



## ENGLISH

**Main Focus:**  
**Persuasive**

This term, we will be focussing on persuasive texts that are linked to our HASS unit that discusses if students believe the Eureka Stockade was a Riot or Revolution. We will be learning about persuasive language devices such as modality, emotive language and rhetorical questioning. We will also consider how to engage the audience and how to write cohesive paragraphs to improve our persuasive writing. We will continue to have a grammar focus each week to improve our written work.

## MATHEMATICS

**Main Focus:**

In Term 2 the students will be involved in Mathematical investigations that requires students to use the mathematical concepts taught this term so love larger problems or complete inquiries. Our first investigation is titled 'Race Around Australia'. Students will be learning to convert between 12- and 24-hour time. They will also use a grid reference system to locate landmarks and use directional language. They will measure and construct different angles. The second investigation is titled 'Radical Renovation'. This investigation will have a focus on area and perimeter as well as multiplication and money. Students will eventually be renovating their own room.

## RELIGION

**Fertile Question****What is Judaism**

In Religion this term, students will be broadening their understanding of the Jewish Faith. They will identify significant features of a Synagogue and explain their importance to the Jewish people. They will be able to explain practices associated with the Sabbath and discuss the relationship between Jewish people and God.

## HUMANITIES &amp; SOCIAL SCIENCES

**History**  
**Eureka Stockade: riot or revolution?**

In HASS, students will investigate how the colonies of Australia were impacted by the Gold Rush and how this event encouraged immigration to Australia. Students will be asked to reflect on the Eureka Stockade and decide if this event had any bearing on the development of Australian democracy. In this unit students will also explore the impact of natural disasters (fires and floods) in Australia and will discuss how communities can respond to and prepare for these events.

## SCIENCE

**Focus:**  
**Earth in the Solar System.**

Students will be exploring Earth as part of a system of planets orbiting the sun. They will identify the planets of the solar system and undertake some experiments to compare how long they take to orbit the sun. Students will be creating a model of our Solar System. They will also be researching the significance of the Sun and its relationship with other parts of our Solar System

## THE ARTS

**Music**

Students sing songs from around the world and begin to experiment with their own compositional ideas using the la pentatonic scales. They notate more complex rhythm patterns and ostinato within the parameters of a drum circle. Students begin a keyboard orientation and learn to play familiar songs with confidence and fluency.

**Drama**

Supporting the work done in the classroom on the *Gold Rush and the Eureka Stockade*, students will explore and extend their knowledge of the elements of drama and how they shape character, voice and movement in improvisation. Students will collaborate to plan, make and perform drama that communicates ideas. They will use relationships, tension, time and place when improvising and performing devised drama. We will continue to use the analogy of the drama toolbox to highlight the elements.

Linked to Health, students will create mixed media works to explore self-identity. Students will be able to choose from a number of mediums to help achieve the desired effects.

**Visual Arts**

It Hurts! いたい!

The Year 5 students will be working through a unit of work which involves learning about the body. They will be focusing on both writing (Hiragana and

Japanese

Kanji) as well as speaking in a role play - a simple skit of being in a doctor's office. This knowledge of body parts will be used in future units to describe people and animals.

## TECHNOLOGY

### Create Digital Solutions

Students understand and manage information systems using agreed protocols. They will be exploring the use of PowerPoint, Microsoft Word and other creation programs.

## HEALTH AND PHYSICAL EDUCATION

### Health

They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact.

### Physical Education

Students will be creating and participating in a fun fitness circuit designed to improve health-related fitness components. They will be participating in a range of physical activities and exploring their health, skill and fitness benefits and they will refine their athletics techniques in readiness for the Athletics Carnival.

## HOMEWORK

In **Years 4 to 6**, homework (including student reading) should not take longer than *three hours* per week i.e. approx. *4 sessions of 45 mins*. This time should include student reading approx. 20-30mins + other activities approx. 20-30mins. This time does not include parents reading to children for pleasure.

**Weekly Spelling:** This term, we will be focussing on spelling rules. Students are introduced to the word and rule on Monday, complete activities in language rotations during the week, then are tested on their progress on Friday. This will include a dictation test.

**Number Facts:** Students are expected to revise their times tables for improved speed and accuracy.

**Reading:** Encouraging regular reading – silently and out loud is one of the best activities your child could ever do. Students are expected to read 20-30 minutes a night, in addition to the above homework.

**Homework Tasks:** Students will be given set homework that reinforces the weekly spelling and grammar focus, and number facts. Homework is given out on a Friday and is due back the following Thursday. This allows time for families to juggle other commitments and encourages time management. Homework will be reviewed and marked each Thursday. It is expected that homework will be completed on time and presented to high standard. Incomplete homework will be done during lunch breaks.

## SPECIALIST, SIGNIFICANT DATES & EVENTS

Specialist Days	Music	Library	Drama	PE (sport)	Japanese	Sports uniform
	Tuesday	Tuesday	Wednesday	Friday	Friday	Tuesday Friday

April 23 Mon ANZAC Day Assembly  
 April 25 Wed ANZAC Day  
 May 1 Tues P&F Meeting 6.30pm  
 May 2 Wed Prep 2019 Sibling Morn Tea  
 May 7 Mon Labour Day Holiday  
 Week 4 – Parent Interviews  
 May 10 Thurs Mother’s Day Stall  
 May 13 Sun Mother’s Day  
 May 15, 16, 17 NAPLAN - Yr 3 and 5  
 May 23 Wed WWW Walk to School Day  
 May 24 Thurs Zone 6 Gala Netball and AFL Yr 4-6  
 May 31 – 5A Mass  
 June 6 Wed School Photos  
 June 17 Sunday St Flannan’s Multicultural Mass  
 21 June Thurs Zone 6 Gala Netball and AFL Yr 4-6  
 June 22 Fri P&F Movie Night  
 June 27 Wed Reports sent home

## ADDITIONAL INFORMATION

- Students should not be at school before 8.20am.
- Students who arrive late to class cause a disruption to the learning environment.
- Students must have a school hat for lunch times, HPE and Play is the Way.
- We ask that students do not bring things to school that they treasure or are valuable. Things go missing, get broken or are lost. The school assumes no responsibility for such.
- If you wish to make an appointment regarding your child’s learning I can be contacted via the office or by email.

Classroom specific – expectations; requirements; communication methods

- **Class time – versus – playtime:** Students are expected to take responsibility for being seated and ready for learning on time – before school and after lunch breaks. For the benefit of all students, it is important that we start lessons on time to ensure we cover the content and provide maximum learning time. While learning should be an enjoyable experience, students know the difference between classroom and playtime behaviours, so a greater emphasis will be placed on taking this responsibility seriously.
- **Homework:** Please refer to the school homework policy (as listed in Homework section above). Homework works on a Friday – Thursday schedule.
- **Additional homework:** For students to be at the expected level for Year 5, it is important that they complete set work within the time allocated. Work not completed within a reasonable amount of time, or to a reasonable standard, will be sent home for completion that evening. Implementing such a consequence is designed to encourage students to maximise learning time and to complete set tasks to the best of their ability – the first time. In the event that additional work be sent home, students are expected to hand it in the following morning. Should students fail to hand in or complete homework, an email or note will be forwarded to parents on each occasion.

**Contact details:** I place a very high value on parent-teacher communication and relationships, so to ensure I am available if you want to discuss your child’s progress, organising an appointment, where possible, would be greatly appreciated. I am otherwise available via email and will endeavour to reply as promptly as possible.

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