

English

Year 5 and 6 students read and write about animals and their environments.

Year 5 students engage with informative texts and use reading strategies to find key information and look at how authors use words, structure, and images to share information. Students learn to create multimodal texts, including details, organising ideas into paragraphs and using complex sentences, topic-specific words, and correct spelling and grammar.

Year 6 students read a novel and related factual texts and look at how both types of texts share and develop ideas. They explore text features like chapters, headings, subheadings, tables of contents, indexes, and glossaries. They also learn about language features like long sentences, technical words, figurative and everyday expressions, and how information is shown using pictures and graphics.

Mathematics

Year 5 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.

Year 6 students identify and describe the properties of prime, composite and square numbers and use these properties to solve problems and simplify calculations. They solve problems involving numbers and percentages, choosing operations and efficient calculation strategies. They interpret and communicate solutions. They solve problems involving addition and subtraction of fractions using knowledge of equivalent fractions. Students find unknown values in numerical equations involving brackets and combinations of operations. Students interpret and use timetables and itineraries to plan activities and determine the duration of events and journeys. Students compare, order and represent common fractions on the same number line and justify their order.

French

Year 5 students learn to write in French about people they admire, using nouns, adjectives, and third-person sentences. They use models to help structure their writing like a biography, with correct spelling and punctuation.

Year 6 students learn to write in French about endangered animals using key nouns, adjectives, and third-person plural sentences. They structure their writing like an information report and compare French and English sentence structures.

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 expression for an audience.

Visual Arts Students learn to use the elements of visual arts to communicate meaning through portraiture. The Arts subject content is taught over two years. The Year 5 and Year 6 students are learning the content together.

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

Year 5 students learn how environmental changes affect animals and how they adapt to survive. They explore how animals and habitats depend on each other and how human actions can endanger species. They suggest ways to protect animals and use clear language to share their ideas.

Year 6 students focus on how human activity affects plant growth. They learn to plan fair tests, collect and record data, and look for patterns. They make predictions and explain their results.

Humanities & Social Sciences

Year 5 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.

Year 6 students learn about important people, events, and ideas that led to Australia becoming a Federation and a democracy. They learn to ask questions, find and organise information from different sources. They also learn to think about where the information comes from, why it was made, and what point of view it shows.

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.

Technologies subject content is taught over two years. The Year 5 and Year 6 students are learning the content together.

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.

HPE subject content is taught over two years. The Year 5 and Year 6 students are learning the content together.

<p>A huge welcome back. We really had a very interesting Term 1 😊 and I am looking forward to the work we will cover during this block. We are going to continue to focus on being a Class of Champions, being independent learners, being inquisitive and asking those why-type questions. We are moving towards having a flexible seating arrangement in the class, but this is a little step by little step process. Let's do this!</p>	<p style="text-align: center;"><u>2025 Improvement Agenda</u></p> <p style="text-align: center;">Investigating world's best practice in pedagogy for reading, mathematics and inquiry learning and making it our best practice.</p>
<p style="text-align: center;"><u>Key times in the week for our class</u></p> <p>Homework due: Monday Library: Monday French: Wednesday and Friday Music: Tuesday Technologies: Tuesday Health & Physical Education: Monday</p> <p>Thursday – Active School Travel Day – How can you travel to school while leaving the car at home?</p>	<p style="text-align: center;"><u>Key dates</u></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 & 6 June – Gala Days Year 4-6 2 May – Year 6 camp information session 28 May – Year 6 StarLab incursion 25 & 25 June – Year 5 & 6 Life Ed 11 June – YSAFE Cybersafety Year 3-6 11 June - YSAFE Cybersafety Parent session 27 June – Report cards issued</p>
<p style="text-align: center;"><u>Fruit Break</u></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 style="text-align: center;"><u>No hat – Alternative play spaces</u></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 style="text-align: center;"><u>Positive Behaviour for Learning (PBL)</u></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 style="text-align: center;"><u>Culture of feedback</u></p>  <p>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:</p> <ul style="list-style-type: none"> • 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
<p style="text-align: center;"><u>Class teacher contact details</u></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. For other enquiries or information, please feel free to email the details or to request a meeting. Email: ajkle1@eq.edu.au</p>	<p style="text-align: center;"><u>School contact details</u></p> <p>Address: Rogers Street Spring Hill Qld 4000 Telephone: (07) 3230 4333 Facsimile: (07) 3831 5469 Email: admin@brisbanecentralsq.edu.au</p>