

Term 1 Newsletter

Year 5A



General Information

Welcome Year 5A Parents / Caregivers.

My name is Mrs Raelene Scott and I am proud to be your child's classroom teacher for 2024.

I have outlined below some important information (to date – changes may occur over the course of Term One)

Tuckshop days - Monday, Wednesday and Friday

LOTE Online –Monday and Tuesday (require headphones that include a microphone)

Library – Tuesday

Religion – Monday

Music – Monday

Instrumental Lessons- Tuesday

Literacy Intervention Support –Tuesday, Wednesday, Thursday and Friday

Literacy Support Groups – Wednesday and Thursday

HPE – Friday

Tech Room sessions – your child will need to keep their USB at school each day as they will be involved in research across all KLA's (will need USB from Week 1) – Wednesday and Thursday

School Photos – Tuesday 12 March

NAPLAN Testing Window – 13 March to 25 March

Walkerston State School Fair – Friday 22 March (4pm)

Homework – will be handed out on a Monday and due back by Friday (finished or not finished). Starts in Week 2.

Homework will consist of learning differentiated spelling words with a common weekly focus in addition to several 'no excuse' spelling words. Students are expected to write out their list of spelling words at least twice each week.

Maths Homework will consist of number fact sheet/s in addition to answering questions relating to concepts being taught in class. Students are encouraged to learn their facts nightly. At the start of the year, students will be given a laminated multiplication and division card (or addition and subtraction) to assist with recall and retention.

Reading is a major focus at Walkerston State School across all KLA's on a daily basis. For Homework, it is also an expectation that students read. Each night, students are to record the book /pages that they read in their school diary. Students are expected to bring the diary back to school each day.

It would be greatly appreciated if parents / caregivers are able to sign their child's diary weekly. Students who have messages recorded from home are to present their diary to me before placing their diary into the designated pink box inside the classroom next to the door at the start of each day. If you have any concerns or queries, please don't hesitate to contact the school office or ask to talk to me.

I will keep you informed of further upcoming events such as the Year 5 School Camp in August. I look forward to a wonderful year ahead.

Thanking you,

Mrs Scott.

English –Writing

The Australian Gold Rush (Linked to HASS)

In Term One, the students will consolidate further on their narrative writing skills.

Writing Assessment

Students will create a written narrative which develops and expands on ideas with supporting details from topics or texts. They will use paragraphs to organise, develop and link ideas. Students will use language features including complex sentences, tense, topic-specific vocabulary and literary devices. They will spell using phonic, morphemic and grammatical knowledge. The students will create the imaginative text that focuses on the behaviours of two characters (a Chinese Gold Digger and a Gold Digger of another nationality) when faced with an ethical dilemma during the Australian Gold Rush period.

Students will be fortunate to have extra support with 'putting learning first' as the school has timetabled in a set time for a Teacher-Aide to provide literacy targeted intervention support (4 x 30 minutes per week), in addition to two teacher-aides providing groups of students, literacy support (2 x 40 minutes per week).

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HASS

The Australian Gold Rush and Chinese Immigration

Students will explain the roles of significant individuals or groups in the development of British colonies in Australia and the impact of those developments. The students will investigate the Australian Gold Rush (during and after) with the focus on the roles that the Chinese immigrants played during this time period. Students will explain the influence of the Chinese on the characteristics of place and the management of spaces within the British colonies in Australia after 1800.

Students will develop questions and organise information and data from primary and secondary sources. They will evaluate sources to determine origin and perspectives. Students will evaluate information to identify and describe patterns or trends. They will suggest conclusions based on evidence and present findings.

Unit Formative Assessment – Inquiry Questions

Focus – What were the reasons for the establishment of the different British colonies in Australia after 1800? (economic, political and social)

Focus - How did the development of the British colonies affect First Nations Australians, colonists, convicts and natural environment?

-notes recorded over the unit of work.

Unit Summative Assessment – Inquiry – Present as a Brochure

What impact / roles did Chinese immigrants have on the Australian colonies during and after the Gold Rush?

Eg:

-labour force / population

-cultural diversity / social class

- infrastructure / trade / business

A Question – back page of brochure

Explain how the role of the Chinese immigrants impacted British Colonies economically, politically and socially.

Maths

During Term One, the students will focus on number, place value, fractions, grid co-ordinates, transformations, symmetry, statistical investigations, data, graphs, addition, subtraction, multiplication and division calculations and problem-solving skills.

The students will undertake the following three Maths assessment tasks.

Number Assessment Task – Representing and ordering decimals and fractions.

Purpose: To write and order decimals (hundredths) and represent and order fractions.

Space Assessment Task - Exploring transformations and grid co-ordinates

Purpose: To perform and describe transformation of shapes, identify symmetries and use grid coordinates

- Part A: Perform and describe transformations and identify any symmetries
- Part B: Use grid coordinates to locate and move positions

Statistics Assessment Task – Planning and conducting a statistical investigation about sun safety.

Purpose: To plan and conduct statistical investigations to collect, represent and interpret data.

Science

Survival in the Environment

The Platypus

In this unit, students will explain how the form of an animal (structural features) and its behavioural adaptations enable the animal to survive.

As a local context, the students will study the Eungella Duck-Billed Platypus. Students will pose questions about how the platypus survives. The students will demonstrate their understandings and knowledge by communicating through drawing and annotating sketches, and constructing a diorama of the Eungella Duck- Billed Platypus.

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Assessment

Students will explain how the form and behaviour of the Eungella Duck-Billed Platypus enables its survival.

Students will construct a representation to communicate ideas and findings using annotated diagrams and a diorama of the platypus in its habitat.

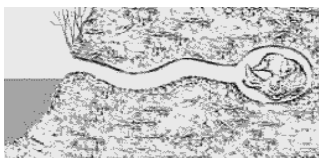
Digital Technology

Unit -A-Maze-ing Digital Designs (Linked to Science)

The students will focus on digital systems, networks and visual programming skills incorporating acquired Science knowledge and understandings about the Eungella Duck-billed Platypus.

Assessment

Students will describe digital systems and their components and will explain how digital systems connect together to form a network. Students will plan, create and evaluate a maze game using SCRATCH. The maze will represent the Eungella Duck-billed Platypus' burrowing tunnels (living and nesting burrows). Aspects of sustainability relating to the platypus' environment and to future users will need to be evident in the maze.



English- Reading

The teaching of Reading will continue to be a major focus at Walkerston State School across all learning areas and will vary from whole class, to groups, to pairs to one on one in 5A's classroom. Research skills will be developed further as students will locate, gather, organise, analyse and make meaning of information and sources in Science and HASS Term One units.

Whole Class Novel – Spilled Water

Examining an imaginative text

In this unit, students will listen to, read, view and comprehend imaginative texts such as 'Spilled Water' by Sally Grindley explaining how ideas are developed through characters, settings, events and contexts. They will explain how language features, literary devices, text structure and visual features contribute to the effect and meaning of the text.

Students will explore themes of interpersonal relationships and ethical dilemmas in the imaginative text and will present a personal point of view about a moral or ethical dilemma that a character is faced with. Students will demonstrate the ability to analyse the development of a main character through written responses to set questions. Students will explain another response from others and will explain how a character's reaction to a dilemma leads to a change in the character.

Students will use comprehension strategies to read fluently, predicting, connecting and questioning to build literal and inferred meaning. Students will monitor meaning using strategies such as skimming and scanning.

Assessment

The students will respond to comprehension questions from the class novel, 'Spilled Water'.

Students will independently read a passage from the text demonstrating fluency, accuracy and expression and answer a question using inferred meaning.

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Performing Arts

This term, students will be exploring art works from Japan and Indonesia. They will analyse the artwork to connect to the cultural traditions that are represented and will formulate an opinion on how the artwork is used to revitalise culture. Students will be discussing personal perspectives and will be challenged to see others' perspectives on the discussed theme of a freedom of choice. Students will examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect. Students will then create a soundscape in groups to represent a chosen place.

Health and Physical Education

This term, students will refine and modify movement skills and apply movement concepts across a range of team play challenges. Students will be expected to demonstrate how they can contribute to a game and support fair play and inclusion during team challenges. This term in Health, students will display their understanding of the importance of positive outcomes when engaging in team games, by making an award, in response to a peer who displayed respect and empathy and describe how these qualities can be expressed to positively influence relationships in team challenges. Term One brings with it warmer weather therefore it is important for all students to bring a hat and water bottle to PE to ensure they can stay sun safe and hydrated.

Online Japanese

Students will be involved in 2x 45 minute weekly online lessons on Collaborate Ultra from Week 2 to Week 10 on a Monday and Tuesday morning. 5A's Teacher will be Mr Christopher Lynagh. All students will require a working headset (that includes a microphone).

Looking forward to a positive and successful Term One.

Kind regards,

Mrs Scott.