



Welcome to Year 5/6! This learning snapshot will give you information about what your child will be learning this term in key subject areas, as well as upcoming events. Please take the time to read through and direct any questions to your child's classroom teacher.

**Year 5 Excursion: Gold Rush 16<sup>th</sup> November 2024**

**Year 6 Graduation: 3<sup>rd</sup> December 2024**

## What are we learning this term?

<b>English</b>	In this unit, students create a poetry analysis about the effectiveness of language features, text structures and literal and implied meaning. They explain how text structures assist in understanding the text and show understanding of how language features influence interpretations of characters, settings and events. Students analyse and explain literal and implied information from a variety of texts.
<b>Mathematics</b>	In this unit, students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students will: <ul style="list-style-type: none"> <li>• convert between 12- and 24-hour time, explain plans for simple budgets and interpret timetables.</li> <li>• measure and construct different angles and solve problems using the properties of angles.</li> <li>• connect fractions, decimals and percentages as different representations of the same number.</li> </ul>
<b>Science</b> (Apyrl Albon)	The What's the matter? unit is an ideal way to link science with literacy in the classroom. Through hands-on investigations, students explore the properties of solids, liquids and gases, and plan and conduct an investigation of how the properties of materials change with temperature. They broaden their classification of matter to include gases and begin to see how matter structures the world around them.
<b>HASS</b>	In this unit, students will examine the effects of a significant development or event on the Australian Colonies e.g. The Gold Rush, Eureka Rebellion, exploration and development of the telegraph and railway. They will then explain its economic, social and political impact on a colony. Students will also investigate the role that a significant individual or group played in shaping and changing a colony. Exploring the motivations and actions of individuals or groups, students will follow an inquiry process and work collaboratively to develop a historical narrative.
<b>Technologies - Design</b>	In this unit, students work individually and collaboratively to identify and sequence steps needed for a design task. They negotiate and develop plans to complete design tasks, follow plans to complete design tasks safely and make adjustments to plans when necessary. Students identify, plan and maintain safety standards and practices when making designed solutions. They design and make a paper plane that can travel a designated distance.
<b>The Arts – Visual Arts</b> (Danielle Betros)	In this unit, students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience. Students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making.
<b>HPE</b> (Ben Ellis)	In this unit, students perform sport specific movement skills and develop a strategy, then tactics to improve performance. They make links between sports and use previously learned skills and knowledge to improve performance in new sports and activities. Students demonstrate fair play and skills to work collaboratively. They access and interpret health information from advertising and develop skills to make informed judgements about their own and others' health, safety and wellbeing. Students examine how physical activity, and being involved in physical activities helps celebrate diversity and connects people to the environment and community.

## Contact List

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