

Class Newsletter

Term 3, 2023



5A

Dear Parents /Caregivers

Welcome back to all students and families after a well-deserved break. I hope your child had a positive first half of the school year and felt proud of their learning during the first semester. As the class teacher I would like to thank the students for a really enjoyable time as this group has worked hard to improve as learners and have also worked to help and encourage the learning of their classmates.

If you have not already done so, please make sure that you take the time to sit down and go through your child's report card with them. The students worked hard and it is important to celebrate their successes together and to also look towards areas of their learning that they may wish to improve on in the future.

Homework and Individual Targets and Goals will come home this week. Please go through with your child their homework and goals as it is important that they are able to follow through on their desired areas of self-improvement and personal awareness. Homework is organised with the class and should be brought home by students on Mondays. It is due to be handed in completed on the following Monday morning. The homework is a consolidation of the spelling and maths that the students have been working on in class. It is an expectation that all students complete their homework. I understand that homework cannot always be completed due to unforeseen circumstances that may arise. If issues do occur, a note or phone call communicating this would be appreciated.

Please do not hesitate to organise a meeting, call the school or approach me if you have any concerns regarding your child's class work or overall happiness and well-being. By keeping communication open we will be best able to meet the needs of your child. My email address is jack27@eq.edu.au.

Don't forget school camp to Mapleton next Wednesday to Friday. We are all very excited!

Weekly Routine

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50-9:00 am	Preparation for the School Day/ Teacher Modelled Reading				
9:00-9:30am	English	Handwriting Grammar + Punctuation	Mathematics	Mathematics	Spelling Test
9:30-10:00am		Mathematics			Marking Homework
10:00-10:30am	Maths Problem Solving	Health	English	English	PE
10:30-11:00am		Mathematics			Mathematics
11:00-11:30am	Morning Tea				
11:30-12:00pm	Shared Reading	Writing Improvement Hour	Sound Waves	Music	English
12:00-12:30pm	Guided Reading		Shared Reading	LOTE (Japanese)	
12:30-1:00pm	SoundWaves	Guided Reading	Guided Reading	LOTE (Japanese)	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		Assembly 3-6 Odd Weeks		Library	
2:30-3:00pm	HASS/ Science/ Technology/Art	My Wellbeing Journal/ General Knowledge Quiz	HASS/ Science/ Technology/Art	HASS/ Science/ Technology/Art	Play Is the Way Game Factory/ Zones of Regulation

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 3623 8760.

Homework

Homework should come home each Monday afternoon and is due in the following Monday morning. Homework will not be given on the first or last weeks of each term.



Geebung
State School

Each and every member of our school community,
believes that each and every child can and will achieve.

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Term Overview

English: Exploring narrative through novels and film

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.

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.

Maths: 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 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 strategy, multiply whole numbers and divide by a one-digit whole number with and without remainders.

Fractions and decimals - make connections between fractions and decimals, compare and order decimals.

Money and financial mathematics - investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans.

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 multiplication and division.

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.

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.

HASS: 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:

- 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.

Science: 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.

Technologies: 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.

Art: 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:

- 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.

Yours sincerely

James Jackson
Class Teacher

Tracey Douglas
Principal



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