

Term 4 Newsletter

Year 5A



General Information

Dear 5A Parents,

Thank you for your wonderful support in Term 3. I was very proud of what 5A students achieved. Well done to all!

I have outlined below some important information:

Parade- Monday

Music – Tuesday

Tuckshop days - Monday, Wednesday and Friday

LOTE – Monday and Tuesday

Religion – Monday

Library Borrowing – Tuesday

Instrumental – Tuesday

P.E. – Thursday

Homework due – Friday

Year 5 Mega band – Week 1 Thursday 5 October

King's Birthday -Public Holiday – Week 2 Monday 7 October

Life Ed (Yr 4-6) – Talk About It – Weeks 3 and 4

80's Theme Disco – Week 3 Friday 18 October 6pm-7:30 pm

World Teachers' Day, Day for Daniel – Week 4 Friday 25 October

Leadership Applications handed out to students – Week 4 Monday 21 October

Tuckshop Day – Week 5, Friday 1 November

Melbourne Cup – Tuesday 5 November

Leadership Application submitted –Week 6 Friday 8 November

Remembrance Day – Week 7- Monday 11 November

150th School Anniversary Presentation – Week 7 Friday 15 November

150th School Anniversary dinner– Week 7 Saturday 16 November

Leadership Speeches presented on Parade – Week 8 Monday 18 November

Cultural Performance Showcase -Week 9 Wednesday 27 November 6pm to 7 pm

Christmas Liturgy and Giving Tree– TBC

Step Up Day– Week 10 Monday 2 December

Awards Night and announcing of School Captains for 2025– Week 10 Tuesday 3 December

Year 6 Graduation Night -Week 10 Thursday 5 December

Report Cards–Week 10 Friday 6 December

*End of Year Concert– Week 11 Tuesday 10 December P-2 9am to 10 am;
Yr3-6 2pm to 3 pm*

Colour Fun Run– Week 11 – Thursday 12 December

Last Day of Term 4 – Week

Looking forward to another successful term of students' incredible achievements,

Mrs Scott.

English –Writing and Creating Information Reports

In this unit, students will create a multimodal informative text developing and expanding ideas from science content for an audience of their peers. They will use paragraphs to organise, develop and link ideas and language features including complex sentences, tenses, topic-specific vocabulary, and multimodal features including visual features.

English –Reading, Viewing and Comprehending Informative Texts

During the teaching and learning, students will explore diverse informative texts.

The texts will encompass a mix of print and digital formats, featuring technical information and topics relevant to students and other curriculum subjects. Print texts will incorporate varied language features, sentence types, topic-specific vocabulary, and visual elements like photographs, illustrations, video, graphics, as well as text structures such as chapters, headings, subheadings, tables of contents, indexes, glossaries, home pages, and hyperlinks.

Texts will contain authoritative sources. During teaching and learning students will understand what makes a source authoritative and consider things such as experience and qualifications of authors and website content writers.

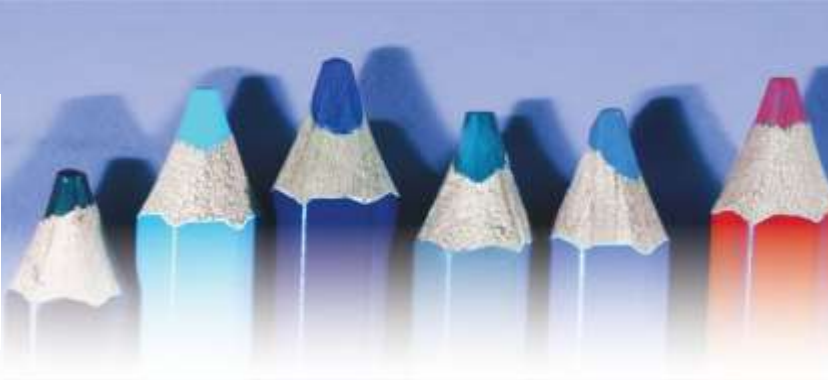
Assessment

The students will read, view and comprehend an Informative Text – 'Bushfires' and will respond to questions.

Class Reading Novel (not assessed) – Storm Boy by Colin Thiele

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Maths

This term, students will have opportunities to support their development of mathematical proficiencies and mathematical processes.

Assessment tasks

Number

Assessment task 4.1 — *Ordering decimals using factors and multiples*

Students will write and order decimals and will create and use algorithms to explain patterns in factors and multiples of numbers.

Probability (TBC)

Assessment task 4.2 — *Conducting repeated chance experiments*

Students will conduct repeated chance experiments and list the possible outcomes. They will estimate likelihoods and make comparisons between those with and without equally likely outcomes.

Science

Our Changing World – Key processes that change the Earth's surface

We live in a world that is constantly changing – Changes that might affect people around the world either through catastrophic events such as Tropical cyclones or processes that change the quality and composition of soils, rocks, landscapes and stability of plant life through weathering, erosion, transportation and deposition.

Assessment

Part A: Data Response

Part B: Students will describe key processes that change the Earth's surface and will explain how weathering, deposition and erosion shape our planet. They will understand how our actions affect the environment and how research allows for accurate decision making.

- Collaboration leading to advances in Science and Scientific knowledge that has changed over time.
- Investigates how humans have changed local landscapes and predict the effect these changes might have on the rate of erosion Uluru
- What risks are associated with investigations and key intercultural considerations?

The students will communicate their ideas and findings using language features that reflect the purpose.

HASS

Consumer decision making

A 'proposed' meal option for a school Awards Night

In this unit, students will distinguish between needs and wants and recognise why choices need to be made about how resources are allocated. The students will conduct surveys, research for information and data, make calculations, use given information to record, sort and compare the data using criteria to evaluate a 'proposed' meal option that would best satisfy the needs and wants of the people attending on the night. They will describe a variety of factors that influence consumer choice and use strategies to make an informed choice in **an oral presentation using visuals and resources** to support their decision.

Health

Assessment task

Students will explain the effects of alcohol on the human body and others. They will explain laws and strategies that govern the sale, consumption and advertising of alcohol. Students will create a poster which interprets health information.

Life Education – Week Three and Week Four

Students will be involved in Talk About It, by Life Ed Qld. This program is designed to help support students explore the concept of identity, develop safe and respectful relationships, and understand and manage the physical and emotional changes that occur during puberty.

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Performing Arts

In Dance this term, students will explore the ballet 'Small House of Uncle Thomas' from The King and I.

Students will describe how dance from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning and will describe how dance is used to continue and revitalise cultures. Students will also revise expressive skills and technical skills by learning a choreographed dance. In Music, students will continue to develop their aural skills by melodically dictating a musical phrase heard. They will apply their music reading skills to perform Row, Row your boat in small groups.

Online Japanese

Sports and Hobbies

In this unit, the students will look at all kinds of different sports as well as hobbies.

By the end of this unit, the students will be able to locate specific information in Japanese about sports and hobbies in a listening text. They will understand recounts and descriptions of events, using time and adjectives. The students will identify borrowed words used to discuss interests and how the change in pronunciation, form and meaning of borrowed words can change when used in Japanese.

Physical Education

Students will apply movement skills (catch, throw, score) and refine movement concepts across a range of situations in a game of Tchoukball.