



2025

Year 5K 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: Maree Clark **Class:** 5K

Email: 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	MATHS MUSIC	SCIENCE MATHS	SCIENCE MATHS	P.E. MATHS	Parade HOMEWORK MATHS
11.00-11.40	First break				
11.40-1.10	ENGLISH LOTE	ENGLISH	ENGLISH	ENGLISH	ENGLISH
1.10-1.50	Second break				
1.50-2.00	Roll marking	Roll marking	Roll marking	Roll marking	Roll marking
2.00-3.00	HEALTH	TECHNOLOGY	HASS	ARTS	Wellbeing & Enrichment

Homework Expectations- checked each Friday

- **Reading** – Read each school night & record on Home Reading record Sheet
- **Maths** – Learn Number Facts up to x12 and ÷12 off by heart
- **Spelling & Vocabulary** complete homework sheet using phonic concepts

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:

- Individual & small group support by General and Inclusion Teacher Aides
- Inclusion Teacher: Ms Rachel Evans

Curriculum Focus

English (Inquiry) What is a Podcast and how can we use it to share our opinions about literary texts?

Appreciating and responding to literary texts. Students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

Phonics, Spelling & Vocabulary.

HASS (Inquiry) How have individuals and groups in the colonial past contributed to the development of Australia? Communities in colonial Australia (1800s) Students:

- 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: Unit description

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

- use a range of physical and virtual materials and apply understanding of relationships to convert between forms of numbers, units and spatial representations especially with fractions and decimals
- use materials, diagrams or arrays to become efficient with multiplication facts
- locate and move positions within a grid coordinate system to pinpoint specific locations
- recognise what stays the same and what changes when shapes undergo transformations
- use physical materials and dynamic geometric software to perform transformations
- 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: Biological Science

Survival in the environment

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 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

Significant person from Australian Colonial Period 1800's

Students will devise and perform scripted and improvised drama for their chosen person from 1800's

Health and Physical Education: Health: Emotional interactions

Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students 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 teamwork, collaboration and leadership skills through modified gameplay.

Technologies: Digital Technologies A-maze-ing digital designs

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

Languages (Japanese):

Year 5

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. The year 5s will be learning different adjectives such as how to describe colours and size (ちいさい、おおきい、みじかい、ながい). They will also be learning the words for different body parts and then have a focused look at the importance of particles in the understanding of meaning in sentences. The introduction of the particle が will occur. Students will be introduced to advanced hiragana with the grammatical markers ten-ten and maru. The students will then create a flip book of imaginary creatures and write in hiragana, katakana and kanji, descriptive sentences about them.

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 QParents and notes.
- Replacing lost items

Work with honour

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