



Year 5 Term 2 2025 Newsletter

Welcome to Term 2! A special welcome to our newly enrolled students and their families. We have an exciting term ahead! The following outline provides an overview of the learning that will take place this term. School information will be communicated through notes on School Bytes and the weekly school newsletter.

If you would like any further information about any aspect of our programs, please speak with your child's teacher.

Dates for your diary

- | | |
|------------------------------------|--|
| ○ Monday 5 May, 26 May & 23 June | Stage 3 Assembly 2:00pm (School Hall) |
| ○ Thursday 15 May | Zone Cross Country |
| ○ Friday 16 May | Walk Safely to School Day |
| ○ Monday 19 May – Wednesday 21 May | Year 5 Camp |
| ○ Monday 9 June | King's Birthday (Public Holiday) |
| ○ Tuesday 24 June | 3-6 Athletics Carnival |
| ○ Friday 27 June | Semester 1 Reports distributed |
| ○ Monday 30 June | Platinum Lunch (eligible students) |
| ○ Monday 30 June – Friday 4 July | Parent Teacher Interviews |
| ○ Friday 4 July | Last day of Term 2 (students return Tuesday 22 July) |
| ○ Scripture | Wednesdays 9:30-10:00am (resumed Week 2) |
| ○ PSSA Sport | Friday 11:00-1:00pm (Weeks 2-9) |

School Bell Times

- 9:00am Morning bell
- 11:00-11:20am Outdoor recess play
- 1:10pm Lunch eating time (in classrooms)
- 1:20-1:40pm Outdoor lunch play
- 3:00pm Afternoon dismissal

Key Learning Areas

English

This term, students will continue using the mentor text *Bright New World* as a stimulus for writing informative, entertaining, and persuasive texts. Students will enhance their written texts by selecting appropriate multimodal features, including illustrations, maps, graphs and audio.

Later in the term, students will use the mentor text *One Small Island* to analyse representations of ideas in literature through genre that reflect argument and authority. Students will create their own 'hybrid' text that uses persuasive text features.

Throughout these units of work, students will be explicitly taught the foundational literacy skills of grammar, punctuation, handwriting, reading comprehension, reading fluency and vocabulary.

Students will participate in a weekly modelled reading program where they will continue to develop their reading fluency and comprehension skills. Within guided reading sessions, students will practise using these comprehension strategies within small groups. They will read and decode complex and highly complex texts suited to their individual level. Students will work towards improving their ability to make inferences, locate information in the text, discuss the features and conventions of the text, and understand precise meanings of words.



Students will continue to participate in the 'Words Their Way' spelling program to assist their spelling and vocabulary development. This will involve guided spelling lessons aimed at targeting their specific spelling needs, as well as their vocabulary development and awareness of spelling patterns.

During weekly modelled handwriting lessons this term, they will practise forming cursive letters with loop joins using the NSW Cursive Foundation Style. They will also spend time engaging in digital handwriting lessons with a focus on navigating the keyboard to type documents.

Mathematics

Students will continue to develop their ability to work mathematically by reasoning, problem solving and communicating across the strands Number and Algebra, Measurement and Space, and Statistics and Probability. All lessons are adapted to suit the skill level of each student. Mathematics content will be connected across these strands to enable students to develop a deep understanding of the following concepts. The focus of maths lessons this term are shown below.

Whole Number:

- Recognise, represent and order numbers in the millions
- Apply place value to partition, regroup and rename numbers to 1 billion
- Recognise that the place value system can be extended beyond hundredths
- Compare, order and represent decimals

Additive Relations:

- Apply efficient mental and written strategies to solve addition and subtraction problems
- Use estimation and place value understanding to determine the reasonableness of solutions

Multiplicative Relations:

- Determine products and factors
- Use partitioning and place value to multiply 2-, 3- and 4-digit numbers by one-digit numbers
- Select and apply mental and written strategies to multiply 2- and 3-digit numbers by 2-digit numbers
- Represent and solve division problems with whole number remainders
- Select and apply strategies to divide a number with 3 or more digits by a one-digit divisor
- Explore the use of brackets and the order of operations to write number sentences

Chance:

- List outcomes of chance experiments involving equally likely outcomes and represent probabilities
- Compare observed frequencies of outcomes with expected results
- Create random generators and describe probabilities using fractions
- Conduct chance experiments with both small and large numbers of trials

Three-Dimensional Objects:

- Compare, describe and name prisms and pyramids
- Connect three-dimensional objects with two-dimensional representations
- Construct prisms and pyramids

Volume

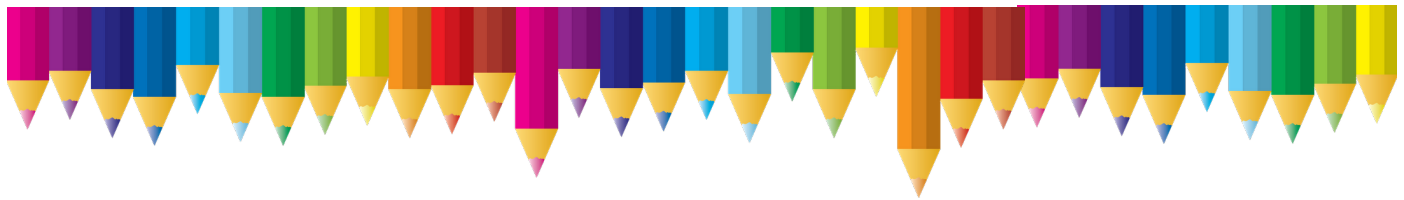
- Choose appropriate units of measurement for capacity
- Use displacement to investigate volumes of irregular solids
- Connect decimal representations to the metric system

Measurement:

- Connect decimal representations to the metric system

Position:

- Explore the Cartesian coordinate system
- Use the 4 quadrants of the coordinate plane



Data:

- Collect categorical and discrete numerical data by observation or survey
- Choose and use appropriate tables and graphs
- Describe and interpret different datasets in context
- Interpret and compare a range of data displays
- Interpret data presented in digital media and elsewhere

History

This term in History, Stage 3 students will continue their studies on Australia in the 1800's. Students will investigate the Gold Rush period, focusing on migration patterns to Australia and the contributions migrants made to Australian society. Students will also apply their researching skills to understand what life and the conditions were like for miners working on the gold fields. Students will learn about the developments that lead to the Eureka Stockade and the impact this had on miners' working conditions. Students will continue to develop their skills by comparing and analysing a variety of historical sources relating to Australian history.

Creative Arts

This term in creative arts, Stage 3 students will continue to participate in the art forms of visual arts and drama, building on their learning in Term 1. In visual arts, students will learn about Australian artists Rona Green and Pro Hart. They will closely observe details of living things in the world and create artworks using various techniques such as proportion, perspective, composition and foreshortening. Students will also explore the use of colour in artworks to convey emotion. Within drama, students will continue to be exposed to a range of activities to develop their dramatic performance skills and understanding. Students will build upon their Term 1 learning as they continue to explore the elements of drama and develop their voice, movement, mime and improvisation skills.

PDH

Stage 3 will explore how a healthy, safe and active lifestyle can enhance their connection with others. They will identify the positive and negative effects of substances on the body. Students will investigate how media and people in the community influence personal attitudes, beliefs, decisions and behaviours. They will discuss how positive representations of diverse groups in the media and how it can influence community values and attitudes.

STEM

During class STEM lessons, students will explore fundamental concepts in forces, energy, motion, and engineering design through hands-on experiments and challenges. Students will apply scientific principles, such as Newton's laws of motion and energy transfer, to solve real-world problems. They will also explore how materials and forces interact within various systems. The STEM tasks aim at fostering problem-solving skills, creativity, and teamwork while emphasising inquiry-based learning and the scientific method. Through these activities, students will deepen their understanding of how the world around them operates and how engineering can solve everyday problems.

Library

Students will have the opportunity to borrow books from the school library once a week. Students must bring a library bag to borrow books. Library bags can be purchased from the school library for \$2.

Please refer to the table below for your child's library borrowing day for Term 2:

Monday	Tuesday	Wednesday	Thursday	Friday
5/6B	5S	5L	5K, 5C & 5F	



Physical Education (PE)

During Term 2 Physical Education lessons with Mrs Plant or Mr Teylan, Stage 3 students will be reviewing, developing and refining their skills for athletics. This will include throwing the discus and shotput, practising running and long jump techniques as well as relay starts and baton changing. Please ensure that your child is aware of what day they have their physical education lesson so that they are wearing their sports uniform including a hat and drink bottle. If your child is at school and is unable to do PE because of sickness or injury, please provide a note.

Please refer to the table below for your child's specialist PE lesson time for Term 2:

Monday	Tuesday	Wednesday	Thursday	Friday
5F	5K	5C, 5S & 5/6B	5L	All Year 5 students

Science

Why is it important for food and fibre to be produced sustainably? Students study the 'Living World' and will explore different farms and how and why food and fibre are produced in managed environments. Students will identify and sequence the process of converting farm foods and fibre products into a product suitable for distribution and retail sale. Upon investigation, students will compare and explain a sustainable practice used by Aboriginal and/or Torres Strait Islander communities to manage food and fibre resources.

Please refer to the table below for your child's specialist science lesson time for Term 2:

Monday	Tuesday	Wednesday	Thursday	Friday
5/6B	5S		5C, 5F & 5K	5L

Homework

Students will continue to be assigned homework tasks to complete over a fortnight. Activities will include daily home reading, Mathletics, and a project based on a topic we are learning about in class. Students are responsible for recording their home reading on their homework sheet each day. Homework books must be returned to school to be checked at the end of each fortnight. Please encourage your child to read aloud to a parent / guardian on at least some of the nights they complete home reading and discuss the book together.

Health Check

A friendly reminder to please only send your child to school if they are well and healthy, do not send your child to school if they are unwell and/or exhibiting any flu-like symptoms. Parents will be asked to collect their child immediately if they become unwell during the day.

Absences

Absences from school require an explanation. You can notify the school through the School Bytes app, email the school, a written note or an email. Absences **must be explained within seven (7) days**.

Please advise the school if your child will be taking an extended absence as this may require the completion of an exemption form. If students are arriving at school late or departing school early, they must be accompanied by a parent/guardian and signed in or out at the front office.

We are looking forward to a great term! If you have any questions, please contact your child's classroom teacher.

Kind Regards from the Year 5 Teachers,

Mr Cheeseman, Miss Floyd, Miss Shore, Mrs Sluiter, Mrs Kirkby (*Year 5 Assistant Principal – Mon-Wed*) & Miss Lambe (*Year 5 relieving Assistant Principal – Thurs & Fri*)