












### Teachers and Support Staff

<p><b>Linda Baird</b> (School Leader)</p> 	<p><b>Kirsty Bogg</b> (Teacher)</p> 	<p><b>Tamara Pearce</b> (Teacher)</p> 	<p><b>Lizandre Anderson</b> (Teacher)</p> 	<p><b>Peta Alvaro</b> (Teacher)</p> 
<p><b>Lachlan Dean</b> (Teacher)</p> 	<p><b>Mathew Bailey</b> (Teacher)</p> 	<p><b>George Le</b> (LSA)</p> 	<p><b>Karen Rumble</b> (LSA)</p> 	<p><b>Deb Goodwin</b> (MaqLit Specialist)</p>

### Important Dates

- **Week 2 Tuesday 6/5/25** Mother's Day Stall
- **Week 2 Tuesday 6/5/25** ACT Swimming championships
- **Week 2 Thursday 8/5/25** Prospective enrolment information session
- **Week 3 Monday 12/5/25** Margaret Hendry Birthday- In school acknowledgement
- **Week 4 Tuesday 20/5/25** World Bee Day- Dress like a bee
- **Week 4 Thursday 22/5/25** Athletics Carnival
- **Week 5 Monday 26/5/25** National Sorry Day- In school acknowledgement
- **Week 5 Wednesday- Friday 28/5/25- 30/5/25** Yr 5/6 Camp Cooba
- **Week 5 Friday 30/5/25** North Gungahlin Regional cross country
- **Week 6 Monday 2/6/25** Reconciliation Day
- **Week 7 Monday 9/6/25** Sovereign's birthday - Public holiday

### Reminders

- Every child needs a broad brimmed hat to play outside each day
- Please label all items that your child brings to school (hat, jumper, drink bottle, lunch box, spare clothes)
- Pack a reusable bag for borrowing library books.

- **Week 7 Friday 13/6/25** ACT Cross country championships
- **Week 8 Wednesday 17/6/25** Semester one reports emailed to families
- **Week 9 Wednesday 25/6/25** MHS Learning Showcase
- **Week 10 Tuesday 1/7/25** P&C PJ Day

### Our Learning Group Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Year 6 1:30 - 2:15 pm Year 5 2:15 - 3:00 pm	Specialists 11:30-3:00 pm		Yr 6 Leadership afternoon	Year 5 1:30 - 2:15 pm Year 6 2:15 - 3:00 pm

### What is happening in Year 5/6 this term?

Reading Workshop	Writing Workshop	Spelling Workshop
<p>Students will complete a novel study of the texts "Black Cockatoo" and "Durrarn" by Carl Merrison and Hakea Hustler. Students will analyse key themes of the text and practice making and supporting inferences with textual evidence. Students will explore how ideas are developed through characters, setting and/or events, and how the two texts reflect the real context of an Aboriginal school aged child. Students will connect the experiences of the protagonist to self experiences, and connect the two texts on a text-text basis.</p> <p>Concurrently, students will continue to build fluency skills through regular fluency skills practice and independent, peer, and teacher reading and feedback opportunities.</p>	<p>This term we are exploring narratives building upon the basics of story structure - Goals, Problems and Struggles. We are learning to write fearlessly - getting all of our ideas out of our heads without getting bogged down in the quicksand of overthinking.</p> <p>While building our narrative writing skills we will also be introducing the "Author's Chair". The "Author's Chair" gives students an opportunity to share their work with the class, giving students a purpose for writing. As part of the "Author's Chair" students have the opportunity to ask for inspiration and ideas when they are stuck, ask for feedback from their peers, or share because they are proud of their work.</p>	<p>Year 5/6 will be using Spelling Mastery as a platform to teach spelling. Students will be working on a differentiated spelling program according to their point of need. Students may be working with other Year 5/6 teachers in these differentiated groups.</p>

Mathematics Workshop	Social and Emotional Learning	Specialist Learning
<p>This term, students in Years 5 and 6 will explore and deepen their understanding of fractions, decimals, and percentages through a range of hands-on, visual, and problem-solving activities. They will begin by revising basic fractional concepts and representing fractions visually using tools such as fraction walls and pattern blocks. Students will then build their knowledge of equivalent fractions, placing them accurately on number lines, and converting between improper fractions and mixed numbers. As they progress, students will add and subtract fractions with the same and different denominators, applying these skills in creative tasks such as designing their own fraction-based board game.</p> <p>Moving into decimals, students will use base-ten materials to model and compare decimal numbers to the thousandths place. They will learn how to rename decimals when dividing by 10 and 100 and round decimals in real-world contexts, using estimation to check the reasonableness of their answers. The unit will conclude with an introduction to percentages, where students will learn to represent percentages as fractions and decimals and solve simple percentage problems. Throughout the term, students will be encouraged to explain their reasoning, use mathematical language, and apply their knowledge to meaningful, real-world situations.</p>	<p>This term we are exploring ourselves as a peer group and how these peers influence our decisions. We will unpack decision making and responding to negative peer pressures - becoming upstanders rather than bystanders when we see negative and antisocial behaviours in the school environment.</p>	<p><b>Physical Education (Carmine &amp; John)</b> - Students will develop the basic motor skills needed for participation in Athletics (e.g. running techniques, throwing form, jumping posture).</p> <p><b>Digital Technologies (Sameeha)</b> - In Digital Technologies, children will explore the basics of programming systems, such as sequencing, branching and iteration.</p> <p><b>Visual Arts (Alex V)</b> - Students discuss how colours may be used to show an emotion in art. They create response artworks using colours, lines and shapes to express the emotions or feelings used by different artists.</p> <p><b>Media Arts (David)</b> - Students will develop their skills in creating stop motion videos. They will use this to create a video of an indigenous Dreamtime story, linking it to their experiences and knowledge of Country.</p> <p>Please note: Not all classes receive all specialist subjects. We will endeavour over the course of the year to ensure as many classes as possible rotate through as many different specialist subjects as we can. When a class doesn't receive a specialist subject over the course of the year the content is covered with their regular class teacher.</p>
Inquiry Concept - "WE"	Science	
<p>As part of our inquiry into 'We' students will be inquiring their sense of belonging within a community and their contributions to community. Through collaborative activities we will develop our team-work, communication and conflict resolution skills. We will develop our understanding of how our interactions with each other impact our friendships and relationships.</p> <p>We will continue to develop our understanding of sustainability and caring for our environment.</p>	<p>Continuing from last term, we are exploring physical science with the Academy of Future Skills and moving on to the use of electricity in circuits.</p>	