

Welcome to Term 2! This is a very busy term for year 5 with Naplan coming up in week 3. We also have ICAS this throughout this term and next. Student progress reports will be handed out at the end of this term.

Please do not hesitate to communicate any positive feedback, issues or concerns.



I look forward to a creative and productive term 2!

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## Reminders:

- Our school is a nut free school.
- School uniform is compulsory.
- Our Library day is Friday.
- No hat, no play.
- Parent Teacher interviews are held at the end of this term.

## Homework:

- Will be handed out on Mondays and is due back the following Friday.
- If students do not hand in their homework twice in a row, parents will be contacted.

## Assessments:

- Will be a variety of in class and at home research projects.
- If assessments are incomplete it will affect student's grades.
- Computer Lab time will be given for ALL assessments that require the internet for research.

## Late notes and absenteeism

- We are taking a whole school approach to reduce the amount of students that are late and absent.
- Students that are late must fill in a late note at the front office prior to making their way to the classroom. Parents need not accompany their child to the classroom.
- Late slips and absent notes **MUST** be signed by the parent/guardian and returned to the teacher as soon as possible.

# Term Two Overview | Year 5 Owls

Subject	Outcomes
English	<p>The student can:</p> <ul style="list-style-type: none"> <li>• Develop and explain a point of view about a text</li> <li>• Present and justify differing perspectives and points of view</li> <li>• Re-read and edit work according to criteria for text structures and language features</li> <li>• Extend knowledge of known words to spell new words</li> </ul>
Mathematics	<p>The student can:</p> <ul style="list-style-type: none"> <li>• Solve addition and subtraction fractions</li> <li>• Use diagrams to model fraction and decimals</li> <li>• Order and represent decimals</li> <li>• Create simple financial plans</li> </ul>
Science	<p>The student can:</p> <ul style="list-style-type: none"> <li>• Explain the structural features of living things</li> <li>• Describe and list adaptations of living things and how particular adaptations help survival</li> <li>• Collaboratively and individually plan and conduct a range of investigation types</li> <li>• Communicate ideas, explanations and processes using scientific representations in a variety of ways</li> </ul>
Humanities and Social Sciences - Geography	<p>The student can:</p> <ul style="list-style-type: none"> <li>• Geographically locate European and North American countries in relation to Australia</li> <li>• Describe the effects that communities have had on the environment</li> <li>• Explore the effects of landforms on the development of settlements</li> <li>• Describe the impact of natural disasters on the environment and communities</li> </ul>
Arts - Drama	<p>The students can:</p> <ul style="list-style-type: none"> <li>• Explore ideas and creatively improvise represent ideas</li> <li>• Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action</li> <li>• Perform devised and scripted drama that develops narrative and engages an audience</li> </ul>
PDHPE	<p>The student can:</p> <ul style="list-style-type: none"> <li>• Participate in a range of physical activities with varied levels</li> <li>• Investigate practices that help promote and maintain health and wellbeing</li> <li>• Examine the benefits of physical activity to social and physical health and mental wellbeing</li> </ul>