



Glenore Grove State School

Bee Safe - Bee Respectful - Bee Responsible



Dear Parents / Caregivers,

Welcome to Year 5, for those who are new to the school I am Miss King. What a crazy year it has been, it is crazy to think we are now in term 4 and the end of grade 5 is only a few short weeks away. Please ensure students keep practicing good hygiene to ensure we don't spread germs and remember to stay home if feeling ill.

Housekeeping:

- **School starts at 8:40am**, please make sure that students are at school before the music stops. We begin our learning at this time and if you are late it interrupts the learning of students.
- Each day at 10am we have **Brain Break**. Please encourage your child to bring a **small amount of fruit or veggies**. Bananas, apples and mandarins are great.
- Please ensure that you put an **ice brick** into your child's **lunchbox** to keep them nice and cold throughout the day, especially on hot days.
- We have a student in our school who has an anaphylactic reaction to eggs and any type of nuts. Please speak with your child about **never sharing food** at school.
- **Class Dojo**: This is a great communication app for messaging and photos that has been really successful in the past. I'll only receive and respond to your messages between 7am to 8.30am weekdays or between 3pm-4pm in the afternoons.

We're going to have an amazing **Term 4** with the following learning units:

English: This term students will listen to, read and view films and novels with a range of characters and involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation. Students listen to and view narrative films and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about aspects of the novels and films during group discussions.

Reading: Our focus in the classroom is on our comprehension strategies that allow for a better understanding of a given text. We are going to be working on our close reading skills this term as a whole class approach, close reading is a deeper critical analysis of a given text, enabling students to have a deeper understanding of what is happening in a given text.

Maths:

In this unit students will apply mental and written strategies to solve addition, subtraction, multiplication and division problems; identify and use factors and multiples; apply computation skills; use estimation



and rounding to check reasonableness; solve problems involving addition, subtraction, multiplication and division; use efficient mental and written strategies to solve problems. Students will apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond. Students will read and represent 24-hour time, convert between 12-hour and 24-hour time. Students will list possible outcomes of chance experiments, describe and order chance events, express probability on a numerical continuum, compare predictions with actual data, apply probability to games of chance, make predictions in chance experiments. Students will explore types of data, investigate an issue (design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion).

Science:

Students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. They will understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students will pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They will represent data and observations in tables and graphs. They will identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They will suggest ways to improve fairness and accuracy of their investigation.

HASS:

Students will investigate: the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice. Significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor. Representative democracy and voting processes in Australia. How laws impacted on the lives of people in the past. Students will investigate: a familiar personal or community economics or business issue they may experience in their everyday life. How to distinguish between needs and wants and recognise why choices need to be made about how limited resources are used. How different types of resources are used by societies to satisfy needs and wants of present and future generations. How a variety of factors influence consumer choices, and that different strategies can be used to help make informed personal consumer and financial choices.

Health:

Our unit this term is called Growing Up. Students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.

Visual Arts: This unit is called the animal within. In this unit, students focus on representation of animals as companion, metaphor, totem and predator.

Contact:

If you have any questions, please ask 😊. This can be through Class Dojo, by email htkin0@eq.edu.au

Haylie King
Classroom Teacher

