



Teacher: Miss Allison Gallagher

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Points of interest

The first bell rings at **8:25am**. School begins at **8:30am**. Please ensure students are on time.

- 30-4 ThinkUKnow Australian Federal Police Presentations Yrs 1-6
- 1-5 Book Fair Begins
- 6-5 Labour Day Public Holiday
- 7-5 Premiers Reading Challenge begins.
- 9-5 Mother’s Day Stall
- 10-5 National walk Safely to school day
- 13-16/5 Karawatha Intermediate and Celtic strings/Intermediate Band
- 17-5 Pirate Day- Student Council dress up day- gold coin donation
- 22-5 National Simultaneous Story Time / Regional Cross Country
- 30-5 Regional Softball Trials / Japanese Manga Incursion (Yrs 4-6)
- 3&4-6 Senior Athletics Carnival
- 5-6 Beats N Pieces Music Incursion P-6
- 10-11-6 School Photos
- 13-6 Subway Meal Deal
- 9-6 Report Cards available on QParents
- 20-6 Report cards emailed out
- 21-6 Last day of term

Specialist Lessons to remember

Assembly: Mondays at 1:30pm in the hall. Please check the school newsletter for dates.

Health: Tuesday 9:00am – 9:30am

P.E: Monday 9:00am – 9:30am

The Arts: Thursday 9:30am – 10:30am

Japanese: Wednesday 8:30am – 9:30am

Library: Monday 8:45-9:00 am borrowing

- please bring a library bag for borrowing each fortnight.

Gala Sport Practise: Friday 1:30pm – 2:30pm

Curriculum focus – what we will be working on in class this term

	Content	Assessment
English	<p>Advertisements</p> <p>In this unit students read, view and listen to advertisements in print and digital media. They understand how language and text features can be combined for persuasive effect. They demonstrate their understanding of advertising texts’ persuasive features through the creation of their own digital multimodal advertisement and an explanation of creative choices.</p>	<p>Writing an advertisement</p> <p>Students create a multimodal advertisement and explain how it persuades the viewer.</p>

	Content	Assessment
Maths Year 5	<p>Number and Place Value: Students identify and describe counting patterns resulting from addition and subtraction operations. They will identify unknown quantities in number sentences involving multiplication and division. Students will create number patterns using various mathematical operations, numbers and fractions.</p> <p>Measurement and Geometry: Students will convert between 12-hour and 24-hour time. They will read and interpret timetables. Number and Place Value: Students identify and describe counting patterns resulting from addition and subtraction operations. They will identify unknown quantities in number sentences involving multiplication and division.</p> <p>Measurement and Geometry: To convert between 12-hour and 24-hour time.</p>	<p>Number and Place Value: Students identify and describe counting patterns resulting from addition and subtraction operations. They will identify unknown quantities in number sentences involving multiplication and division. Students will create number patterns using various mathematical operations, numbers and fractions.</p> <p>Measurement and Geometry: Students will convert between 12-hour and 24-hour time. They will read and interpret timetables. Number and Place Value: Students identify and describe counting patterns resulting from addition and subtraction operations. They will identify unknown quantities in number sentences involving multiplication and division.</p> <p>Measurement and Geometry: To convert between 12-hour and 24-hour time.</p>
Maths Year 6	<p>Number and Algebra In Number and Algebra students will Identify and describe properties of prime, composite, square and triangular numbers. They will continue and create sequences involving whole numbers, fractions and decimals. Students describe the rule used to create the sequence.</p> <p>Measurement – students will interpret and use timetables</p>	<p>Assessment tasks Number and Algebra Identifying number properties and sequencing whole numbers, fractions and decimals</p> <p>Measurement Interpreting and using timetables to determine a travel schedule.</p>
Science Year 5	<p>In this unit, students will describe the key features of our solar system, including planets and stars. They will discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students will pose questions, and plan and conduct investigations to answer questions and solve problems. They will decide on variables to change and measure to conduct fair tests. Students will communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.</p>	<p>This is a research assessment where students describe key features of the solar system. They describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems. Students communicate ideas using multimodal texts.</p>
Technology (Design) Year 5 only Year 6 (Semester 2)	<p>In this design technologies unit students will investigate the characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area.</p> <p>They will explore the role of people in a range of technologies occupations and the tools and techniques they use.</p>	<p>Students will design and make a product that supports wildlife to coexist with humans in the school environment.</p>
HASS	<p>See Term 1, 2024</p>	<p>See Term 1, 2024</p>