

## Aim High

Teacher: Miss Allison Gallagher Email: agall95@eq.edu.au

## **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

22-5 National Simultaneous Story Time / Regional Cross

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

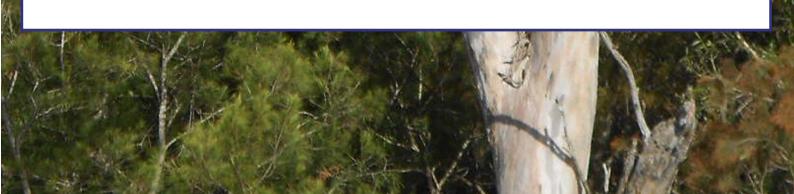
fortnight.

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



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

	Content	Assessment
English	Advertisements  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.	Writing an advertisement Students create a multimodal advertisement and explain how it persuades the viewer.



	Content	Assessment
Maths Year 5	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.	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.
	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.	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.
	<b>Measurement and Geometry:</b> To convert between 12-hour and 24-hour time.	<b>Measurement and Geometry:</b> To convert between 12-hour and 24-hour time.
Maths Year 6	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.  Measurement – students will interpret and use timetables	Assessment tasks Number and Algebra Identifying number properties and sequencing whole numbers, fractions and decimals  Measurement Interpreting and using timetables to determine a travel schedule.
Science Year 5	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.	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.
Technology (Design) Year 5 only Year 6 (Semester 2)	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.  They will explore the role of people in a range of technologies occupations and the tools and techniques they use.	Students will design and make a product that supports wildlife to coexist with humans in the school environment.
HASS	See Term 1, 2024	See Term 1, 2024

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