



Learning Update #2

Year 4-5B Term 2 Teaching and Learning – here’s what’s happening in class

Dates & Events; Term 2		Learning – Term 2
Diary – Term 2 – Year 4-5		Subject Topics – what we are teaching
• 19 th April:	• School Cross Country & Fun Run	<ul style="list-style-type: none"> • English: ‘Persuasive texts’ • 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 in the next unit later in the term, and revisited as students build skills across their schooling. • Science: Year 4: ‘Fast Forces; Year 5: ‘Our Place in the Solar System’ • German (LOTE): ‘I’m an Individual’ • HASS Year 4: ‘Australia Before, During and After European Settlement’; Year 5: : ‘Managing Australian Communities’ (new Australian Curriculum Unit trials) • HPE (Health): Year 4: ‘Positive Interaction’; Year 5: ‘Healthy Habits’ • HPE (Physical Activity): ‘Athletics Spectacle – Sports Day Preparation’ (new AC Unit trial) • The ARTS (Music): ‘Let’s Celebrate, Let’s Remember’ (new AC unit trial)
• 20 th April	• NRL Training with Mr David Stagg • Parent Teacher Interview bookings close	
• 24 th April:	• School ANZAC Assembly	
• 25 th April	• ANZAC Day holiday	
• 27 th April	• Practice games for Interschool sport	
• 30 th April – 3 rd May	• Parent Teacher Interviews (book online – link on the school website, bottom RHS)	
• 2 nd May	• Turrbal Trail Assembly	
• 15 th – 18 th May	• Year 5 NAPLAN Testing 2018	
• 23 rd May	• Chappy Week assembly	
• 24 th May	• Yr 5 ‘Raw Art’ Incursion	
• 29 th May	• ICAS Science assessment (register @ office) • String Soiree (BHSS Hall)	
• 1 st June	• Weekly Interschool Sport begins	
• 18 th June	• Athletics – Senior 800m run	
• 19 th June	• Yr 4 <i>St Helena Island</i> History Excursion	
• 22 nd June	• Talent Night Show – BHSS Hall	
• 26 th June	• Senior Sports Day	

Parent Teacher Interviews & Reporting – Term 2

Parent Teacher Interviews – Week 3 (30th April to 3rd May)
 Bookings opened online during the Easter Break, with details on how to register, login and book a time with your child’s teacher provided on a note that came 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 adjusting to school and classroom routines and expectations. Chat to your child’s teacher about the goals your child has in reading.

Student Progress reports
 These reports provide you with information about how your child has achieved when their work in each subject area is assessed against the Australian Curriculum standards. A general comment and behaviour comment is also provided, as well as a summary of attendance.

Reports are emailed to parents on the last Thursday of the term, and an opportunity to talk about how best to help your child happens with Parent Teacher Interviews towards the end of Term 3.

NAPLAN 2018

NAPLAN is in Week 5 of this term. We hope that all students are excited about NAPLAN again, and that we can remind them that we are all well-prepared for it.

All they have to do is **try their best!**



Keeping in Touch

Be a part of the life of our school.

Term Two 2018

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

Teacher contacts:
 4/5B: cboyd30@eq.edu.au
 4C: cborr6@eq.edu.au
 4K: gjkru0@eq.edu.au
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 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 (3261 1554)
- Email our school’s front desk at admin@baldhillss.eq.edu.au

Homework

Homework tasks are set on a Wednesday and are due by the following Wednesday.

Homework tasks

- Maths activities (‘chili’ questions) linked to class work
- Minimum of 15 minutes a night reading to an adult to be recorded in a reading log at the back of the homework.

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.

ENGLISH – ‘Persuasive texts’

Students listen to, read, view, interpret and evaluate a range of informative texts, including various types of media texts, newspapers, film, digital and nonfiction texts.

They participate in a group debate and create an informative report using technical and content information about a topic of interest.

English – Assessment

Assessment 1: **Oral Language**; *Format: Spoken/signed*; Students participate in a small group debate about a given topic (e.g. *Should homework be banned?*).

Assessment 2: **Written Article**; *Format: Written*; Students create a feature article using technical and content information about a topic of interest (e.g. *Should flying foxes be relocated?*).

Assessment 3: **Reading/Viewing/Listening**; *Format: PROBE2 / PAT-R standardised passage*; Students identified by teachers from classroom observation to have demonstrated significant learning steps are asked to read a short passage aloud to the teacher and then answer comprehension questions about it.

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: **Multiplicative reasoning & factors**; *Short answer questions*; Students solve multiplication and division problems by efficiently and accurately. They locate, represent, compare and order fractions and add and subtract fractions with the same denominator.

Assessment 2: **Generation Geometry**; *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.

SCIENCE

Year Four – ‘Fast Forces’

Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects.



Year Four Science – Assessment

Assessment: **Investigating contact and non-contact forces**; *Format; Experimental investigation*; Students conduct an investigation about how contact and non-contact forces are exerted on an object. They design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.

Year Five – ‘Our Place in the Solar System.’

Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people.

Year Five Science – Assessment

Assessment: **Our Solar System**; *Format; Short Answer Questions*; Students demonstrate their knowledge of the solar system. They locate information to compare and contrast two planets.

HASS (Humanities and Social Sciences)

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

Inquiry question: *What were the short- and long-term effects of European settlement?* Students explore the diversity of different groups within their local community. They consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.

Year Five – ‘Managing Australian Communities’

Inquiry question: *How are people and environments managed in Australian communities?* Students investigate how places are affected by the interconnection between people, places and environments.

GERMAN – ‘I’m an Individual’ and ‘Animals and their Habitats’

Students learn language to describe themselves – eye colour, hair colour, where they live, interests, favourite colour and favourite sport. Students explore the language and cultural practices related to sharing personal information about oneself in Germany and Australia. They listen to and interact with a range of texts with a focus on describing and identifying people.

Students will continue to engage with a range of texts with a focus on animals’ habitat, food, their senses and physical features. They continue to work on numbers. Students will continue to work on identifying and describing animals (colour, size, where they come from, what they eat).

HPE (Health) – ‘Positive Interactions’ and ‘Healthy Habits’

Students investigate how heritage and culture contribute to identity. They investigate how emotional responses vary and explore how they support positive interactions.

Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing.



HPE (Physical Activity) – ‘Athletics Spectacle – Sports Day Preparation’

Students further develop skills for a range of running and field events, working towards preparing for Sports Day. They practice and make purposeful refinements to skills for athletic field and running events.

THE ARTS – (Music) – ‘Let’s Celebrate, Let’s Remember’ (until ANZAC Day), and ‘Rhythmic Riot’

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 make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.

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’.

THE ARTS – (Visual Arts) – ‘Using visual arts elements’

Students use line, colour, shape and texture to create art works that express their ideas and feelings.

