

Term 1 Newsletter

Year 4/5A



Welcome to Year 4/5A 2025!

I would like to take this opportunity to introduce myself. I'm Michelle Fox, I would like to welcome new and returning students to Walkerston State School for Year 4 and 5. I have been teaching in and around Mackay and the Whitsundays for 17 years and I am looking forward to starting at a new school with new faces.

In this newsletter, you will find the learning focuses for term 1 and the timetable for specialist lessons. If you have any queries or concerns, please don't hesitate to contact me via email or stop into the classroom before or after school hours.

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This term's specialist schedule is as follows:

Monday:

- Library
- Japanese (Year 5 only)
- Religion

Tuesday

- Instrumental
- Music

Thursday

- Instrumental

Friday

- PE

Homework will be sent home on **Monday's** and due back on **Friday** for whole class marking. Students are also strongly encouraged to read for 15 minutes a day at home.

Your child will be contributing to a **safe and respectful classroom environment** by acknowledging the positive behaviour of others and celebrating their own qualities.

Diaries will be handed out later in the term and are expected to come back to school every day for communication and activities.

English

4/5 A Class Novel – 1885 Do you Dare? Eureka Boys

Reading - Students will read, view, and comprehend a broad range of imaginative texts along with targeted support with our term novel. These texts allow students to explore different formats and styles of writing along with identifying and analysing how literary devices (such as metaphors, similes, personification, and alliteration) and word play (such as puns, rhyme, and rhythm) are used to shape meaning and enhance texts.

Writing and Spelling – throughout the unit, students will identify, develop and practice their handwriting and spelling skills in each subject area with a focus on syntax (sentences structure), phonological spelling strategies, etymology (word origins), morphology (eg. prefixes, suffixes and plurals), and how they have influenced word meanings.

Speaking and Listening Assessment - The unit assessment will measure students' ability to meaningfully contribute to collaborative discussions, summarise key elements of a text/film and present their opinions in a clear and engaging manner.

Maths

Year 4:

In this unit, Year 4 students will deepen their understanding of fractions, place value, and data representation, while developing key mathematical skills to engage with concepts in geometry and statistics. The following outlines the main areas of focus:

- Fractions and Decimals
- Angles and Geometry
- Grid References and Symmetry
- Data Representation and Statistical Investigations

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Year 5:

In this unit, students will deepen their understanding and skills in mathematics, focusing on practical applications and the development of positive attitudes toward math in real-world contexts through the following key learning objectives and activities:

- Converting Between Forms of Numbers and Units
- Multiplication Mastery
- Navigating Coordinate Systems
- Understanding Transformations of Shapes
- Using Geometric Software for Transformations
- Statistical Investigation and Data Analysis

Science

Year 4

Students will identify roles of organisms and learn how to create a simple model of a food chain. Students will also identify and predict the effect of predators or the removal of food sources and the impacts or effects on other living things in the environment. Students will use visuals, labels and arrows to identify interactions of consumers, producers and decomposers and use scientific vocabulary to communicate their ideas.

Year 5

Students will study the turtles that inhabit the beaches along Mackay /surrounding islands. They will explain how the form of an animal (structural / physical features) and its behavioural adaptations enable the animal to survive. They will also identify and research the impact of scientific knowledge that informs the actions of individuals and communities.

HASS

Year 4

In this unit, students will sequence events to describe the diversity of experiences of people in Australia prior to and following 1788. Students will also look at the diversity of experiences of people including first Nation Australians, their social organisation and their continuous connection to Country/Place. Students will identify the events following the arrival of the first fleet, and describe how this was viewed by First Nations. Lastly, students will describe the effect of colonisation on people and the environment and how we can now honour and respect both Aboriginal and Torres Strait Islander Peoples.

Year 5

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.

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The Arts

Year 4

Students explore, describe, explain and compare how artworks communicate meaning / perspectives across cultures and the importance of caring for our environment (linked with science).

Year 4 students will use their science knowledge to create an oil pastel habitat for Australian native bees using symbols and labels to display the connection between producers, consumers and decomposers. While *Year 5* students will create a painting that expresses a personal view about a turtle in its natural habitat and communicate the physical features of a turtle in its natural habitat.

Digital Technology (Linked to Science)

Year 4 and 5

Students explain fundamentals of digital system components (hardware, software and networks) considering how digital systems are connected for form networks. Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problem. Students implement their digital solutions to produce a maze game in SCRATCH representing the burrowing tunnels (living and nesting) of the Duck-billed Platypus at Eungella, including an aspect of sustainability in the environment. *Year 4* students will use the same visual program to design, create and share a simple coding game to answer the question: 'What happens when a food source is removed from an environment?'

Music & Dance

This term in Drama students will explore the story *The Jungle Book*. They will manipulate the elements of drama to tell the story in a performance in the style of their choice. Students will explore how to adjust the elements of drama to create a new setting. Students will also explore changing how the story is told to show a different character's perspective. Students will focus this year in music on reading western staff notation for the glockenspiel and recorder. This term students will work on their beat and rhythm knowledge through games and rhythmic dictation. In the Music room students are expected to stay safe by using inside voices and using equipment for the purpose of the activity. They are expected to be respectful by taking turns and listening and they are expected to have a go at learning. These expectations will be modelled and explicitly taught throughout this term.

Health and Physical Education

In Term 1, *Year 4* and *5* students will participate in a variety of engaging ball games designed to improve their hand-eye coordination, teamwork, and sportsmanship. They'll enjoy walking netball, where they'll practice passing, positioning, and teamwork in a fun and non-contact environment. Dribble Tag will help develop their ball control and agility, while touch football will focus on passing, running, and basic team strategies, developing accuracy and concentration. These activities will provide a great opportunity for students to build their confidence and skills in a range of ball-based sports.