

Class Newsletter

Term 3, 2022



Dear Parents /Caregivers

Welcome to Term 3 of 2022. We trust you all kept warm and had a restful break. We have a busy term ahead of us with camp being the highlight in Week 3. Please ensure that all forms are returned and full payment is made as soon as possible. There will be a camp information session next Wednesday 20th July at 4.45pm in the library for those of you that can attend.

The P&C are currently running a Pie Drive. Please support the school by ordering some delicious pies. Forms have been sent home. We will also celebrate Book Week in Week 7 and have lots of exciting activities planned.

Other events on the calendar for this term include:

August 10th - EKKA public holiday
August 19th – Band and strings muster
August 31st - Father's Day stall
September 2nd - Student Free Day
September 14th - Camp Quality show

Notices will be sent out as the term progresses.

A few reminders:

Please ensure your child's bag and uniform items are clearly labelled and students are wearing the correct uniform, particularly as it is cold now.

Please take the time to read the information/fill in the forms students take home and return as soon as possible, where applicable.

We look forward to a great Term 3!

Yours sincerely

Jo Horan and James Jackson
5A & 5B Classroom Teachers

Tracey Douglas
Principal

Year 5

REMINDERS

NO HAT NO PLAY

Students are required to bring their school hat every day.

Bells

Students should not be arriving at school too early. On arriving at school, students should be seated in their lining-up areas. Students who are arriving early often find themselves becoming involved in problem situations which continue once they have entered the class for learning. Students should also be reminded to use the toilets when the first bell rings, rather than using valuable class time.

Being Absent

When your child is absent, please ensure that notes are sent explaining the reasons why they were unable to attend school or please ring our office with an explanation. The phone number to ring when your child is absent is 36238760.

Homework

Homework should come home each Monday afternoon and is due in the following Monday morning.

Use of Toilets

Please encourage your children to use the toilets at appropriate times rather than during class times. We are having students miss important learning time due to visits to the toilets.



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Weekly Routine

5A TERM 1 TIMETABLE 2022

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50-9:00 am	Preparation for the School Day/ Teacher Modelled Reading				
9:00-9:30am	LOTE Japanese	Handwriting Grammar + Punctuation	English	Debbie Marsh 9:00- 9:30 Mathematics	English
9:30- 10:00am		Mathematics		English	
10:00- 10:30am	Maths Problem Solving	Writing Improvement Hour	Mathematics	Health	Debbie Marsh 10:00-10:30
10:30- 11:00am					Mathematics
11:00- 11:30am	Morning Tea				
11:30- 12:00pm	Marking Spelling Test/ Marking Homework	Religious Instruction	Sound Waves	Music	SoundWaves
12:00- 12:30pm	English	Shared Reading	Shared Reading	Shared Reading	PE Swimming
12:30- 1:00pm	Debbie Marsh 12:30-1:00	Guided Reading Debbie Marsh 12:30-1:00	Guided Reading Debbie Marsh 12:30- 1:00	Guided Reading Debbie Marsh 12:30-1:00	Finishing off tasks e.g. Sound Waves, Handwriting, Maths Plus
1:00-1:45pm	Lunch				
1:45-2:00pm	Independent Reading				
2:00-2:30pm	HASS/ Science/ Technology/Art	Assembly	HASS/ Science/ Technology/Art	Library	HASS/ Science/ Technology/Art
2:30-3:00pm	Play Is the Way Game Factory/ Zones of Regulation	My Wellbeing Journal/ General Knowledge Quiz		HASS/ Science/ Technology/Art	



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Weeks: 1-10						Class: 5B						Term: 3, 2022					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
8:45	Get equipment ready - Handwriting / Read																
9:00	Housekeeping - jobs Spelling Pre-Test Modelled Lesson	Literacy (Soundwaves)	Literacy (Soundwaves T/A)	Library borrowing	Homework Due Spelling Post-Test	Housekeeping - jobs Spelling Pre-Test Modelled Lesson	Reading Groups (T/A)	Reading Groups (T/A)	Reading Groups (T/A)	Reading Groups (T/A)	Housekeeping - jobs Spelling Pre-Test Modelled Lesson	Reading Groups (T/A)	Reading Groups (T/A)	Reading Groups (T/A)	Reading Groups (T/A)		
9:30		Reading Groups (T/A)	Reading Groups (T/A)	Reading Groups (T/A)	Reading Groups (T/A)		Reading Groups (T/A)	Reading Groups (T/A)	Reading Groups (T/A)	Reading Groups (T/A)		Reading Groups (T/A)					
10:00	Japanese (NCT)	Literacy (Writing Hour)	HASS	Health	Literacy	Japanese (NCT)	Literacy (Writing Hour)	HASS	Dance	Literacy	Japanese (NCT)	Literacy (Writing Hour)	HASS	Dance	Literacy		
10:30		Literacy (Writing Hour)	HASS	Dance	Literacy		Literacy (Writing Hour)	HASS	Dance	Literacy							
11:00	1st BREAK																
11:30	Maths (Problem Solving Hour T/A)	Maths	Maths	Maths	Maths	Maths (Problem Solving Hour T/A)	Maths	Maths	Maths	Maths	Maths (Problem Solving Hour T/A)	Maths	Maths	Maths	Maths		
12:00	Science	Technologies	Literacy	Literacy	Technologies	Science	Technologies	Literacy	Literacy	Technologies	Science	Technologies	Literacy	Literacy	Technologies		
12:30		Literacy	Literacy	Literacy	P.E.		Literacy	Literacy	Literacy	P.E.							
1:00	2nd BREAK																
1:45	Read to self																
2:00	Literacy	Assembly 2.15pm	Science	Music (NCT)	HASS	Literacy	Assembly 2.15pm	Science	Music (NCT)	HASS	Literacy	Assembly 2.15pm	Science	Music (NCT)	HASS		
2:30		Health/ Catch up	Science	Dance	HASS		Health/ Catch up	Science	Dance	HASS							
2:50		Health/ Catch up	Science	Dance	HASS		Health/ Catch up	Science	Dance	HASS							



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Term Overview

Subject	Unit Description	Assessment tasks	Assessment Time (When)
English	<p>Exploring narrative through novels and film</p> <p>In this unit, students listen to, read and view films and novels with a range of characters and involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation.</p> <p>Students listen to and view narrative films and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about aspects of the novels and films during group discussions.</p>	<p>Written Comparison</p> <p>Students write a comparison of a novel and its film adaptation and state a preference.</p> <p>Monitoring Task</p> <p>Participate in Class Discussion regarding film review</p>	<p>Week 9</p> <p>Week 10</p>
Maths	<p>Number and place value - round and estimate to check an answer is reasonable, use written strategies to add and subtract, use an array to multiply one-digit and two-digit numbers, use</p> <p>divisibility rules to divide, solve problems involving computation and apply computation to money problems, add and subtract using mental and written strategies including the right-to-left</p> <p>strategy, multiply whole numbers and divide by a one-digit whole number with and without remainders.</p> <p>Fractions and decimals - make connections between fractions and decimals, compare and order decimals.</p> <p>Money and financial mathematics - investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans.</p> <p>Patterns and algebra - create, continue and identify the rule for patterns involving the addition and subtraction of fractions; use number sentences to find unknown quantities involving</p> <p>multiplication and division.</p> <p>Using units of measurement - choose appropriate units for length, area, capacity and mass; measure length, area, capacity and mass; problem-solve and reason when applying measurement to answer a question.</p> <p>Location and transformation - explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs and enlarge shapes.</p>	<p>Assessment -Calculating Measurement (Great Garden) – Gympie Alliance</p> <p>Monitoring task -Locating and calculating fractions – Gympie Alliance</p> <p>Assessment – Continuing patterns, calculating with money and numbers – Gympie Alliance</p> <p>Monitoring – Locating Landmarks</p> <p>Monitoring – Investigating and calculating measurement – C2C</p> <p>Monitoring task: Explain simple budgets</p> <p>Maths Investigation</p>	<p>Week 9</p> <p>week 5</p> <p>Week 6</p> <p>Week 3</p> <p>Week 2</p> <p>Week 10</p>



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<p>HASS</p>	<p>Investigating the colonial period in Australia In this unit students will investigate the following questions: What were the significant events and who were the significant people that shaped Australian colonies? What do we know about the lives of people in Australia's colonial past and how do we know? In this unit, students:</p> <ul style="list-style-type: none"> • recognise key events in Australia during the colonial period after 1800 • investigate the reasons why people migrated to Australia in the colonial period and the impacts of that migration • appreciate the impacts of significant developments and events - the gold rush and the Eureka Stockade • pose questions to investigate the significance of individuals and groups in shaping the colonies • describe the significance of individuals and events in shaping the colonies. 	<p>Students conduct a historical inquiry to investigate how Peter Lalor and the Eureka Stockade were significant in bringing about change in Australian democracy.</p>	<p>Week 10</p>
<p>Science</p>	<p>Now you see it In this unit, students will investigate the properties of light and the formation of shadows. They will investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They will plan investigations including posing questions, making predictions, and following and developing methods. They will analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They will explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.</p>	<p>Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. Students describe how scientific developments have affected people's lives and help us solve problems.</p> <p>Students describe ways to improve the fairness of their investigation and communicate ideas and findings.</p>	<p>Week 8</p>
<p>Technologies</p>	<p>Data changing our world In this unit students will explain how information systems meet local and community needs, represent a variety of data types in digital systems and design and create an interactive spreadsheet and share information ethically.</p>	<p>To explain how information systems meet needs. To represent a variety of data types in digital systems. To design and create an interactive spreadsheet and share information ethically.</p>	<p>Week 6</p>
<p>Art: Dance</p>	<p>Dance - Adventures in dance In this unit, students make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms. Students will:</p> <ul style="list-style-type: none"> • explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning in adventure stories • develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • perform dance using expressive skills to communicate a choreographer's ideas about an adventure story • explain how the elements of dance and production elements communicate meaning and use a range of movement styles/forms by comparing dances from different social, cultural and historical contexts. 	<p>Students perform, choreograph and respond to dance using the theme of adventure as stimulus.</p>	<p>Week 9 - 10</p>



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