

Year 5/6 NEWS

14 OCTOBER
Life
Education
Program

18 OCTOBER

80's Disco

15 NOVEMBER

150th
Anniversary
Presentation

3 DECEMBER

Awards Night

5 DECEMBER

Year 6
Graduation
Night

10 DECEMBER

Christmas
Concert

12 DECEMBER

Colour Fun Run

CLASS TIMETABLE

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------|----------|---------|-----------|----------|--------|
| 1 st Session | Library | PE | | | |
| 2 nd Session | Music | LOTE | LOTE | | |
| 3 rd Session | Religion | | | | |

MATHEMATICS

YEAR 5

Number and Algebra

- apply understanding of relationships to convert between forms of numbers, units and spatial representations
- experiment with factors and multiples using algorithms and digital tools to identify and explain patterns
- use proficiency with multiplication facts and efficient calculation strategies
- find unknowns in numerical equations involving multiplication and division

Probability

- develop reasoning skills when considering relationships between events and connecting long-term frequency over many trials to the likelihood of an event occurring

YEAR 6

Number and Algebra

- solve problems involving fractions, decimals and percentages of a quantity
- apply computational approaches to develop algorithms that use rules to generate numbers
- recognise and use rules that generate growing number patterns

Probability

- describe and compare probabilities numerically
- observe and compare long-run frequencies in repeated chance experiments and simulations

HEALTH & HPE

In **Health**, students investigate developmental changes and transitions. They will explain the influence of people and places on identities as they transition to High School or Year 5 become the senior students of Primary School. Students recognise the influence of emotions and discuss factors that influence how people interact in new situations.

In **PE**, students will play 5-a-side, Flag Football a non-contact sport. It is an invasion game where players invade each other's space to score touchdowns and make conversions. Kicking, tackling and blocking are not permitted. Players wear flag belts, and instead of tackling, an opposing player steals the player's flag which brings the attack to an end.

ENGLISH

In this unit, students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit. Students transform an informative text into a literary text for younger audiences.

SCIENCE

Year 5: In this unit, students will relate the particle arrangement of solids, liquids and gases to their observable properties. They will identify patterns and relationships and make reasoned predictions. Students will identify variables to be changed. They will construct representations to organise data and information and describe patterns, trends and relationships. They will compare their methods and findings of those of others, identify possible sources of error in their investigation, pose questions for further investigation and draw reasoned conclusions.

Year 6: In this unit, students will investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.

HASS

Year 5: In this unit, students will explain the key values and features of Australia's democracy and how people achieve civic goals. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions to present descriptions and explanations.

Year 6: In this unit, students will explain the key institutions, roles and responsibilities of Australia's levels of government, and democratic values and beliefs. They will evaluate sources to determine perspectives. Students will propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources and use a range of relevant terms and conventions to present descriptions and explanations.

MUSIC & DRAMA

In Music this term, students will perform in an ensemble to enhance their aural skills. They will explore ways to work in an ensemble and determine how to create a balanced sound. Students will also continue to work on their pitch and rhythm skills by aurally dictating a melody heard. In Dance students will revise how to manipulate the elements of dance and apply to create their own dance about friendship. Students will explore different characteristics of dances from different cultures and create a bank of descriptors and common language to discuss these influences in their own choreography.

