



Year 5 Newsletter

Curriculum News...

Welcome to the 2022 school year. We are thrilled to be beginning Year 5 with your child and look forward to a year full of productive learning, exciting events and milestones.

LITERACY

In English, students will listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They will examine how texts vary in purpose, structure and topic as well as the degree of formality while they plan, draft and publish their story. Students will demonstrate the ability to analyse the development of a main character through a written response and will write the first chapter of a fantasy novel, creating a 'good' and 'evil' character.

Students will learn to understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea. In spelling, students will use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words and they will continue to use phonic knowledge to read and write less familiar words that share common letter patterns, but have different pronunciations.

Students will continue to read, listen to and view a range of text types and complexities. They will consolidate their decoding and comprehension skills while further exploring and developing their vocabulary. Students will engage in activities at both the whole class and small group level to enhance their understanding, of a variety of age-appropriate texts.

NUMERACY

In number, students will further develop their understanding and knowledge of multiplication and division and will solve problems using efficient mental and written strategies. They will begin to identify and describe factors and multiples of whole numbers and use them to solve problems. Students will further explore financial maths, fractions and decimal numbers and will develop skills to effectively and efficiently add and subtract them.

Students will investigate and create reflection and rotation symmetry and describe transformations. They will apply the properties of three-dimensional objects to create and explain nets. They will represent three-dimensional objects with two-dimensional representations. Students will explore mapping conventions where they will interpret simple maps and use grids to locate landmarks and plot points.

SCIENCE

In the unit Our Place in the Solar System, students will describe the key features of our solar system including planets and stars. They will discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. Students will pose questions and plan and conduct investigations to answer questions and solve problems. They will decide on variables to change and measure to conduct fair tests. Students will communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report.

HASS

In this unit, students will explore the following inquiry question: How do people and environments influence one another? Students will have learning opportunities to examine the characteristics of places in Europe and North America, and the location of their major countries in relation to Australia. Students will describe the relative location of places at a national scale and they will identify and describe the human and environmental factors that influence the characteristics of places. Students will examine the interconnections between people and environments, whilst investigating the impact of human actions on the environmental characteristics of places in Europe and North America. Students will organise data in a range of formats using appropriate conventions. They will interpret data to identify simple patterns, trends, spatial distributions and infer relationships. Students will evaluate evidence about the characteristics of places to draw conclusions about preferred places to live and they will present their findings and conclusions using discipline-specific terms.

TECHNOLOGIES

This Term in Design and Technology, students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use. They will design and make a model of a vehicle that can be used to explore a planet. Students will record project plans including production processes and they select and use appropriate technologies and techniques correctly and safely to produce designed solutions.

This semester in Digital Technologies, students will develop their programming skills by creating digital solutions, including an interactive Solar System. They will design, modify and follow simple algorithms using a range of software to interpret and visualise data, and create information. Students will be planning, creating and communicating their ideas as simple visual programs involving branching and user input.

HEALTH

In the Health unit, students will explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They will identify good habits and how they contribute to overall health and wellbeing. Students will describe their own and others' contributions to health and wellbeing. They will access and interpret health information, and apply problem-solving skills to enhance their own and others' health and wellbeing.

PHYSICAL EDUCATION

In this unit, students identify and explain the health-related fitness components used in basketball. They explain the significance of physical activity to their everyday health and wellbeing.

MUSIC

In this unit, 'Going to the Movies' students make and respond to music exploring pieces of music that tell a story, and music that appears in film. Students will explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns in a range of pieces of music from films. They will develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from films. Students will rehearse and perform music from films. They will explain how the elements of music communicate meaning by comparing music from a variety of segments of film.

Homework in 2022

At Loganholme State School, we believe that all students can be successful lifelong learners. Our classroom teachers deliver evidence-based learning programs to support student success. Research shows that daily homework supports the development of essential skills and provides opportunities for students to consolidate their classroom learning whilst developing healthy habits. The setting of homework considers the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and cultural pursuits where appropriate.

Year	Type of Homework	Daily Homework Times Recommended
Prep- Year 2	Reading, Sight Words	15 minutes
Year 3 – Year 6	Reading, Number Facts	20 min

Student responsibilities:

-  discussing with their parents or caregivers homework expectations
-  accepting responsibility for the completion of homework tasks within set time frames
-  following up on comments made by teachers
-  seeking assistance when difficulties arise
-  organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities

Parent responsibilities:

- 📌 encourage children to take responsibility for their learning
- 📌 encourage children to organise their time
- 📌 help them to balance the amount of time spent completing home learning tasks, watching television, playing computer games, playing sport and engaging in other recreational activities
- 📌 give assistance where required to complete tasks
- 📌 communicate with their child's teacher to discuss any concerns about the nature of home learning tasks or their child's approach to the learning

Practical Hints for Parents

- 📌 Make homework a pleasant experience by providing an attractive and quiet work area where there is a desk and adequate lighting.
- 📌 Try to establish a predictable routine. Expect that homework should be done at the same time each day.
- 📌 Encourage children to work reasonably quickly and efficiently. Do not let children work beyond the maximum time limits.
- 📌 When helping, keep your explanations simple and practical. If possible, express approval and satisfaction.
- 📌 If a task cannot be satisfactorily completed in the set time, stop your child working, sign the homework book and contact your child's teacher.

How Parents can help us...

We would really appreciate if parents could ensure children arrive at school punctually. Students arriving late result in disruptions to lessons and missed learning. It is also appreciated if parents ensure their student has a full, named water bottle and a clearly named hat each day. Having these items will enable students to participate in lessons and activities to the fullest.

PBL (Positive Behaviour for Learning)

This year Loganholme State School will continue to utilise PBL across the school in line with our Student Code of Conduct.

What is PBL?

PBL stands for Positive Behaviour for Learning. PBL is a whole-school framework for behaviour support adopted by many Queensland schools. PBL promotes positive behaviour and helps schools to develop safe and supportive learning environments.

Is it compulsory for schools to use the PBL framework?

Use of the PBL framework is optional although all schools must develop a Student Code of Conduct and adhere to Department of Education procedures for behaviour.

What are the benefits of using the PBL framework?

PBL helps schools to be consistent in the way they support and respond to behaviour.

PBL enables schools to develop clear expectations and boundaries for behaviour and ensures that behaviour support is differentiated according to need.

Why is PBL recommended to schools?

PBL has a strong research base and has been shown to improve student outcomes, increase staff and student wellbeing, and reduce behavioural incidents. PBL helps schools to select evidence-based practices which have been shown to improve student behaviour and establish safe and supportive learning environments.

What does PBL look like at Loganholme?

We will continue to have a whole-school weekly focus designed to improve student engagement and learning. Each weekly focus is specifically chosen to meet the school's needs to ensure students understand the expectations of them at school through a weekly lesson.

Our weekly student awards are now be called 'PBL champion of the week', class teachers will select the student who best demonstrated the PBL focus for the week and will select that student. Once per term, classes will select their own focus that they feel the class needs to improve on.

In weeks 3,6,9 one student per class will be invited to the Picnic with the Principals. The classroom teacher will choose the student who has consistently demonstrated the chosen Loganholme PRIDE value for that picnic e.g. Partnerships.

Important Information

Important Dates

10 th February	NRL Sessions
14 th February	P & C Meeting 5pm
16 th February	NRL Sessions
10 th March	Year 5/6 Girls NRL Gala Day
11 th March	Gala Day
16 th March	Subway Day
17 th March	Cross Country
18 th March	First Aid Talks
18 th March	Gala Day
21 st March	Leader Induction 2pm
23 rd March	School Photo – Please ensure students are in full ‘day’ school uniform. No house shirts. Parent –Teacher Interviews
24 th March	First Aid Talks
25 th March	First Aid Talks
25 th March	Gala Day
30 th March	Cross Country Districts
31 st March	Believe and Achieve Day
1 st April	Last day of Term 1



Attendance

Our school-wide attendance will replace our Classroom Blitz Bus this year. You will see our attendance poster near our PBL poster as you walk past our classrooms.

Key Days for Grade 5

Monday	Assembly 2.00pm
Wednesday	Health (5G)
Thursday	PE, Music and Technology
Friday	Japanese, Health (5M & 5C)

Websites of Interest

- Mathletics
- Reading Eggs
- <https://www.khanacademy.org/>

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“Believe and Achieve”