonisation had on the lives of different groups of people; examine the purpose of laws and distinguish between rules and laws; explore the diversity of different groups in their local community; consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.

### Year Five – ‘People and the Environment’

Inquiry question: *How do people and environments influence one another?* Students investigate the characteristics of places in Europe and North America and the location of their major countries in relation to Australia. They explore the human and environmental factors that influence the characteristics of places and the interconnections between people and environments.

## GERMAN – ‘Guten Tag Deutschland.’

Students explore the language and cultural practices around greetings and self-introductions in Germany. Students learn greetings in German. They learn to give their name and their age and learn about numbers and colours.

## Health

### Year Four – ‘Personal Development; Myself and Others’

In this unit students investigate the personal traits and social factors which influence the development of their own and other’s identities.

### Year Five – ‘Developing Leadership Skills’

Students explore the dimensions and skills required for effective leadership in a variety of settings. In particular, they reflect upon what it takes to build teams and support others around achieving strategic goals, and how to demonstrate this leadership when on camp.

## Physical Activity

### ‘Personal Fitness & Cross Country.’

Students will examine the benefits of being healthy and physically active, and how they relate to endurance running, and skipping. Students will practice and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences.

Students will examine the benefits of being healthy and physically active, and how they relate to endurance running.

## THE ARTS (Music)

### Year Five – ‘Let’s Celebrate, Let’s Remember’ (until ANZAC Day)

In this unit, students make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world

Students engage with the elements of music to sing, play and listen to music. They read and write treble clef notes and play simple melodic patterns on recorder using B, A, G, C and D’.

