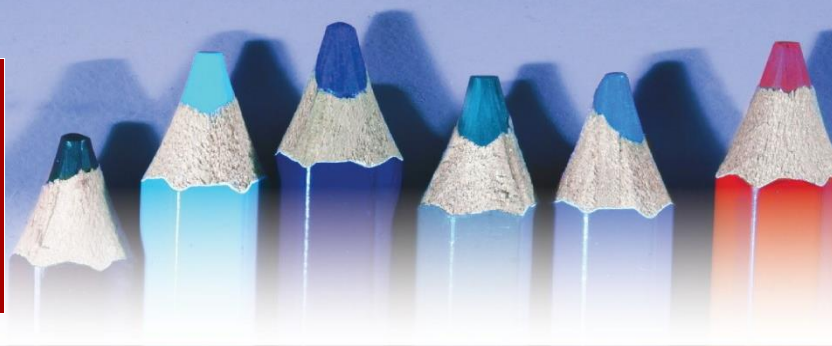
# Term 3 Newsletter
# Year 4/5A & 4/5B



**General Information**

Welcome back to Term 3.

This term is very exciting for the students and teachers. We have the year 4's heading to Kinchant Dam in week 3 for camp and the year 5's head off in week 8 to the Capricorn Caves. We also have the musical in Week 7 which we are looking forward to being blown away by our school's talent.

Ms Fox (4/5A) marms77@eq.edu.au

Ms Cain (4/5B) - tncai0@eq.edu.au

This term's specialist schedule is as follows:

Monday:

- Library (4/5A, 4/5B)
- Japanese (Year 5)
- Religion (4/5A, 4/5B)

Tuesday

- Instrumental (4/5A, 4/5B)
- PE (4/5B)
- Music (4/5A)

Friday

- PE (4/5A)
- Music (4/5B)

Homework will be sent home on **Monday's and due back on Friday**. Students are also strongly encouraged to read for 15 minutes a day at home. It is **extremely important every student reads every night.**

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

**English**

This term, Year 4/5 students will host the popular show 'Shark Tank'. Students will create a persuasive speech to pitch to the Sharks (aka the audience) to persuade them to invest in their invention to reduce erosion on our beaches. The students will develop and expand on their ideas and opinions using details learnt in Science and Design and sequence and organise these using the persuasive text structure. When presenting their invention, they will use a range of language features including persuasive devices, topic-specific vocabulary and literary devices, and a variety of voice features.

**Mathematics**

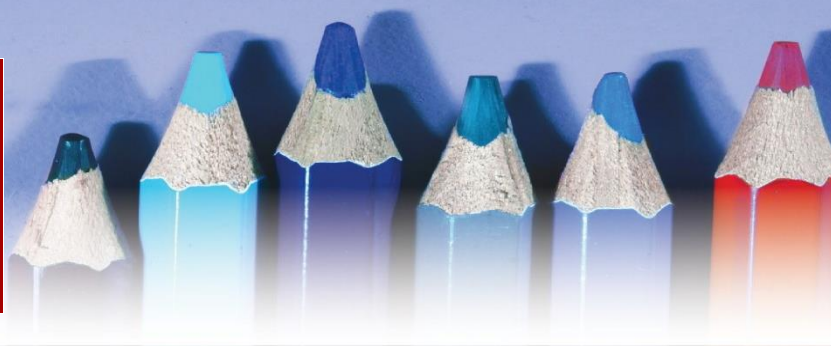
**Year 4:**

Throughout this unit, students will further develop proficiency towards mathematics and its use as they represent fractions, recognise equivalent fractions and make connections between decimals and fractions. They will multiply natural numbers by multiples of 10. Use mathematical modelling to formulate and solve a practical problem. Use scaled instruments and appropriate units to measure length, mass, capacity and temperature. Measure and approximate perimeters and areas.

**Year 5:**

Students further develop proficiency and positive dispositions towards mathematics and its use as they add and subtract fractions with the same and related denominators and represent and connect percentages with fraction and decimal equivalents. Use mathematical modelling to formulate and solve a practical problem using chosen arithmetic operations. Connect objects to their nets. Choose and use appropriate metric units to measure length, mass and capacity. Solve problems involving perimeter and area.

# Term 3 Newsletter
# Year 4/5A & 4/5B



**Science**

**Year 4 and 5**

In this unit students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students will consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions. Students will make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. Student will draw links with the materials by also identifying their contribution to the environment (sustainability), and Indigenous practices. Students will represent data, identify patterns in their results, suggest explanations for their results, compare their results with their predictions, and reflect upon the fairness of their investigations. Students will complete simple reports to communicate their findings.

**HASS (Linked to Science)**

In this unit, students will investigate a variety of Australian biomes and explore how these environments influence daily life for people and animals. They will examine the significance of natural vegetation and water sources and evaluate how ecosystems support biodiversity and human needs. Students will develop an understanding of how land management practices contribute to the health of ecosystems. They will explore both renewable and non-renewable resources, considering their use and the importance of managing them sustainably. Through research, critical thinking, and collaboration, students will communicate ideas and propose informed decisions about caring for Australia's natural environments—now and in the future.

**Technology (Design Linked to Science)**

**Year 4 and 5**

By the end of this unit, students will have designed, created, and tested an Erosion Control Blanket (ECB) aimed at supporting vegetation growth and preventing soil erosion caused by environmental factors.

Students will apply sustainable design principles by selecting materials that are environmentally friendly, durable, and effective in resisting wind and water, while still allowing vegetation to grow through the blanket.

They will test their ECB designs against set success criteria, record observations, and evaluate the effectiveness of their solutions. Finally, students will reflect on their design process, materials selection, and outcomes to identify areas for improvement and celebrate their achievements.

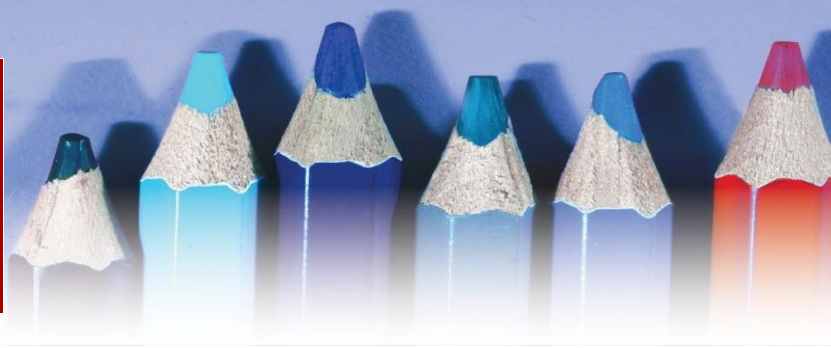
**Music & Dance**

In Dance this term students will explore the use of symmetry and canon and how these choreographic devices can be used to enhance a dance and help tell a story. Students will choreograph their own dance to a given story song. In Music students will be practicing reading standard notation and refining their knowledge of pitch. Students will also develop their aural skills by melodically dictating a musical phrase heard.

**Health and Physical Education**

This term, students will focus on recognising and applying strategies to manage change positively.

# Term 3 Newsletter
# Year 4/5A & 4/5B



They will learn to interpret the Australian Guide to Healthy Eating alongside other health information sources—such as brochures, websites, TV shows, and advertisements—and discuss how these messages influence their health choices. Using decision-making skills, students will select and practice strategies to maintain a healthy and active lifestyle.

**Physical Education**: Students engage in bat and ball skills to play Continuous Cricket