

Mathematics

Year 5 students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students order decimals and unit fractions and locate them on number lines. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students pose questions to gather data, and construct data displays appropriate for the data.

Year 6 students learn to solve problems involving all four operations with whole numbers. They will learn to write correct number sentences using brackets and order of operations. Students will construct simple prisms and pyramids. They will connect decimal representations to the metric system and choose appropriate units of measurement to perform calculations. Students learn to make connections between capacity and volume.

English

Year 5 students examine how authors and creators of texts use language features, structural features and multimodal features (including audio and visual) to represent the person's identity. They read and view biographies in a range of modes and focusing on significant literary authors and other contemporary figures, including First Nations Peoples. Students learn to comprehend a variety of multimodal elements including timelines, sound and images. Students learn to selectively use these features and elements to communicate about another's life through biography. Students examine how to portray historical periods through characters, setting and events. They learn to use language features including complex sentences, tenses, topic-specific vocabulary and literary devices. They learn to develop and expand on ideas. Students learn to spell using phonic, morphemic and grammatical knowledge.

Year 6 students engage with a novel written by an Australian author and with related informative texts, connecting with contemporary environmental issues. They listen to, read, view and interpret spoken, written and multimodal texts, both imaginative and informative, on the same topic. The features of these texts are used by students to identify similarities and differences in how ideas are presented and developed in both literary and informative texts. Students analyse the author's style, examine text structures and examine language features such as complex sentences, unfamiliar technical vocabulary, figurative and idiomatic language, and information presented in various types of images and graphics.

Science

Year 5 students identify sources of light and model the transfer of light to explain observed phenomena. They design several experiments 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.

French

Students will read a story and use drama to narrate the story in French. They will learn how to write their own version of the story in French.

The Arts

Media Arts

Year 5 students learn how the elements of media are used to communicate meaning through biography.

Year 6 students explore how media languages and media technologies are used in media arts works they experience. They describe how media arts works communicate ideas, perspectives and meaning.

Music

Students explore and demonstrate listening and aural skills when composing and performing.

Central Idea & Key Concepts

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

Year 5

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

Key concepts: connection, reflection

Year 6

Central Idea: Groups and individuals exercise their rights and responsibilities to care for the growth and survival of living things.

Key Concepts: causation, responsibility

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

Humanities & Social Sciences

Year 5 students identify the economic, political and social reasons for colonial developments in Australia after 1800. Locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia. Identify significant past developments, events, individuals and groups that impacted on the development of law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor. Students examine key events related to the development of British colonies in Australia after 1800. Locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia. Identify different viewpoints about the significance of individuals and groups in shaping the colonies.

Year 6 students examine how consumers can make informed consumer and financial choices to meet their rights and responsibilities. They consider how their consumer choices impact the physical conditions of habitats that impact the growth and survival of living things. Students learn how to develop questions, and locate, collect and organise information and data from a range of primary and secondary sources while evaluating evidence to draw conclusions. They learn to select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.

Science

Year 6 students investigate how changes in the physical conditions, impacted by human activity, affect plant growth. Students explore how environmental conditions can affect the growth and survival of living things. Students learn to identify variables to be changed, measured and controlled while using equipment to generate and record data with appropriate precision. They construct representations to organise and process data and information and describe patterns, trends and relationships. Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions.

Technologies

Students learn how algorithms can be implemented in visual programs that allow for user input, variables and control structures. They learn to evaluate design ideas against user stories.

Health & Physical Education

Students demonstrate fair play skills to work collaboratively during netball activities and games. They learn to refine and modify movement skills of running, jumping and throwing and apply movement concepts in long jump, high jump, shot put, sprint running and middle-distance running.

Welcome back to what is sure to be another busy but exciting school term! We have jumped into learning exploring and inquiring various topics over both year levels. Outside of the classroom Gala days are scheduled in Term 2 which have been long-awaited for many in 5/6 Gold. They will be every Friday in weeks 3, 4 and 5. Please remind your child to bring their bucket hat, water bottles and sunscreen. Please feel free to contact me via email at any point throughout the term to with any questions or concerns via aesta4@eq.edu.au

2024 Improvement Agenda

Investigating world's best practice in pedagogy, assessment and cultural capability, making it our best practice.

Key times in the week for our class

Homework due: Monday
Library borrowing/ returning: Monday
French: Thursday and Friday
Music: Thursday
Technologies: Monday
Health & Physical Education: Thursday
Active School Travel Day: Thursday

Key dates

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

Useful information

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.

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: aesta4@eq.edu.au

School contact details

Address: Rogers Street
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