

English

Students read and write about animals and their environments, using the inquiry question to guide their learning. "How can conflict between the environment and humankind be resolved by the action and reactions of all involved?"

They use reading strategies to find and understand key information in texts and look at how authors use words, structure, and images to share information. They use this knowledge to explain ideas clearly. Students learn to create multimodal texts with written and visual elements. They learn to include details, organise ideas into paragraphs and use complex sentences, topic-specific words, and correct spelling and grammar.

Mathematics

Students explore factors, recognise multiples and determine if one number is divisible by another. They recognise and explain the connection between multiplication and division as inverse operations and use this to develop number facts. Students solve addition, multiplication and division problems choosing operations and efficient calculation strategies. Students solve problems involving multiplication of larger numbers by one- or two-digit numbers, choosing efficient calculation strategies. They compare 12- and 24-hour time systems and solve practical problems involving the conversion between them.

French

Students learn to use French to write about people they admire. They learn important words for this topic, especially nouns and adjectives, and practise using different types of sentences with models provided to support their writing. They focus on using the third person (he/she) and organising information like in a biography. They also learn how to use correct spelling and punctuation for French.

The Arts

Music

Students use rhythm, pitch, structure, symbols, and music words to help them perform music. They sing and play music in different styles, showing they can listen carefully and use their musical skills. They perform by singing and playing instruments with the right notes, timing, and feeling for an audience.

Central Idea & Key Concepts

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

Central Idea: Conflict resolution- environmental/human conflict is influenced by the actions and reactions of all involved.

Key Concepts: Perspective, responsibility

For some subjects the learning focus continues from Term 1 into Term 2, with the Term 2 learning focus starting in Week 3.

Science

Students learn how changes in the environment affect animals and how they adapt to survive. They read and research different texts to understand how animals and their habitats depend on each other, and how both natural events and human actions have caused some species to become endangered. Students suggest ways to help protect endangered animals and their environments. They choose words that suit their purpose and audience when sharing their ideas and information.

Humanities & Social Sciences

Students identify and explain the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment.

Technologies

Students refer to their user stories to continue to guide the development of their digital game. When they finish, they reflect on its effectiveness and identify ways to improve and implement these changes.

Health & Physical Education

Students learn skills to improve and adjust their running, jumping, and throwing in activities like running races, high jump, long jump, and shot put.

Brisbane Central State School



Class 5C Term 2 2025 Teacher: Jane Culverhouse

Welcome to Term 2! This term will bring us loads of extra-curricular including Gala Days and training, Cross Country, Movie Night, and more planning for the school's 150 celebration. Our Cybersafety course will also run in early June as well as Life Education just before our holidays at the end of term. As I'm returning to work Mondays, there is a change in homework routine (see below).

2025 Improvement Agenda

Investigating world's best practice in pedagogy for reading, mathematics and inquiry learning and making it our best practice.

Key times in the week for our class

Homework due: Fridays (Handed out Mondays)
Library: Monday
French: Thursday and Friday
Music: Tuesday
Technologies: Tuesday (however this will change soon)
Health & Physical Education: Tuesday

Thursday – Active School Travel Day – How can you travel to school while leaving the car at home?

Key dates

22 April - Term 2 start
25 April – public holiday
5 May – public holiday
27 June - Term 2 end
14 July - Term 3 start

23 April – Y3-6 Cross Country
24 April – ANZAC Day School Ceremony
23, 30 May & 6 June – Gala Days Year 4-6
11 June – YSAFE Cybersafety Year 3-6
11 June - YSAFE Cybersafety Parent session
25 June – Year 5 & 6 Life Ed 27 June – Report cards issued

Fruit Break

Each day students have a fruit/vegetable snack around 10am. Please send your child with a piece of fresh fruit or vegetables to eat in a separate labelled container.

No hat – Alternative play spaces

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.

Positive Behaviour for Learning (PBL)



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.

Culture of feedback

Brisbane Central State School follows a student-centred model of feedback for learning. Students are actively involved in learning experiences to understand **what** a quality piece of work looks like, **where** their work is in comparison to this and **how** to take their next step to improve.



Students do this through:

- Using displayed resources in the classroom (Improvement Wall) and targeted feedback from peers and teachers
- Engaging in multiple opportunities to produce work and analyse their own and other's work
- Applying feedback to improve

Class teacher contact details

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.

Email: jecul0@eq.edu.au

School contact details

Address: Rogers Street
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