

# TERM 2 IN 56A



Welcome to another busy and exciting year in 56A at Oxenford State School!  
Please see below for information regarding our school and class.

## Positive Behaviour for Learning (PBL):

At Oxenford State School we reward positive behaviour with 'Hoots'. Students accumulate these over the term and are able to cash them in at the hoot shop for prizes. In addition, students will be invited to the principal party or rewards day if they have the correct number of hoots and have met other criteria.

## Classroom Environment and Routines:

In 56A, we will follow a consistent weekly routine. Most of our days will consist of English in the mornings, Maths in the middle and we finish our days with HASS, Science, Art or Health. To promote wellbeing and engagement, we have a variety of opportunities for students to get up and move throughout the day.

## Homework:

I know our families are busy so homework is given out each Monday and must be handed in on the following Monday, all homework is submitted in their homework book, unless advised otherwise. I endeavour to keep homework simple, therefore, it is often the same routine, weekly. Reading plays a huge role in our homework, and I encourage each student to have a book of interest to read. This can be borrowed from the school library.

## Maths

### Number and Algebra

Students in both year 5 and 6 will be exploring number properties and sequencing numbers. To support child, help them complete their maths homework and encourage them to be on Mathletics.

### Measurement and Geometry

Students in year 5 will explore finding unknown angles using a protractor and classify angles based off of their size. While year 6 students will draw on previous knowledge of angles. Example: if 90 degrees is the known angle, how many degrees are missing to equal 180 degrees? This is a great opportunity to explore angles in the world around us and the importance of them.

Students will also interpret and use timetables to solve problems. Students will also be learning to convert between 12- and 24-hour time. To support your child, show them examples of real-world timetables and encourage them to be on Mathletics.

## English

### Writing

Students will listen to, read and view extracts from literary texts set in earlier times. They will demonstrate their understanding of how the events and characters are created within historical contexts. Students in year 6 will create a monologue as a person from the past using their knowledge of the time period to set time and place. While students in year 5 will create a monologue as a person from the gold rush period.

### Speaking

Students will participate in discussions around different texts. Focusing on projecting their voices and questioning peers.

### Reading

Students will engage in a variety of complex texts. They will read aloud, read independently and with peers. A focus will be reading historical texts and being able to respond to questions using evidence from the text.

## Science

Students in year 5 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. While students in year 6 will investigate electrical circuits as a means of transferring and transforming electricity.

## Arts

This semester students will work collaboratively to create a dance piece with adventure as a stimulus. While year 5 students will create a dance involving symmetry.

## HASS

Students in year 5 will be exploring how and why the lives of people changed due to the Gold Rush and Eureka Stockade. While year 6 students will explore how key figures, events and values shaped Australian society, its system of government and citizenship.

## Specialist lessons

PE: Monday  
Music: Monday  
STEM: Thursday  
Japanese: Thursday

