

### English

**Year 5** students examine how authors use language features and text structures in audio-visual and print biographies to inform an audience about a person's life story. They learn to explain how ideas are developed through language features and multi-modal elements including sound and images.

**Year 6** students explore how authors use poetic devices to express feelings, thoughts and emotions.

**Year 5 and 6** students examine how authors manipulate language features and make vocabulary choices to portray characters and settings from a person's point of view in a specific historical era. Students learn to use language features including complex sentences, tenses, topic-specific vocabulary and literary devices.

Year 5 students and Year 6 students learn about and apply language and text features according to their year level content.

### Mathematics

**Year 5** students read, compare and order numbers with more than two decimal places and show these numbers on a number line. Students compare and order fractions on a number line, using knowledge of factors and multiples. They identify and explain the connection between multiplication and division and develop number facts.

Students use grid coordinates to locate positions and describe position and movement using coordinates and directional language. They describe and perform translations, reflections and rotations of shapes and identify symmetries. They plan and conduct investigations to collect and interpret data and communicate findings. Students read graphs representing change over time and discuss conclusions.

**Year 6** students identify situations that use positive and negative whole numbers and show these numbers on a number line. They locate numbers and points in the four quadrants of a Cartesian plane and describe changes when a point is moved. Students create tessellations and other geometric patterns. They plan and conduct investigations to collect, analyse and compare data and communicate findings.

### Humanities & Social Sciences

**Year 5** students investigate how significant people from pre-federation Australia influenced or changed Australian society. They learn to locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia. They learn to examine different viewpoints about the significance of individuals and groups in shaping the colonies.

### French\*

Year 5 students learn how to discuss their identity in French.

Year 6 students learn to use French to discuss characteristics of significant people in French history.

Year 5 and 6 students learn to use varied sentence structure and correct noun-adjective agreement. They also learn skills to source and isolate intended topic specific vocabulary.

### The Arts\*

#### Visual Arts

Students learn to use the elements of visual arts to communicate meaning through portraiture.

#### Music

Students learn to use notation to document and record the music they compose. Students explore rhythmic ostinatos as a repeated melodic phrase throughout a section or whole piece of music and how they are used for effect.

### Central Idea & Key Concepts

Through the learning in two or more subjects, the students explore the following central ideas and key concepts.

Central idea: Our connection to people and places makes us who we are and influences our identity.

Key concepts: connection, reflection

Central idea: Evidence of the past can be used to make connections to present day.

Key concepts: perspective and change

\*For indicated learning areas the Australian Curriculum is organised in a Year 5-6 band and Year 5 and Year 6 students work within the same curriculum.

### Science

**Year 5** students identify sources of light and model the transfer of light to explain observed phenomena. They learn how to manipulate observable properties of light to investigate the direction of light travel and how to manipulate the strength, colour and transparency of light rays.

**Year 6** students investigate the role of circuit components p the transfer and transformation of electrical energy. Students learn how to identify variable that influence conduction of electricity in a circuit. They use equipment to generate and record data and learn to identify possible source in their own and other's methods.

### Humanities & Social Sciences



**Year 6** students explore how significant people, events and ideas led to Australian Federation, democracy and citizenship. Students learn how to develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They learn how to evaluate sources they are using to determine origin, purpose and perspectives.

### Technologies\*

Students examine how digital tools can be used to create content for a younger audience when coding a program. They develop design criteria and user stories to define problems. Students assess how their solutions satisfy design criteria and user stories.

### Health & Physical Education\*

Students explore how different factors influence identities. They examine how societal roles and responsibilities can be influenced by gender stereotypes.

<p>A huge welcome to everyone and what an amazing start we have had to the year. We have been working hard to establish great working processes and the class is moving along nicely. It is an absolute joy to be in 5/6K and I am working hard at reminding every learner – that they are a CHAMPION! The rapport that has already been established will help make 2025 a great year in 5/6K.</p>	<p><b>2025 Improvement Agenda</b> Investigating world’s best practice in pedagogy for reading, mathematics and inquiry learning and making it our shared practice.</p>
<p><b>Key times in the week for our class</b> Homework due: Monday / Homework out: Tuesday Library: Monday French: Wednesday and Friday Music: Tuesday Technologies: Tuesday Health &amp; Physical Education: Monday <b>Thursday – Active School Travel Day</b> – How can you travel to school while leaving the car at home?</p>	<p><b>Key dates</b></p> <ul style="list-style-type: none"> <li>• Term 1 – 28 January to 4 April</li> <li>• 29 January Classroom meet and greet</li> <li>• 12 February City Districts swimming</li> <li>• 28 February Investiture Ceremony</li> <li>• 24-28 March Parent Teacher Interviews</li> <li>• Term 2 starts 22 April</li> </ul>
<p><b>Fruit Break</b> While we do not have a designated ‘fruit break’ time, students are able to have fruit on their tables to eat during the first session of the day. I encourage everyone to have a piece of fruit on their table to minimise leaving the room.</p>	<p><b>No hat – Alternative play spaces</b> Students who do not have a hat at school are not able to play on the oval or playgrounds during breaks. Students will be directed to undercover/shaded and indoor play spaces. Please help us support your child to be sun safe.</p>
<p><b>Positive Behaviour for Learning (PBL)</b></p>  <p>Brisbane Central State School follows the Positive Behaviour for Learning model to teach our students what behaviour is expected at school. Each week classroom teachers teach a focus lesson, explicitly teaching appropriate behaviours. All classes focus on the same lesson, and all staff are on the lookout for this behaviour being displayed. When the positive behaviour is noticed, Owlies are handed out to acknowledge the behaviour. Owlies lead to stamps in a Behaviour Passport and then to a Rewards Menu where the students can choose from a variety of rewards.</p>	<p><b>Culture of feedback</b> Brisbane Central State School follows a student-centred model of feedback for learning. Students are actively involved in learning experiences to understand <b>what</b> a quality piece of work looks like, <b>where</b> their work is in comparison to this and <b>how</b> to take their next step to improve. Students do this through:</p>  <ul style="list-style-type: none"> <li>• Using displayed resources in the classroom (Improvement Wall) and targeted feedback from peers and teachers</li> <li>• Engaging in multiple opportunities to produce work and analyse their own and other’s work</li> <li>• Applying feedback to improve</li> </ul>
<p><b>Class teacher contact details</b> For messages that require attention on the same day please make contact via the school office on 3230 4333. Teachers are not on email consistently throughout the teaching day. For other enquiries or information, please feel free to email the details or to request a meeting. <b>Teachers Email: ajkle1@eq.edu.au</b></p>	<p><b>School contact details</b></p> <p><b>Address:</b> Rogers Street Spring Hill Qld 4000</p> <p><b>Telephone:</b> (07) 3230 4333</p> <p><b>Facsimile:</b> (07) 3831 5469</p> <p><b>Email:</b> admin@brisbanecentralss.eq.edu.au</p>