



2025

Year 4/5B Newsletter
Term 1



Dear families,

Please find below some general information regarding the classroom program your child will be engaged in during Term 1 of this year. Please feel free to make contact by phone, email or by arranging a meeting to discuss your child's progress at school.

Teacher: Tracey Holmes
School Office: 3286 0666

Class: 4/5 Blue Tongues

Email: admin@wellingtonpointss.eq.edu.au
Student Absences: 3286 0660

Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.50-9.00	Set up for day	Set up for day	Set up for day	Set up for day	Set up for day
9.00-11.00	CHAMPS Maths Health	Maths	Maths	Maths	Parade Maths Technology
11.00-11.40	First break				
11.40-1.10	English	English	English	English	Science
1.10-1.50	Second break				
1.50-2.00	Roll marking	Roll marking	Roll marking	Roll marking	Roll marking
2.00-3.00	Drama	Japanese	PE	HASS	Wellbeing & Enrichment

Homework Expectations

- **Reading** – Interacting with words (10-15mins each day).
- **Maths** – Practise number facts up to x12 and ÷12 off by heart. May also choose to access prodigy online
- **Spelling** – May choose to practise using PLD strategies and goal sounds to build words

In-Class Support

There are always students who work through tasks easily and accurately and those who need extra support and guidance. All students are catered for in our classroom, with a selection of activities:

- Smaller ability/focus groups.
- One-on-one feedback to pinpoint needs and set learning goals.
- Teacher, teacher aides and Learning Support staff to support all individual needs.
- Range of technologies to assist in learning.

Inclusion Teacher: Mrs Barb Tuite

General and Inclusion Teacher Aides – timetabled throughout the week

Guidance Officer: Ainslee Cheung

Curriculum Focus

English (Inquiry)

What makes an excellent short film narrative?

In this unit, students engage with a variety of imaginative texts (both film and print text) that include literary devices and/or deliberate word play to shape meaning. They plan and present a film review that includes a summary of the story, a review and a recommendation.

Students read, view and comprehend a range of imaginative texts that support and extend students as independent readers, including picture books, short novels, rhyming verse, poetry and dramatic performances.

Through texts, students identify characteristic features of imaginative texts and describe how characters, events and/or topics are developed using language for expressing and developing ideas.

Students engage in shared and independent writing and/or learning experiences in response to imaginative texts. They develop speaking and listening behaviours when interacting with others, contributing to discussions and presenting information in response to texts with peers.

HASS (Split into Year level groups)

Year 4	Year 5
<p>How can we use places sustainably? In this unit, students:</p> <ul style="list-style-type: none"> • explore the concept of 'place' with a focus on Africa and South America • describe the relative location of places at a national scale • identify how places are characterised by their environments • describe the characteristics of places, including the types of natural vegetation and native animals • examine the interconnections between people and environment and the importance of environments to animals and people • identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places • investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste • recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regards to places and environments • propose actions for caring for the environment and meeting the needs of people. 	<p>How have individuals and groups in the colonial past contributed to the development of Australia? Communities in colonial Australia (1800s) Students:</p> <ul style="list-style-type: none"> • examine key events related to the development of British colonies in Australia after 1800 • identify the economic, political and social reasons for colonial developments in Australia after 1800 • investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment • locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia • present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community • identify different viewpoints about the significance of individuals and groups in shaping the colonies • sequence significant events and developments that occurred during the development of colonial Australia using timelines.

Mathematics:

Students further develop proficiency and positive dispositions towards Mathematics and its use as they:

- build understanding of number facts, fractions and decimals to deepen an appreciation of how numbers work together
- use materials and digital tools to recognise line and rotational symmetry and create symmetrical patterns and pictures
- create and interpret grid reference systems and directions on a map to locate and describe positions and pathways of location of interest
- develop and use surveys and digital tools to generate data and conduct a statistical investigation.
- plan and conduct a statistical investigation that involves a range of data sets including nominal and ordinal categorical and discrete numerical data; report findings and interpret and compare data representations to make informed decisions.

Science (Split into Year level groups):

Year 4	Year 5
<p>Biological Science Students will learn that living things have life cycles. They will describe and compare life cycles of different animals and plants. Students will also</p>	<p>Biological Science In this unit students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence</p>

COURTEOUS

HONEST

AIM HIGH

MATESHIP

PROUD

SAFE

identify what different living things depend on to survive and represent this using a food chain.

and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.

The Arts: Drama

Exploring issues through drama

In this unit, students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.

Students will:

- explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama around an issue
- use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place in an issues-based drama
- shape and perform dramatic action around an issue using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal drama and Torres Strait Islander drama
- identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal peoples and Torres Strait Islander peoples, using the elements of drama to make comparisons.

Health and Physical Education: Health:

Making healthy choices

In this unit, students will identify strategies to keep healthy and improve fitness. They will explore the *Australian guide to healthy eating* and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages.

Health and Physical Education: Physical Education:

Basketball/handball - Students will develop specialised basketball and handball skills. They will practise and refine fundamental movement skills to perform in game-style activities. They will examine the benefits of being healthy and physically active, and how these benefits relate to team sports. Students will apply strategies for working cooperatively and apply rules fairly through team activities.

Technologies: Digital Technologies: What digital systems do you use?

Students explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language.

Languages (Japanese):

In Term 1 in Japanese, the Year 4s will be learning to exchange greetings, participate in classroom routines and recognise the basics of the Japanese script. Important greetings such as おはようございます, こんにちは, こんにちは and as well as how to introduce themselves in Japanese will be learned. Classroom instructions such as しずかにしてください, たってください, すわってください will be learnt as well as the vocabulary for classroom items such as pencils, desk, chairs, books, glue, scissors (eg えんぴつ, いす, はさみ, のり, ノート) as well as helpful expressions such as すみません. How to ask what something is as well as who it belongs to will be learnt (sentence patterns such as *Kore wa nan desu ka?* and *Dare no (stationary item) desu ka?*) The importance of the word ください and its use in simple sentences will be explored. The introduction of particles and their importance in the formation of sentences will be discussed. Students will consolidate their recognition of the three scripts of hiragana, katakana and kanji.

COURTEOUS

HONEST

AIM HIGH

MATESHIP

PROUD

SAFE

Special Events/Excursions

Please see last page

How can parents/carers help

- Ensure homework is completed regularly and support them in their tasks.
- Read with them regularly. Get them to talk about what they are reading and ask questions.
- Ensure your child arrives to school on time and discuss their day with them.
- Communicating regularly with class teacher and keep up to date with newsletters and notes.

Work with honour

COURTEOUS

HONEST

AIM HIGH

MATESHIP

PROUD

SAFE

Special Events/Excursions: Term 1, 2025

WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
1 27/1 – 31/1	AUSTRALIA DAY PUBLIC HOLIDAY	<ul style="list-style-type: none"> First day students return to school 			<ul style="list-style-type: none"> First Whole School Parade 9am
2 3/2 – 7/2	<ul style="list-style-type: none"> Class information sheets and management plans emailed to families 				<ul style="list-style-type: none"> Whole School Parade 9am
3 10/2 – 14/2		<ul style="list-style-type: none"> Parent Information Sessions 3:30pm and 4:15pm (finish 4:45pm) 		<ul style="list-style-type: none"> Wake Up with Wello Starts 8:15am 	<ul style="list-style-type: none"> Captains and Peacekeeper Parade – Whole School 9am Wellbeing Friday Enrichment Programs start
4 17/2 – 21/2				<ul style="list-style-type: none"> Wake Up with Wello Bravehearts P-2 9am 	<ul style="list-style-type: none"> Whole School Parade 9am 2025 Captains Morning Tea with Leadership Team Wellbeing Friday Enrichment
5 24/2 – 28/2	<ul style="list-style-type: none"> HALOGEN School Captains Day - Excursion 		<ul style="list-style-type: none"> Student Council Free Dress Day 	<ul style="list-style-type: none"> Wake Up with Wello 	<ul style="list-style-type: none"> Whole School Parade 9am Wellbeing Friday Enrichment
6 3/3 – 7/3			<ul style="list-style-type: none"> CHYMS Good Mental Health Rocks – Year 6: 9-11am 	<ul style="list-style-type: none"> Wake Up with Wello Tooth Fairy Visit 9am 	<ul style="list-style-type: none"> Whole School Parade 9am International Women’s Day (March 8) Wellbeing Friday Enrichment
7 10/3 – 14/3	<ul style="list-style-type: none"> Tooth Fairy Van week 7-10 (Admin carpark) 		<ul style="list-style-type: none"> NAPLAN (Year 3 & 5) 	<ul style="list-style-type: none"> Wake Up with Wello NAPLAN (Year 3 & 5) 	<ul style="list-style-type: none"> NAPLAN (Year 3 & 5) School Photos Day NO Parade Today
8 17/3 – 21/3	<ul style="list-style-type: none"> NAPLAN (Year 3 & 5) 	<ul style="list-style-type: none"> NAPLAN (Year 3 & 5) 	<ul style="list-style-type: none"> NAPLAN (Year 3 & 5) 	<ul style="list-style-type: none"> Wake Up with Wello NAPLAN (Year 3 & 5) Chappy Subway 	<ul style="list-style-type: none"> NAPLAN (Year 3 & 5) Cross Country 9am – 1pm NO Parade Today
9 24/3 – 28/3	<ul style="list-style-type: none"> NAPLAN Year 6 Camp 	<ul style="list-style-type: none"> Year 6 Camp 	<ul style="list-style-type: none"> Year 6 Camp 	<ul style="list-style-type: none"> Wake Up with Wello 	<ul style="list-style-type: none"> Whole School Parade 9:00am Wellbeing Friday Enrichment
10 31/3 – 4/4		<ul style="list-style-type: none"> HARMONY DAY Parent Teacher Conversations 3:10pm - 6:30pm 			<ul style="list-style-type: none"> No Parade Today Easter Hat Parade P-2 9am Student Council Easter Disco