

YEAR FIVE

Term 2, Week 6-10 2026: Newsletter

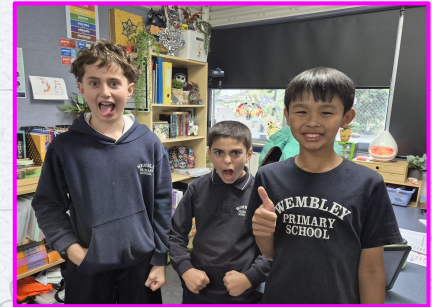
ANOTHER TERM DONE!

It has been a busy and exciting few weeks in Year 5! In Writing, students have been creating innovative texts for their Prep buddies, using the beloved; We're Going on a Bear Hunt as a mentor text. Students are using their creativity and knowledge of their buddies favourite animals to adapt this story and surprise them with a published book as a gift.

In Mathematics, students have been building their confidence and fluency with multiplication and division strategies. Using mini whiteboards to show their understanding and have been actively solving problems, sharing their thinking, and explaining their strategies to their peers. This hands on approach has supported students to develop a deeper understanding of number concepts and efficient problem solving techniques, also allowing for differentiation and support.

During Reading, our focus has been on visual literacy. Students have explored how authors and illustrators communicate meaning beyond the written text by analysing text orientation, image placement, and the use of colour. Through these discussions, students have developed their ability to interpret visual messages and understand how design choices influence a reader's thinking and emotions.

We are proud of the enthusiasm and effort students have shown across all learning areas and look forward to sharing more of their achievements throughout the term.



READING: VISUAL LITERACY

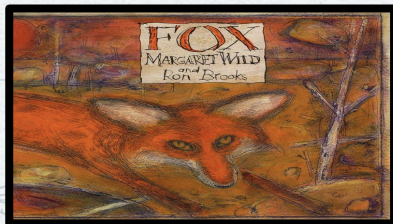
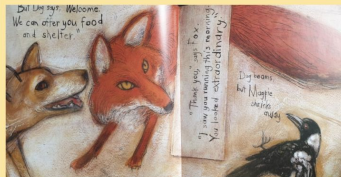
In Reading, students have been developing their visual literacy skills by exploring how authors and illustrators communicate meaning through more than just words. We have been studying the text; Fox by Margaret Wild. They have investigated how colour can create mood and emotion, how image placement can draw a reader's attention to important details, and how text orientation can influence the way information is interpreted. Through analysing a variety of texts, students are learning to think critically about the visual choices authors and illustrators make and how these choices help convey messages to the reader.

How does the positioning of Dog, Magpie, and Fox on the page help show their relationships?

Your answer:

In this picture fox is in the middle of dog and magpie so he is obviously jealous but dog thinks fox is good and thinks that there is nothing bad about fox and you can tell because dog is smiling but on the other side magpie is in the corner cause she senses something.

Can you include an image to support your answer?



3: Text Orientation

How has the text been presented:

The text has been presented with a red border to symbolise fire and dog is carrying the magpie in his mouth to save her

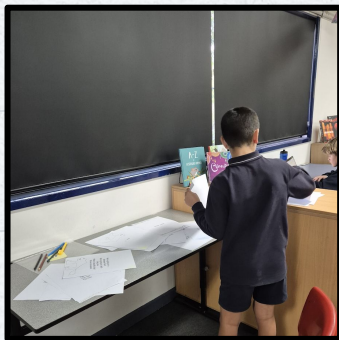
Why has the author made this choice:

the author has made this choice to make it look like there is grave danger and dog is saving her.

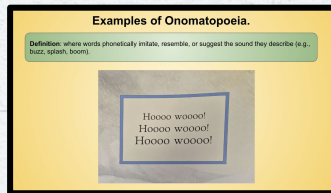
What is the connection to the story:

the connection to the story is that dog is saving the bird from the red borderfire

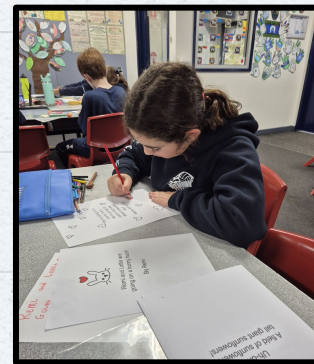
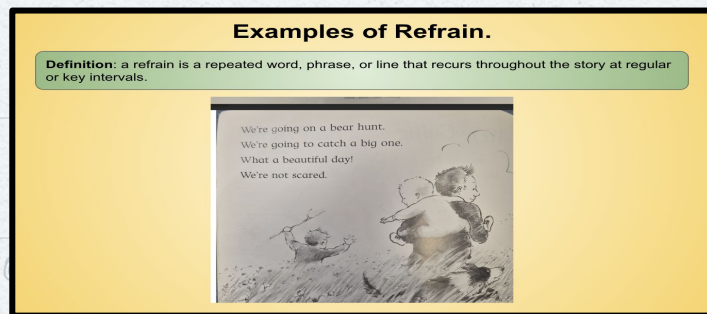




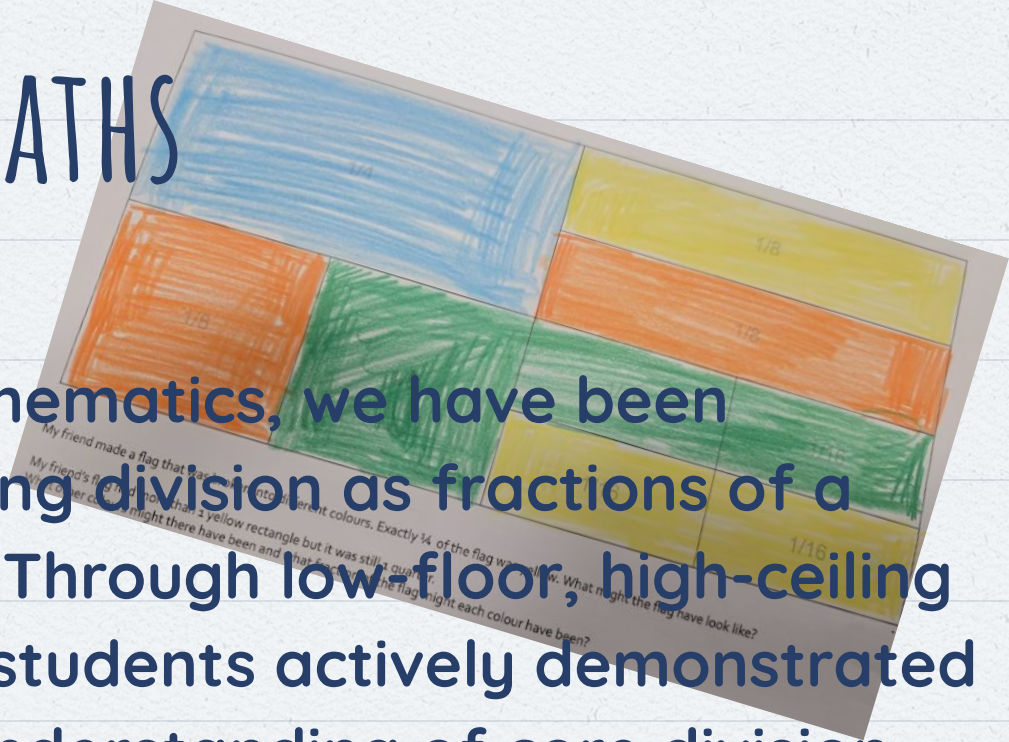
WRITING: INNOVATION!



In Writing, students have been innovating on a familiar text by adapting characters, settings and events to create a personalised story for their Prep buddy. Using their knowledge of their buddy's favourite animal, students have thoughtfully modified the text to make it engaging and meaningful for their younger reader. This process has helped students develop their creativity while considering audience and purpose in their writing. Students will create a hand drawn book, as a gift for their buddies by the end of the week.



MATHS



In mathematics, we have been exploring division as fractions of a whole. Through low-floor, high-ceiling tasks, students actively demonstrated their understanding of core division facts and applied inverse fact families to solve a diverse range of mathematical problems.

$8 \div 2 = 4$	$5 \div 2 = 2.5$
$16 \div 4 = 4$	$10 \div 4 = 2.5$
$32 \div 8 = 4$	$20 \div 8 = 2.5$
$64 \div 16 = 4$	$40 \div 16 = 2.5$
$128 \div 32 = 4$	$80 \div 32 = 2.5$
$256 \div 64 = 4$	$160 \div 64 = 2.5$
$512 \div 128 = 4$	$320 \div 128 = 2.5$
$1024 \div 256 = 4$	$640 \div 256 = 2.5$
$2048 \div 512 = 4$	$1280 \div 512 = 2.5$
$4096 \div 1024 = 4$	$2560 \div 1024 = 2.5$



In week 7, students participated in a session with St John Ambulance to learn first aid skills. A key focus of the session was the R.A.P. plan (Danger, Response, Send for help, Assess, Defibrillation) and how it can be used in an emergency. Students also learned and practised how to recognise when someone is in need of help and the steps they can take to help when they see someone in need.

In week 7, students participated in an engaging first aid session with St John Ambulance, where they learned valuable life saving skills. A key focus of the session was understanding the DRSABCD action plan (Danger, Response, Send for Help, Airway, Breathing, CPR and Defibrillation) and how it can be used to respond safely in an emergency. Students also learned and practised CPR techniques, gaining confidence in how to recognise when someone may need urgent assistance and the steps they can take to help while waiting for emergency services to arrive.



HAPPY HALF TERM HOLIDAY!



As Term 2 comes to a close, we would like to congratulate all Year 5 students on their hard work, resilience and enthusiasm for learning. It has been wonderful to see their growth across all areas of the curriculum and their willingness to embrace new challenges.

We wish all families a safe and relaxing holiday break and thank you for your continued support throughout the term. We look forward to an exciting Term 3 filled with new learning opportunities, engaging experiences and continued success for all students.