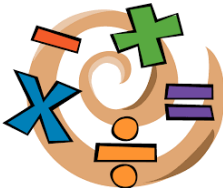
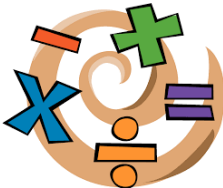


Year 5 Term 1 2026					
 Are you on TRACK? Thoughtful Respectful Accountable Cooperative Kind	Meet the Burnside Year 5 Team			Specialist Team	
	5B Class Teacher: Hannah Bowman		Hi, I'm Hannah Bowman and I'm so excited to be teaching Grade 5 again this year! When I'm not at school, I love being outdoors, camping, going for a run or bike ride, and spending time at the beach. I love working with upper primary students and supporting them to grow in confidence, challenge themselves, and take pride in their learning. If you ever need to get in touch with me, please feel free to email me at habow1@eq.edu.au. I'm looking forward to a great year in 5B!	Performing Arts Shane McLennan	
	Inclusion Teacher: Nikita Mason-Caine (Mon -Wed)		Hi, my name is Nikita Mason. I am excited to be the Inclusion Teacher for Years 5 and 6. I am extremely passionate about education and love supporting students to reach their potential. Outside of school, I enjoy dance, creative activities, and going to the beach with my dog. You can contact me at kcain@eq.edu.au or find me in the middle room of B Block. I can't wait to see what 2026 brings for us all!	Physical Education Liam Schofield	
	Inclusion Teacher: Kassann Reid (Thurs & Fri)		Hello, my name is Kassann Reid. This year I will be the Inclusion teacher for grade 5 and 6 on Thursdays and Fridays. You can find me in the middle room of B block. I can be contacted by email on kreid76@eq.edu.au. I have been at Burnside for 15 Years. When I'm not at work, I enjoy reading, relaxing at the beach, hanging out with family and friend. Fun Fact: I absolutely love donuts 🍩 . I look forward to learning and growing with your child in 2026.	Languages Natascha Atanassoff	
Key Events		Parades		Year Level Messages	
Parent information sessions 10 th February Clean up Australia Day 2 nd March P&C AGM Meeting 10 th March NAPLAN 11 th -20 th March Harmony Day 20 th March P-6 Cross Country 25 th March Parent Teacher Interviews 31 st March P&C Movie Night 1 st April Good Friday 3 rd April		Friday 8:50am Even weeks 6 th February – Week 2 20 th February – Week 4 6 th March – Week 6 20 th March – Week 8		Homework is given out on Fridays (starting in Week 2), for which the student writes out spelling words for the week and complete a grid of various activities. This is collected and marked together on the following Friday. Please feel free to email us if you have any queries or would like to discuss any matters related to school. Please note that NAPLAN is in Term 1.	

English	Maths	Science	Humanities	The Arts	Health	Physical Education	Technologies	Languages
Speaking and Listening Students engage with a variety of literary texts that support and extend students as independent readers. Texts include novels, poetry, dramatic performances and films, set in real-world and imagined settings. Students read, view and comprehend texts to explore how ideas are conveyed through characters, setting and events, and explain how characteristic features of imaginative texts are used to meet the purpose. Through texts, students examine how authors develop characters and settings, appealing to the reader’s imagination using imagery, including simile, metaphor and personification, and sound devices. Students compare texts narrated from a first-person and third-person point of view and discuss why an author might choose a particular point of view. Students use appropriate interaction skills and features of voice to present opinions and ideas about texts, using specific terms about literary devices, text structures and language features. They engage in shared an independent writing to respond to and/or create imaginative texts, experimenting with figurative language, storylines, characters and settings. Assessment Task: Students will create a presentation to share and expand on ideas and opinions about a literary text for an audience. 	Unit description Students further develop proficiency and positive dispositions towards mathematics and its use as they: - expand the repertoire of numbers to include rational numbers and the use of integers in practical contexts such as locating points in the four quadrants of a Cartesian plane - build fluency of understanding to solve arithmetic problems involving all four operations with natural numbers - use combinations of transformations to create tessellating patterns. - conduct a statistical investigation to determine the mode and range of data, discuss the shape of distributions and communicate findings. Number - apply an understanding of relationships to convert between, and order fractions and decimals - use mathematical modelling to solve practical addition and subtraction problems using fractions Space - recognise what stays the same and what changes when shapes undergo transformations - locate and move positions within a grid coordinate system Statistics - plan, conduct and report findings from statistical investigations that involve nominal and ordinal categorical and discrete numerical data and means for representing data to gather data Assessment Task: Space Students will perform and describe transformation of shapes, identify symmetries and use grid coordinates. Assessment Task: Statistics Students will plan and conduct statistical investigations to collect, represent and interpret data.	Survival strategies Students pose and investigate questions about the relationship between structural features and behaviours and survival in specific habitats. They identify patterns in survival strategies (for example: similarities and differences in how organisms conserve water in arid environments) and if similar survival strategies exist among organisms across different habitats (for example: body patterns that help organisms camouflage). Students engage with the research of scientists to examine how new discoveries, such as biofluorescence, have led to further discoveries and new understandings about the features and behaviours of organisms. Students create displays, such as digital presentations, to share information about the structural features and/or behaviours of animals and plants surviving in particular habitat conditions. They explore real-world examples of biomimicry to propose how a survival feature of an organism could inspire a human design solution, for example: climate-controlled buildings, antibacterial surfaces, aircraft and train design, robotics, drone flight, fashion and materials. Assessment Task: Students investigate and explain how form and behaviour of living things help them survive in their habitat and identify an example of where scientific knowledge informs human action. 	People and the environment In this unit, students will explore the following inquiry question: <i>How do people and environments influence one another?</i> Assessment Task: People and the environment Students investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live. 	Dramatic transformations In this unit, students 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 Assessment Task: Dramatic transformations: Collection of work Student’s devise, perform and respond to drama that explores dramatic transformations 	Strengthening identity (Semester of work) Students explore how different factors shape and influence identities, roles and responsibilities. They understand that experiences of changes and transitions differ and propose positive ways to manage these transitions. Students examine how factors shape their self-perception and how external influences can impact their choices and actions. Through the use of reflective journals and scenarios, students examine how family, society, culture and media shape their values, beliefs and self-perception, including the influence of stereotypes. They demonstrate self-regulation skills and strategies to manage emotions and stress. Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes. Assessment Task: Students explain how factors influence identities and develop strategies for managing emotions and changes.	Transferring movement strategies (Semester of work) Students refine and modify movement skills across different movement contexts, such as net/court, invasion and striking and fielding games and activities. They experiment with different techniques and strategies to enhance their performance and develop ways they can support fair play and inclusion. Through team based and individual activities, students explore more complex movement concepts, and experiment with applying them in a range of situations to improve movement outcomes and inclusivity. They practise adapting their movement skills to suit the demands of various activities, helping them build confidence and improve their physical capabilities. Assessment Task: Students refine and apply movement skills, transfer and evaluate movement strategies in various situations. 	Harvesting good health In this unit students will explore how competing factors and technologies influence the design of a sustainable service which provides a plant for the preparation of a healthy food product. Assessment Task: Students design a service that provides an edible plant that can be used to create a healthy food product.	Simple Conversations Students continue to build their language skills by acquiring a wider range of vocabulary and building grammatical and textual knowledge relating to sharing information and asking questions. They practice using verbs, nouns and adjectives, a variety of particles, prepositions, counters and conjunctions to engage in a simple conversation with a peer. Assessment Task: Simple Conversation Students work in pairs to develop answers to common questions and create a comic strip of a short conversation.

BURNSIDE STATE SCHOOL 2026

