

### 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 5D Term 2 2025 Teacher: Mr Darke

<p>Welcome back for term 2. It has been wonderful to be back at school with the class, and I'm so glad to see how enthusiastic the students are to be back at school. We have a busy term ahead of us, filled with so many engaging, exciting and interesting activities for the class to participate in.</p>	<p><b><u>2025 Improvement Agenda</u></b></p> <p>Investigating world's best practice in pedagogy for reading, mathematics and inquiry learning and making it our best practice.</p>
<p><b><u>Key times in the week for our class</u></b></p> <p>Homework due: Friday Library: Friday French: Thursday/Friday Music: Monday Technologies: Tuesday Health &amp; Physical Education: Tuesday</p> <p><b>Thursday – Active School Travel Day</b> – How can you travel to school while leaving the car at home?</p>	<p><b><u>Key dates</u></b></p> <p>22 April - Term 2 start 25 April – public holiday 5 May – public holiday 27 June - Term 2 end 14 July - Term 3 start</p> <p>23 April – Y3-6 Cross Country 24 April – ANZAC Day School Ceremony 23, 30 May &amp; 6 June – Gala Days Year 4-6 11 June – YSAFE Cybersafety Year 3-6 11 June - YSAFE Cybersafety Parent session 25 June – Year 5 &amp; 6 Life Ed 27 June – Report cards issued</p>
<p><b><u>Fruit Break</u></b></p> <p>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.</p>	<p><b><u>No hat – Alternative play spaces</u></b></p> <p>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><u>Positive Behaviour for Learning (PBL)</u></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><u>Culture of feedback</u></b></p> <p>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><u>Class teacher contact details</u></b></p> <p>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.</p> <p>For other enquiries or information, please feel free to email the details or to request a meeting.</p> <p><b>Email: <a href="mailto:bjdar0@eq.edu.au">bjdar0@eq.edu.au</a></b></p>	<p><b><u>School contact details</u></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> <a href="mailto:admin@brisbanecentralss.eq.edu.au">admin@brisbanecentralss.eq.edu.au</a></p>