



# Learning Update #2

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

Dates & Events; Term 2	Learning – Term 2
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Diary – Term 2 – Year 5		Subject Topics – what we are teaching
• 19 <sup>th</sup> April:	• School Cross Country & Fun Run	<ul style="list-style-type: none"> <li>• <b>English: Unit 2:</b> ‘Persuasive Texts’</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 throughout the year, and revisited as students build skills across their schooling.</li> <li>• <b>Science: Unit 2:</b> ‘Our Place in the Solar System’</li> <li>• <b>German (LOTE):</b> ‘Animals and their Habitats’</li> <li>• <b>HASS Unit 2:</b> ‘Managing Australian Communities’ (new Australian Curriculum Unit trial)</li> <li>• <b>HPE (Physical Activity):</b> ‘Athletics Spectacle – Sports Day Preparation’ (new AC unit trial)</li> <li>• <b>The ARTS (Music):</b> ‘Rhythmic Riot’ (new AC unit trial)</li> <li>• <b>The ARTS (Visual Arts):</b> ‘The Animal Within’</li> </ul>
• 20 <sup>th</sup> April	• Parent Teacher Interview bookings close	
• 24 <sup>th</sup> April:	• School ANZAC Assembly	
• 25 <sup>th</sup> April	• ANZAC Day holiday	
• 27 <sup>th</sup> April	• Practice games for Interschool sport	
• 30 <sup>th</sup> April – 3 <sup>rd</sup> May	• Parent Teacher Interviews (book online – link on the school website, bottom RHS)	
• 2 <sup>nd</sup> May	• Turrbal Trail Assembly	
• 15 <sup>th</sup> – 18 <sup>th</sup> May	• NAPLAN Testing 2018	
• 23 <sup>rd</sup> May	• Chappy Week assembly	
• 24 <sup>th</sup> May	• Raw Art Incursion	
• 29 <sup>th</sup> May	• ICAS Science assessment (register @ office) • String Soiree (BHSS Hall)	
• 1 <sup>st</sup> June	• Weekly Interschool Sport begins	
• 18 <sup>th</sup> June	• Athletics – Senior 800m run	
• 22 <sup>nd</sup> June	• Talent Night Show – BHSS Hall	
• 26 <sup>th</sup> June	• Senior Sports Day	

## Parent Teacher Interviews

**Parent Teacher Interviews – Week 3 (30<sup>th</sup> April to 3<sup>rd</sup> 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](mailto: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.

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**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.**

<b>Term Two 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>	<b>Key information sources</b> <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 <b>Q-Schools 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>
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## 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.

<p><b>ENGLISH – ‘Persuasive texts’</b></p> <p>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.</p> <p>They participate in a group debate and create an informative report using technical and content information about a topic of interest.</p>	<p><b>Year Five English – Assessment</b></p> <p>Assessment 2: <b>Informative: Presentation</b>; <i>Format: Spoken/signed</i>; Analyse participate in a small group debate about a given topic (e.g. <i>Should homework be banned?</i>).</p> <p>Assessment 2: <b>Imaginative: Narrative</b>; <i>Format: Written</i>; Students create a feature article using technical and content information about a topic of interest (e.g. <i>Should flying foxes be relocated?</i>).</p> <p>Assessment 3: <b>Reading/Viewing/Listening</b>; <i>Format: PROBE2 / PAT-R standardised passage</i>; 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.</p>
<p><b>MATHEMATICS</b></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><b>Mathematics – Assessment</b></p> <p>Assessment 1: <b>Applying shape, angle and transformation concepts</b>; <i>Short answer questions</i>; 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: <b>Monitoring tasks</b>: Identifying and describing factors and multiples; connecting 3D objects with their 2D representations; and solving simple problems involving the four operations.</p>
<p><b>SCIENCE – ‘Our Place in the Solar System’.</b></p> <p>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.</p>	<p><b>Science – Assessment</b></p> <p>Assessment: <b>Our Solar System</b>; <i>Short answer questions</i>; Students demonstrate their knowledge of the solar system. They locate information to compare and contrast two planets.</p>
<p><b>HASS (Humanities and Social Sciences) – ‘Managing Australian Communities’</b></p> <p>Inquiry question: <i>How are people and environments managed in Australian communities?</i> Students investigate how places are affected by the interconnection between people, places and environments.</p>	
<p><b>GERMAN – ‘Animals and their Habitats’</b></p> <p>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).</p>	
<p><b>HPE (Physical Activity) – ‘Athletics Spectacle – Sports Day Preparation’</b></p> <p>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.</p>	
<p><b>THE ARTS (Music) –</b></p> <p><b>‘Let’s Celebrate, Let’s Remember’ (until ANZAC Day), and ‘Rhythmic Riot’</b></p> <p>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’.</p> <p><b>THE ARTS (Visual Arts) – ‘The Animal Within’</b></p> <p>Students explore artists’ use of animal representations and relationship to environment as inspiration for a sculptural artwork.</p>	

