

Term 4 Newsletter

5/6

Welcome to Term 4, 2026!

Welcome back to the final term of the school year! We hope you had a restful break and are ready for what promises to be a busy, exciting, and emotional few weeks ahead. This term is packed with special events, celebrations, and opportunities for our students to shine. For our Year 6 students, it marks the beginning of their last chapter in primary school—a time full of reflection, pride, and preparation for the big step into high school. It is also the final term of our wonderful Year 5/6 classes as we know them, and we are looking forward to making it a memorable one for all. Let us make this term a fantastic finish to a wonderful year!

Important dates and days for this term:

- Parade is every Monday at 9:00am
- Religion is on a Monday
- HPE is on Monday, Wednesday, and Friday for 5/6 S and 5/6T and Wednesday, Thursday, and Friday for 5/6H
- The Arts is on Monday and Friday for 5/6S and 5/6T and on Thursday and Friday for 5/6H
- Instrumental Lessons are on Tuesday.
- LOTE Online is on Tuesday where students require headphones that include a microphone.
- Digital Technology lesson is on a Wednesday.
- Tuckshop operates at both breaks on Monday, Wednesday, and Friday
- Library borrowing is Thursday for 5/6S and 5/6T and Friday for 5/6H
- Homework will be taken home on a Monday and is to be completed and brought back to school by Friday of that week.
- House Spirit Friday afternoons – Positive Acknowledgement
- Year 6 camp is in Week 2 - Tuesday 13th October to Friday 16th October
- Book Fair -Week 5 – 2nd to 6th November
- School Swimming lessons - Week 5 / 6
- Remembrance Day -presentation of bursary winners of research of soldier, James M M Gardner – Week 6, Wednesday 11th November
- School Swimming Carnival – Friday 13th November, Week 6
- Student Leaders Speeches -Monday 23 November, Week 8
- Performing Arts Showcase -Tuesday 24 November, Week 8

- Xmas Concert – Week 9, Wednesday 2nd December
- Water Slide Incentive Day – Week 9, 4 December
- Step Up Morning – Week 10, Monday 7th December
- Year 6 Graduation Night – Tuesday 8th December, Week 10
- Awards Night -Week 10 Wednesday 9th December
- Year 6 Celebration Day – Thursday 10th December
- Year 6 Special Parade – Friday 11th December

School Times

Students line up and walk to class at 8:50 am.

School starts at 9:00 am.

School finishes - 3:00 pm

1st Break – 11:00 am to 11:45 am

2nd Break – 01:15 pm to 01:45 pm

Principal – Mrs Jacinta Wimmer

Deputy Principal– Mr Noel Reynolds

Head of Curriculum – Mrs Dee Acutt

HOSES (Walkerston Cluster)– Kathryn Bryant

Please keep your eye on the school Newsletter and Facebook page for notable events taking place throughout the term.

Here is what is happening in our classrooms this term:

English – Written Narrative

Year 5 and 6

In this unit of learning, students will create imaginative texts to engage an audience, developing and expanding on ideas with supporting details from narrative texts. They will use paragraphs to organise, develop, and link ideas and will use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and multimodal features.

Year 5 and Year 6 will show their understanding by creating a written narrative including a supporting image using elements of fantasy.

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English – Reading, Viewing and Comprehending Imaginative Texts

Year 5 and 6

As part of this term's Reading and Comprehension unit, students will be studying the novel, *The Callers* by Kiah Thomas. This engaging and imaginative story has been chosen to support student's daily literacy lessons and will form the basis of the end-of-term Reading Assessment for both Year 5 and Year 6 students.

Word Reading and Language Comprehension is a key focus in Year 5/6 classrooms each day, using whole school instructional routines.

Maths

Year 5 and 6 – Number and Algebra and Probability

To display understanding, students in Year 5 will write and order decimals; multiply large numbers by one- and two-digit numbers and divide by single-digit numbers; find unknown values in numerical equations; apply properties of number and create and use algorithms to explain patterns in factors and multiples of numbers. Students will conduct repeated chance experiments, estimate and list likelihoods, and compare equally likely and unequally likely outcomes to solve a problem.

To display understanding, students in Year 6 will estimate and solve problems involving rational numbers and percentages, identify and explain rules in growing patterns, and create and use algorithms. Students will assign probabilities, conduct a chance experiment, run simulations, and analyse results to solve a problem.

Science

Year 5 students will investigate observable phenomena associated with light, such as the formation of shadows and concepts of reflection and refraction. They will continue to develop knowledge and skills in making reasoned predictions and analysing patterns in the observable effects of light, including recognising that light travels in straight paths.

To display understanding, **Year 5** students will identify sources of light and will model the transfer of light to explain observed phenomena. They will construct representations to organise information and will describe patterns and will communicate ideas and findings.

Year 6 students will experiment with constructing real and virtual circuits to examine the purpose of each component, including switches, and will determine what is needed to allow flow of electrical current. They will identify and classify

components in electrical circuits and will learn to describe energy flows in terms of transfer and transformation.

To display understanding, **Year 6** students will describe the role of circuit components in energy transfer and transformation and electricity conduction in a circuit. They will plan a video lesson for an audience of peers, modelling an investigation of a pattern in electrical circuit function. The students will effectively communicate about the pattern and how the investigation results relate to real-world contexts.

HASS

Year 5 and 6

By the end of the term, **Year 5 students** will investigate the nature of natural, human, and capital resources and how these are used to satisfy needs and wants, recognising that not all needs and wants can be met equally.

By the end of the term, **Year 6 students** will explain influences on consumers and strategies for informed consumer and financial choices.

To display understanding, **Year 5 and 6** students will investigate the financial and consumer decisions involved in planning a class party for an end of school break up and compare the cost to a professional catering company. Students will survey Walkerston State School students to explore preferences and make informed recommendations based on resources, needs and wants, costs, and consumer influences. Students will ask a question and propose an action to draw a conclusion.

The students will create a written speech with visuals to explain how their chosen option reflects good consumer and financial decision-making.

HPE

Health And Physical Education lessons are split over 2x 30-minute P.E. lessons and 1x 30-minute Health weekly (total of 1.5hrs).

In HPE, students will learn the rules and skills of Tchoukball, a fast-paced, non-contact team game. Working as a team, players pass the ball before shooting at the rebound frame. A key feature of Tchoukball is learning to defend space rather than players. During Weeks 5 and 6, students will attend swimming lessons at the ARC Pool.

In Health, students will explore the effects of caffeine-enhanced drinks and alcohol on body systems. They will also develop strategies for responding to peer pressure and discuss the laws relating to the advertising, sale and use of alcohol products.

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Performing Arts

In Music this term, students will continue to build their ensemble and performing skills by performing Shake the Ground in small groups of their choosing. Students will reflect on their groups performance and work on identifying strategies to improve.

In Dance, students will continue to explore choreographic devices and discuss the purpose of movements, elements of dance, production elements, technical and expressive skills, such as use of projection and focus, and how these affect the mood of audience and the relationship between dancers and the audience. They will also explore how experience, culture, time and place influence the dancer, choreographer and audience's interpretation of a dance.

Digital Technology

This term, students are engaging in a Digital Technologies unit using Minecraft Education. Students will explore the needs of a community, define problems by creating user stories and design criteria, and work through the stages of planning, prototyping, and evaluating their solutions.

Throughout the unit, students will develop their computational thinking skills, including designing algorithms that use branching (if/then/else) and iteration (loops). They will also learn to justify their design decisions and evaluate how well their solutions meet the needs of their intended users.

This hands-on, creative project not only builds technical skills but also encourages collaboration, critical thinking, and problem-solving. By the end of the unit, students will have designed and built a 3D community space in Minecraft that reflects their understanding of user needs and digital design principles.

Mr Noel Reynolds.

Online Japanese

Students will be involved in a one hour lesson each week. Mr Christopher Lynagh will be 5/6's teacher for 2026. This Term, the students will be learning about sports and hobbies. They will also learn more about modified hiragana.

Personal and Social Capability

Each week, personal and social capabilities and emotional regulation will be explicitly taught to students through the value of the week lessons and using tools, strategies, and

concepts of the Zones of Regulation Program. Students will also feel a sense of belonging by engaging in their class's daily Welcome/ Greeting Circle. Each day routines and class expectations will be revisited and retaught. These small resets can have big impacts on learning, well-being, and readiness to learn.

Term Four's Whole School Positive Acknowledgement System

This term, students will continue to receive 'coins' when they display the school values of being kind, safe and being a learner. Students with a total of ten or more coins each week will be invited to attend House Spirit Friday sessions. Each week, the student with the most coins will be acknowledged and will receive a 'Sunny Shout Out' certificate and prize. This term, we will have Water Slide Fun as our end of term Positive Acknowledgement celebration reward.

Wishing all our students and families a fantastic Term 4.

Ms Thompson, Miss Herring and Mrs Scott are looking forward to a term filled with learning, growth, and memorable moments. As always, thank you for your continued support.

If you have any questions or concerns, please do not hesitate to email your child's teacher.

Regards

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