



# Learning Update # 1

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

Dates & Events; Term 1	Learning – Term 1
<b>Diary – Term 1 – Year 5</b>	<b>Subject Topics – what we are teaching</b>
<ul style="list-style-type: none"> <li>• <b>31<sup>st</sup> Jan:</b> <ul style="list-style-type: none"> <li>• Parent Information Evening – in classrooms</li> </ul> </li> <li>• <b>9<sup>th</sup> Feb:</b> <ul style="list-style-type: none"> <li>• Bramble Bay Districts Swimming</li> </ul> </li> <li>• <b>14<sup>th</sup> Feb:</b> <ul style="list-style-type: none"> <li>• Assembly – Investiture ceremony</li> </ul> </li> <li>• <b>14<sup>th</sup> Feb (after school) to 16<sup>th</sup> Feb:</b> <ul style="list-style-type: none"> <li>• Music Camp, Brookfield QCCC</li> </ul> </li> <li>• <b>21<sup>st</sup> Feb:</b> <ul style="list-style-type: none"> <li>• School Photos</li> </ul> </li> <li>• <b>28<sup>th</sup> Feb:</b> <ul style="list-style-type: none"> <li>• Year 1, 3, &amp; 5 Assembly</li> </ul> </li> <li>• <b>9<sup>th</sup> Mar:</b> <ul style="list-style-type: none"> <li>• Chappy Disco (tbc)</li> </ul> </li> <li>• <b>19<sup>th</sup> – 21<sup>st</sup> Mar:</b> <ul style="list-style-type: none"> <li>• Year 5 Camp</li> </ul> </li> <li>• <b>29<sup>th</sup> Mar:</b> <ul style="list-style-type: none"> <li>• School Cross Country &amp; Fun Run</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>English: Unit 1:</b> ‘Imaginative Narrative: Relationships and problems in stories’</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: Unit 1:</b> ‘Survival in the Australian environment.’</li> <li>• <b>German (LOTE):</b> ‘Animals Adapt’</li> <li>• <b>HASS (History/Geography) Unit 1:</b> ‘People and the Environment’ (new Australian Curriculum Unit trial)</li> <li>• <b>HPE (Health):</b> ‘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>

Keeping in Touch	Homework	
<b>Be a part of the life of our school.</b>	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.	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Term One 2018</b> <ul style="list-style-type: none"> <li>• Our P&amp;C meetings</li> <li>• Tuckshop roster</li> <li>• Weekly Assemblies</li> </ul> <b>Teacher contacts:</b>            4/5B: <a href="mailto:cboyd30@eq.edu.au">cboyd30@eq.edu.au</a>            5C: <a href="mailto:zacow0@eq.edu.au">zacow0@eq.edu.au</a>            5M: <a href="mailto:kcue4@eq.edu.au">kcue4@eq.edu.au</a>            5S: <a href="mailto:kstok28@eq.edu.au">kstok28@eq.edu.au</a> </td> <td style="width: 50%; vertical-align: top;"> <b>Key information sources</b> <ul style="list-style-type: none"> <li>• Our School Newsletter (<a href="#">sign up @ the BHSS website</a>)</li> <li>• Our School website <a href="http://www.baldhillss.eq.edu.au">www.baldhillss.eq.edu.au</a></li> <li>• The Q-Schools App</li> <li>• Twitter @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> </td> </tr> </table>		<b>Term One 2018</b> <ul style="list-style-type: none"> <li>• Our P&amp;C meetings</li> <li>• Tuckshop roster</li> <li>• Weekly Assemblies</li> </ul> <b>Teacher contacts:</b> 4/5B: <a href="mailto:cboyd30@eq.edu.au">cboyd30@eq.edu.au</a> 5C: <a href="mailto:zacow0@eq.edu.au">zacow0@eq.edu.au</a> 5M: <a href="mailto:kcue4@eq.edu.au">kcue4@eq.edu.au</a> 5S: <a href="mailto:kstok28@eq.edu.au">kstok28@eq.edu.au</a>
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Weekly Specialist Timetable				
	5C	5M	5S	4/5B
<b>Physical Education</b>	Wednesday	Monday	Wednesday	Monday
<b>Music</b>	Monday	Thursday	Music	Tuesday
<b>German</b>	Monday	Tuesday	Tuesday	Tuesday
<b>Library</b>	Tuesday	Monday	Friday	Monday

<p><b>ENGLISH – ‘Imaginative Narrative: Relationships and problems in stories’</b></p> <p>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.</p>	<p><b>Year Five English – Assessment</b></p> <p>Assessment 1: <b>Reading/Viewing/Listening; Format: PROBE2 / PAT-R standardised passage;</b> Students read a short passage aloud to the teacher and then answer comprehension questions about it.</p> <p>Assessment 2: <b>Informative: Presentation; Format: Spoken/signed;</b> Analyse and compare two characters involved in an ethical dilemma.</p> <p>Assessment 3: <b>Imaginative: Narrative; Format: Written;</b> Create an imaginative narrative that explores an ethical dilemma between two characters, set in the real world or a fantasy world.</p>
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## MATHEMATICS

In this unit 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, Fractions and decimals, Using units of measurement, Chance, and Data representation and interpretation.*

## 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 – ‘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.

## 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) – ‘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 – ‘Animals Adapt.’

Students learn about animals and how they adapt to their particular environment. Students identify various Australian and German animals and categorise them into nocturnal and diurnal animals. They will listen to and engage with a range of texts on various animals. They will identify and describe body parts. Students learn numbers to 100.

## HPE

### Health – ‘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 – ‘Fitness Fun & Cross Country.’

Students will explore the health-related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing. They will apply the elements of movement to compose and perform a fitness activity station that develops a health-related fitness component.

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

## THE ARTS (Music) – ‘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’.

