



Fernbrooke
STATE SCHOOL
Exceeding Expectations



Year 5 Term 3 Overview

Welcome back to Term 3! Please see below for information regarding what is happening in Year 5 this term. We are in for another busy term full of engaging learning experiences and can't wait to get started!

English: Persuading others

Focus:

This term, students will engage with a variety of texts which provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as speeches and arguments, as models for creating their own work.

Students will:

- interact with others, and listen to and create spoken and/or multimodal texts including literary texts
- for particular purposes and audiences, share, develop and expand on ideas and opinions, using supporting details from topics or texts
- use different text structures to organise, develop and link ideas

- use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice
- read, view and comprehend texts created to inform, influence and/or engage audiences
- explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts
- explain how characteristic text structures support the purpose of texts
- explain how language features, including literary devices, and visual features contribute to the effect and meaning of a text

Assessments:

- **English Assessment Task:**
Completed Term 3 Week 8
- **Reading and Comprehension Checkpoint Tasks:**
Completed Term 3 Week 10

Mathematics

Focus:

In Term 3, students will focus on applying a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Students will:

order and represent, add and subtract fractions with the same or related denominators

- choose and use appropriate metric units to measure the attributes of length, mass and capacity, and to solve problems involving perimeter and area
- convert between 12- and 24-hour time
- conduct repeated chance experiments, list the possible outcomes, estimate likelihoods and make comparisons between those with and without equally likely outcomes

Assessment:

- **Measurement Assessment Task:**
Completed Term 3 Week 2
- **Time Assessment Task:**
Completed Term 3 Week 8
- **Probability Assessment Task:** Completed Term 3 Week 9-10
- **Number Assessment Task:** Completed Term 3 Week 6



Term 3

Key Dates:

- **Assembly:** Friday 12.30pm
- **Street Science Incursion:** 4th August
- **Swimming:** 19th August—4th September
- **NAIDOC Assembly:** 8th August
- **Book Week Parade:** 14th August
- **School Photos:** 18th—20th August
- **Life Education:** 26th August—3rd September
- **Parent-Teacher Interviews:** 1st September
- **Student Free Day:** 5th September
- **Celebration of Learning:** 19th September

Inside this issue:

English Focus	1
Mathematics Focus	1
Science Focus	2
HASS Focus	2
Homework Expectations	3
Key Dates and Information	3

Science: Now You See It!

Focus:

In Term 3, students will investigate the properties of light and the formation of shadows. They will investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They will plan investigations including posing questions, making predictions, and following and developing methods. They will analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They will explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected

peoples' lives.

Students will:

- Explain everyday phenomena associated with the transfer of light
- Discuss how scientific developments have affected people's lives and help us solve problems
- Pose a question for investigation and predict the effect of changing variables when planning an investigation
- Describe ways to improve the fairness of an investigation
- Communicate their ideas and findings using multimodal texts.

Assessment:

• **Matter Matters**

Assessment Task:

Completed Term 2 Week 6
- 8



HASS: Managing Australian Communities

Focus:

This semester, students will explore the impacts of natural disasters and how communities respond to them.

Students will:

- Identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments
- Identify the effects of these interconnections on the characteristics of places and environments
- Sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines
- Sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions
- Explain the characteristics of places in different locations at local to national scales
- Interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence
- Reflect on their learning to independently propose action, describing the possible effects of their proposed action
- Present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions

Assessment:

• **HASS: Managing**

Australian Communities

Assessment Task:

Completed Term 3 Week 6—9



Design and Technologies

Focus:

In Term 3, students will investigate design an animal habitat in our environment so that animals and humans can co-exist.

Students will:

- Develop an understanding of the design process
- Determine how materials can be manipulated for design purposes
- Describe how co-existence with wildlife occurs in a range of settings
- Identify and explain how competing factors impact the process of design
- Explore authentic settings within and beyond the school setting to evaluate the relationship between design and wildlife
- Design, draw and annotate a wildlife support solution
- Develop a criteria for success and evaluate a project
- Identify potential safety risks and develop safety strategies

Assessment:

- **Technology Assessment Task:**
Completed Term 3 Week 10

Health & P.E

Focus:

In Health, students will explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.

In P.E, students will perform specialised tennis skills. They will combine movement concepts and strategies during mini-tennis game-play to open up space on the court to win points or gain control in rallies. They will demonstrate fair play and skills to work collaboratively during tennis activities and games.

Assessment:

- **Health Assessment Task:**
Completed Term 3 Week 10
- **P.E Assessment Task:**
Completed Term 3 Week 10

The Arts: Music & Drama

Focus:

This Semester, students will be exploring Drama and Music in their Arts lessons. In Drama, students will make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action. These will include fantasy, mask, movement, media, props and alternative performance spaces.

In Music, students will make and respond to variety of music styles.

Assessment:

- **Music Assessment Task**
Completed Term 4 Week 5
- **Drama Assessment Task**
Completed Term 3 Week 10



LOTE

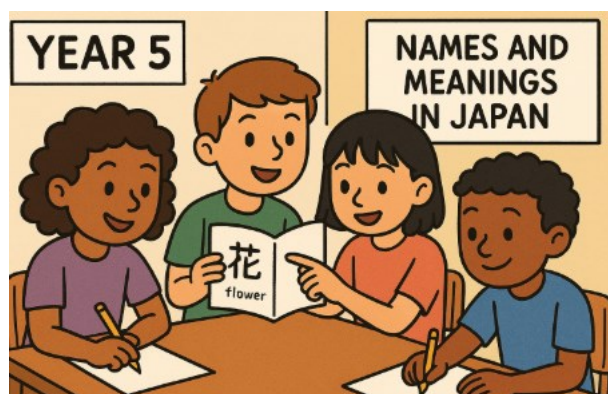
Focus:

This Semester, students will to explore the concept of names and the meanings they hold in Japan. Students will use language to communicate ideas relating to names and personal identity in a culturally-appropriate manner.

Students will locate specific information in a spoken text and identify behaviours and values associated with Japanese society.

Assessment:

- **LOTE Assessment Task:**
Completed Term 2 Week 6



A cartoon illustration of a grey eagle with a yellow beak and large eyes, sitting and reading a red book. The book's cover features a green leaf logo and the text 'Learning to Love Reading'. The eagle is holding the book with its talons. Below the eagle, there are three stacked books with green, blue, and orange covers.

Homework for Year 5 will be:

- Reading (Wushka - 10 to 20 minutes every night)
- Literacy and numeracy activities (from homework grid)

Teacher Contact Details

- 5A Joshua Karnovsky: jakar0@eq.edu.au
- 5B Desleigh Edwards: dedwa108@eq.edu.au
- 5C Jessie George: jwgeo0@eq.edu.au
- 5D Lisa O’Lughlen: lkolo0@eq.edu.au
- 5E Kirsten Eriksson: klspe0@eq.edu.au
- 5F Ildiko Thorn: ixtho4@eq.edu.au

- Please remember: NO HAT NO PLAY! Please ensure that students have their hats at school everyday for sun safety.
- Water bottles are not only welcome but encouraged in our classrooms. Remember to bring you bottle every day; hydration is key!
- Please ensure that your students are equipped with book packs. There is an expectation that students bring all required resources to school. Please ensure that all resources are clearly labelled. If you need a booklist please do not hesitate to contact your student's teacher or the school office.
- We love healthy eating at Fernbrooke and encourage students to bring a healthy lunch each day. Students may also bring fruit or vegetables for morning Fruit Break so we can be healthy like Perry!
- Dates for assessment have been included in this newsletter. If you are planning on a holiday during term time, please be mindful of this schedule. We ask that you notify the office and class teacher of these absences in advance.

