



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:** Mrs Christine Elmore

**Class:** 5E

**Email:** [admin@wellingtonpointss.eq.edu.au](mailto:admin@wellingtonpointss.eq.edu.au)

**School Office:** 3286 0666

**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	English	English	English	English	Parade English
	Wordwork	Wordwork	Wordwork	Wordwork	Maths
11.00-11.40	<b>First break</b>				
11.40-1.10	Maths Japanese	Maths Music Maths	Science	Phys Ed  Maths	Maths Passion Projects
	<b>Second break</b>				
1.10-1.50	<b>Second break</b>				
1.50-2.00	Roll marking	Roll marking	Roll marking	Roll marking	Roll marking
2.00-3.00	Health	HASS	Maths Groups	Drama	Wellbeing Day Enrichment Activities

### Homework Expectations- checked each-Friday

- **Reading** – Students are expected to read each night for at least 15 minutes.
- **Maths-** Daily Challenge facts
- **Word Study Spelling List** – look say cover write check x3 on sheet working across the page.

### 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:

- Guidance and Wellbeing Officer- Mrs Ainslee Cheung
- Inclusion Support: Ms Rachel Evans
- Teacher Aides: Literacy and Maths Group Support

### Curriculum Focus

**Inquiry English:** This term, the students will unpack the inquiry question-How can we use the author's craft to explore character relationships, settings and events in narratives, to write an alternative final ending? Students will engage with a variety of texts by First Nations Australian, Australian and world authors for enjoyment. Texts include films, digital texts and novels and explore themes of interpersonal relationships through a range of characters and complex sequences of events that may involve flashbacks and shifts in time. They will explore ways in which a text can reflect time and place, and how ideas are conveyed through characters, setting and events. The students will use texts as models to experiment with storylines, characters and settings in an innovation on a narrative and participate in discussion.

### Inquiry HASS:

This term, students will unpack the inquiry question- How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?

**Students will engage in researching -Communities in colonial Australia (1800s). They will:**

- 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: Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students have opportunities to develop understandings of:**

- Number and place value - make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, use a written strategy for addition and subtraction, round and estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems, make generalisations.
- Fractions and decimals - use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions using a range of representations and solve problems using unit fractions. Add and subtract simple fractions with the same denominator.
- Using units of measurement - investigate time concepts and the measurement of time, read and represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles.
- Chance - identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and apply understandings of probability and data collection to investigate the fairness of a game.
- Data representation and interpretation - build an understanding of data, develop the skill of defining numerical and categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data

**Maths Inquiry**-The students will explore chance through the inquiry question-What bingo card would give me the best chance of winning?

**Science:** In Term One, students will examine and understand that living things have structural features and adaptations that can help them to function in their environments as they answer the ‘How do the structural and behavioural features of living things support survival?’ inquiry question. They will also learn to understand that plants and animals have internal and external structures that function to support survival, growth, behaviour, and reproduction. This unit will help students develop an appreciation of Aboriginal and Torres Strait Islander Peoples’ knowledge of living things and their relationships. Passion Projects will be part of the Science curriculum this term.

**The Arts: Drama**- This term, students will create and perform in a “Night at the Museum” event. The students will deliver information on Australian Colonial Life and answer questions to visitors to the museum. Throughout the term the students will explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations. They will develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action. The students will rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience.

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**HONEST**

**AIM HIGH**

**MATESHIP**

**PROUD**

**SAFE**

**Music:** Throughout the year in Music classes, students will be participating in learning experiences based around saying rhymes, singing songs, movement and dance, playing instruments (including percussion instruments and the explicit teaching of descant recorder- the link between reading notes off the music staff and their formation on the instrument), improvising and creating. They will continue to explore the protocols for representing sound using formal notation.

**Health and Physical Education: Health:** Semester One Focus-Emotional interactions-In this unit, students will recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students will identify practices that keep themselves and others safe and well.

**Health and Physical Education: Physical Education:** Football/Netball - In this unit students will develop specialised football and netball skills and apply these skills in a range of settings, from gameplay to individual control. Students will develop and teamwork, collaboration and leadership skills through modified gameplay.

**Technologies:** Semester One Focus- A-maze-ing digital design-Students engage in a number of activities, including:

- investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems,
- following, modifying and designing algorithms that include branching and repetition
- developing skills in using a visual programming language within a maze game context
- working collaboratively to create a new maze game.
- creating a video game for their future self, using Scratch

**Languages (Japanese):** In Term 1 in Japanese, the Year 5s will be creating a flip booklet featuring imaginary creatures and describing their characteristics using the Hiragana script. Different adjectives to describe colours and size (ちいさい、おおきい、みじかい、ながい) will be addressed. Learning words for different body parts and a focused look at the importance of particles in the understanding of meaning in sentences will follow. The introduction of the particle が will occur. Students will be introduced to advanced hiragana with the grammatical markers tenten and maru. The students will then create a flip book of imaginary creatures using descriptive sentences about them written in hiragana, katakana and kanji.

### Special Events/Excursions

See calendar on the next 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 Class Dojo, newsletters and notes.

**Work with honour**

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SAFE



## Special Events/Excursions

# TERM 1 2024 CALENDAR

WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
1 22/1 – 26/1	<ul style="list-style-type: none"> <li>First day students return to school</li> </ul>				AUSTRALIA DAY PUBLIC HOLIDAY
2 29/1 – 2/2	<ul style="list-style-type: none"> <li>Class information sheets emailed to families</li> </ul>		<ul style="list-style-type: none"> <li>Year 6 Kitchen Lessons commence</li> </ul>		<ul style="list-style-type: none"> <li>First Whole School Parade 9am</li> </ul>
3 5/2 – 9/2		<ul style="list-style-type: none"> <li>Meet the Teacher Meetings 5pm start</li> </ul>			<ul style="list-style-type: none"> <li>Captains Parade – Whole School 9am</li> <li>Wellbeing Friday Enrichment Programs start</li> </ul>
4 12/2 – 16/2					<ul style="list-style-type: none"> <li>Peacekeeper Parade – Whole School 9am</li> <li>2024 Captains Morning Tea with Leadership Team</li> </ul>
5 19/2 – 23/2				<ul style="list-style-type: none"> <li>Wake Up with Wello Starts</li> <li>Bravehearts P-2</li> <li>Year 5 Gold Rush Excursion</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Parade 9am</li> </ul>
6 26/2 – 1/3			<ul style="list-style-type: none"> <li>CHYMS Good Mental Health Rocks – Year 6</li> </ul>		<ul style="list-style-type: none"> <li>Whole School Parade 9am</li> </ul>
7 4/3 – 8/3	<ul style="list-style-type: none"> <li>Year 6 Camp</li> </ul>	<ul style="list-style-type: none"> <li>Year 6 Camp</li> </ul>	<ul style="list-style-type: none"> <li>Year 6 Camp</li> </ul>		<ul style="list-style-type: none"> <li>International Women’s Day</li> <li>School Photos Day</li> <li>NO Parade Today</li> </ul>
8 11/3 – 15/3			<ul style="list-style-type: none"> <li>NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> <li>Cross Country 9am – 1pm</li> <li>NO Parade Today</li> </ul>
9 18/3 – 22/3	<ul style="list-style-type: none"> <li>NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> <li>Parent Teacher Interviews</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> <li>Chappy Subway</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> <li>Whole School Parade 9:00am (Student of Week Awards today) TBC</li> <li>OSPREY Touch</li> </ul>
10 25/3 – 29/3	<ul style="list-style-type: none"> <li>NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>HARMONY DAY</li> </ul>		<ul style="list-style-type: none"> <li>Easter Hat Parade P-2</li> <li>Disco TBC</li> </ul>	GOOD FRIDAY