

English

Students examine the ways in which people use language features and text structures to create and manipulate messages for an intended audience.

Students develop a campaign for action on own and/or others' health, safety, relationships or wellbeing message including writing and images.

Year 4 students and Year 5 students learn about and apply language and text features according to their year level content.

Mathematics

Year 4 students learn how to:

- recognise, read and represent 5-digit numbers, odd and even numbers, recall of 3s, 6s, 9s facts
- solve multiplication and division problems, use informal recording methods for calculations
- proportion and relationships between fractions in the halves and thirds families, fractions on number lines and in models, solve fraction problems
- read and represent money amounts, calculate change, rounding to five cents
- explore properties of polygons and quadrilaterals, identify combined shapes
- investigate the features on maps and plans including compass directions and scale
- construct and label right angles and angles not equal to a right angle

Year 5 students learn how to:

- solve simple problems involving the four operations using a range of strategies
- check the reasonableness of answers using estimation and rounding
- order decimals and unit fractions and locate them on number lines
- connect three-dimensional objects with their two-dimensional representations
- describe transformations of two-dimensional shapes and identify line and rotational symmetry
- pose questions to gather data, and construct data displays appropriate for the data

French

Students use language to explore the concept of the needs of animals and how people might acknowledge and support their needs. Students engage with a range of texts about Australian animals. They use modelled language and basic syntax to communicate about animal needs and how they are met.

The Arts

Students use the elements of music such as tempo, dynamics, and timbre, to investigate strategies to gain audience attention and create a specific mood. Students learn to use listening skills when performing and composing. They learn to combine the elements of music to compose music that communicates ideas.

Central Idea & Key Concepts

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

Central idea: People can create and manipulate messages to target audiences

Key concepts:

Function: How does it work?

Perspective: What are the points of view?

Science

Year 4 students investigate contact and non-contact forces and how they affect interactions between objects. They learn to use scientific diagrams to show simple relationships related to forces. Through engagement in multiple scientific investigations students learn to organise data and create column graphs to show simple relationships and identify patterns. They learn to pose questions to identify patterns and relationships and make predictions based on observations.

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.

Humanities & Social Sciences

Year 4 students investigate sustainable allocation and management of resources in environments, including natural vegetation and water sources, and why they are important to the people and animals of a country. They understand First Nations Australians adapted ways of living using knowledge and practices linked to the sustainable use of resources and environments reflecting their inherent custodial responsibilities. Students identify a current practice in Australia for the sustainable use of resources and environments that is influenced by the practices of traditional First Nations Peoples and develop a proposal on how this current practice could be applied to another environment in Australia (local, familiar) and what the benefits could be.

Year 5 students learn about the management of Australian environments including managing severe weather events such as bushfires, floods, droughts or cyclones and their consequences.

Technologies

Students learn that materials, components, tools, equipment and techniques must be safely used when creating designed solutions. They learn to evaluate designed solutions against design criteria.

Health & Physical Education

Students explore how to plan and perform movement strategies to successfully participate in a team game. Students perform fundamental movement skills running, jumping and throwing in athletic-themed sequences.

Students demonstrate fair play skills to work collaboratively during netball activities and games.

<p>Welcome back to Term 2! Year 4 camp is scheduled for the end of this term. Communication regarding the camp will be sent out in the next few weeks. Additionally, we extend a warm welcome to our new student and eagerly anticipate the exciting term ahead. As always, I appreciate your support in your child's learning journey.</p>	<p style="text-align: center;"><u>2024 Improvement Agenda</u></p> <p>Investigating world's best practice in pedagogy, assessment and cultural capability, 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 or Friday Library borrowing/ returning: Monday French: Thursday and Friday Music: Wednesday Technologies: Wednesday Health & Physical Education: Thursday Thursday – Active School Travel Day – How can you travel to school while leaving the car at home? 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.</p>	<p style="text-align: center;"><u>Key dates</u></p> <p>Term 2 – Monday 15 April to Friday 21 June Term 3 starts – Monday 8 July ANZAC Assembly – 24 April Public Holidays – 25 April, 6 May Premier's Reading Challenge – 7 May to 23 August Gala Sports Days - 10, 17 & 24 May Year 4 Camp – 17-19 June</p>
<p style="text-align: center;"><u>Useful information</u></p> <p>Websites we use: http://au.mathletics.com/ Passwords are in students' maths books. Research demonstrates that daily reading improves understanding of a greater variety of words, verbal conversation skills, writing and reading skills.</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> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <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> </div> </div>	<p style="text-align: center;"><u>Culture of feedback</u></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <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.</p> <p>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 </div> </div> <div style="text-align: right; margin-top: 10px;">  </div>
<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: ralex24@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@brisbanecentralss.eq.edu.au</p>