



## YEAR 5/6M News | Term 4 2017

### POINTS OF INTEREST

- **Homework** due by Thursday
- **Library** is Wednesday at 11:45pm
- **STEAM** Year 5: Monday 9:00-10:30am
- Year 6: Wednesday 9:00-10:30am
- **P.E.** Tuesday 2:30-3:00pm
- **LOTE** Tuesday 9:00-10:00am
- **Religious Instruction** is Thursday 1:45pm
- **Assembly 3-6** October 9, 30; November 13, 27; December 4
- **Social and Emotional Development:**  
GROW focus - Great Learners and Organised  
You Can Do It focus - Organisation and Persistence
- **Report Cards emailed** 8 December
- **Full School Uniform** every Monday

### DAYS TO REMEMBER

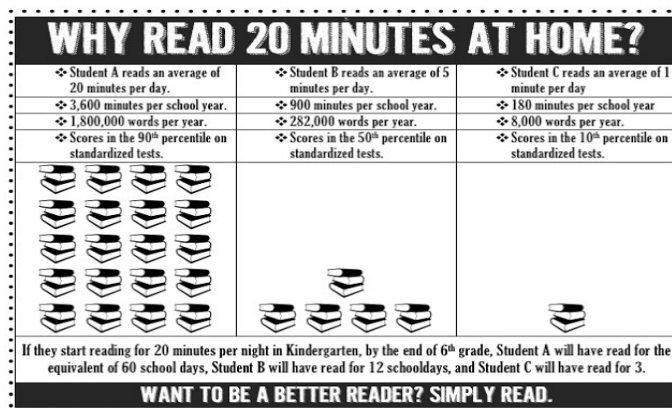
- **Gala Day Years 4-6** 12 & 26 October
- **Student Free Day** 16 October
- **Senior Swimming Carnival 3-6** 29 November
- **P&C Disco** 3 November
- **Night of Music** 14 November
- **Year 5 Sailing** 17, 18, 24, 25, 31 October & 1, 7, 8 November
- **Year 5 Camp Currimundi** 20-22 November
- **Year 6 Dance Fever Incursion** – every Wednesday, Week 1 – Week 9
- **Year 6 Graduation** 30 November

### CURRICULUM FOCUS

	<b>Content</b>	<b>Assessment</b>
<b>ENGLISH</b>	<p><b>Year 5</b> students will explore speeches.</p> <p><b>Year 6</b> students will write a letter to the future.</p>	<p><b>Year 5</b> students will write and present a speech.</p> <p><b>Year 6</b> students will write a letter to a future student.</p>
<b>MATHS</b>	<p><b>Year 5</b> students will conduct chance experiments, create and analyse data. They will explore factors and multiples, fractions, decimals, mapping, operations and problem solving.</p> <p><b>Year 6</b> students will list and communicate probabilities using simple fractions, decimals and percent. Students will interpret and compare a variety of data displays. Students connect decimal representations to the metric system and choose appropriate units of measurement.</p>	<p><b>Year 5 &amp; 6</b> students will be assessed using a selection of tests, investigations and observations.</p>
<b>GEOGRAPHY</b>	<p><b>Year 5</b> students will investigate the inquiry questions that follow: How do people influence the human characteristics of places and the management of spaces within them? How can the impact of bushfires or floods on people and places be reduced?</p> <p><b>Year 6</b> students will investigate the inquiry questions that follow: What are Australia's global connections between people and places? How do people's connections to places affect their perception of them?</p>	<p><b>Year 5 &amp; 6</b> students will produce a portfolio of work.</p>
<b>SCIENCE</b>	<p><b>Year 5</b> students develop criteria for identifying and classifying materials as solids, liquids and gases based on their observable properties. Students discuss properties of materials that can be investigated scientifically and pose questions for investigation. They use science inquiry skills to investigate whether properties of materials change at different times and review how materials change state.</p>	<p><b>Year 5</b> students will demonstrate knowledge and understanding of the observable properties and behaviours of solids, liquids and gases.</p> <p>Amanda Sheppard STEAM Teacher <a href="mailto:axshe7@eq.edu.au">axshe7@eq.edu.au</a></p>

	<b>Year 6</b> students study Chemistry, they will investigate and classify physical and chemical changes of materials. They will explore melting, evaporating, dissolving, burning and chemical reactions and identify these changes as either reversible or irreversible changes.	<b>Year 6</b> students will demonstrate knowledge and understanding of physical and chemical changes. Belinda Thurstun STEAM Teacher <a href="mailto:bxthu1@eq.edu.au">bxthu1@eq.edu.au</a>
<b>HEALTH</b>	<b>Year 5</b> students investigate their own and others' attitudes towards participating in invasion games, and identify and explore some of the individual and social factors influencing these. They also examine circumstances that result in inequitable participation in games and propose strategies to redress these. <b>Year 6</b> students investigate how physical activity creates opportunities for different groups to work together. Students will create and demonstrates a physical activity that matches the guidelines for a group of Year 6 students. Students will identify how physical activity contributes to individual and community wellbeing.	<b>Year 5</b> students will complete a portfolio of work. <b>Year 6</b> students will collect information on physical activity participation in their school setting.
<b>P.E.</b>	<b>Year 5 &amp; 6</b> students will develop and apply the specialised movement skills and concept of net and team games.	<b>Year 5 &amp; 6</b> students will be assessed on their technique and performance during game play.
<b>DANCE</b>	<b>Year 6</b> students perform a choreographed sequence of steps in the dance style of Hip Hop.	<b>Year 6</b> students will be assessed on their control, accuracy and expression during the choreographed dance.
<b>MEDIA ARTS</b>	<b>Year 5</b> students explore iMovie and other technologies to create and communicate short stories showing character development, differing points of view, movement and sound.	<b>Year 5</b> students will collaboratively create a short film using iMovie. Amanda Sheppard  STEAM Teacher <a href="mailto:axshe7@eq.edu.au">axshe7@eq.edu.au</a>
<b>FRENCH</b>	<b>Year 5</b> Students will explore the concept of play and its university across cultures.  <b>Year 6</b> students will explore the concept of change and the experiences of youths in French speaking countries and Australia.	<b>Year 5</b> Students will discuss group play in France and around the world; play games from French speaking countries using the language of game play; translate game rules and reflect on the universality of play.  <b>Year 6</b> students use a range of expressive language to discuss different types of transitions including moving house, school and country.

## FOCUS | TERM 4



## YEAR 5/6M | TEACHER

**5/6M | Sally Monteath**

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