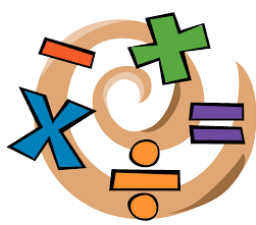


Year 5/6R Term 2026		
Meet the Burnside Year 5/6 Team		
	5/6R Class Teacher: Karlee Robinson	 My name is Karlee Robinson and I would like to welcome students to 5/6R for 2026. When I'm not at work I enjoy camping, fishing, gardening and cooking. I look forward to teaching year 5/6 and working with families to achieve successful outcomes for their children. If you wish to contact me, you can send me an email on karob1@eq.edu.au. I aim to return all emails within 24 hours.
	Inclusion Teacher: Nikita Mason-Caine <i>(Mon -Wed)</i>	 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!
	Inclusion Teacher: Kassann Reid <i>(Thurs & Fri)</i>	 Hello, my name is Kassann Reid. This year I will be the Inclusion teacher on Thursdays and Fridays for grade 5 and 6. 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.
	Specialist Team	
	Performing Arts - Shane McLennan	Languages - Natascha Atanassoff
		
		Physical Education - Liam Schofield
		
Key Events		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		To all our returning families, welcome back, and to all our new families - welcome to Burnside! What an exciting start to the year we've had! Our class has so many adventures to look forward to with exciting events coming up like Camps and Footy comps. Year 5s also have NAPLAN this term while Year 6 have Surf Skills, Volleyball and Transitions to Burnside High School later on in the year. Make sure you follow our Facebook page and download the School Stream app so you have the latest information as it comes up. As Senior Primary students, bring good role models and establishing good work ethics are of utmost importance. This is demonstrated through wearing the correct school uniform including a hat, being on TRACK, always doing your best and a concerted effort with homework. In 5/6R, we are a team that supports each other, respects each other and endeavours to have the most fun possible on our learning journey.

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 may include novels, short stories, poems, songs and dramatic performances. Students read, view and comprehend past and contemporary literary texts, exploring how literary devices, for example, narrative structure, characterisation, rhetorical devices, imagery or figurative language, are used to enhance meaning and for effect. Through texts, students explore contexts in which texts were created and how characters, setting, events or ideas are represented by authors. They discuss the influence historical, social and cultural experiences may have on the meaning of texts and attitudes towards characters, actions and events. Students use interaction skills and features of voice to share opinions and evaluate information about texts, using and varying language appropriate to the situation and audience. They engage in shared and independent writing to respond to literary texts, and use features of these texts as models to create their own work. Assessment Task: Students will share, compare and expand on ideas and opinions about two literary texts 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 Assessment Task: Number and Space Year 5 Students will perform and describe transformation of shapes, identify symmetries and use grid coordinates. Year 6 Students will locate and represent points on a number line and ordered pairs on the Cartesian plane, and to create tessellating patterns using combinations of transformations. Assessment Task: Statistical Investigation Year 5 Students will plan and conduct statistical investigations to collect, represent and interpret data. Year 6 Students will conduct a statistical investigation to compare distributions of data and critique arguments presented in advertisements based on statistics.	Life on Earth In this <i>Biological sciences</i> unit, students will learn how to sequence key stages in the life cycle of an animal or plant and describe relationships that assist the survival of living things. They will also learn how environmental changes affect individual living things. Assessment Task: Students plan, conduct and evaluate an investigation to identify the best environment to store bread and minimise mould growth. 	Australia in the past In this unit, students will explore the following inquiry question: • <i>How have key figures, events and values shaped Australian society, its system of government and citizenship?</i> Assessment Task: Australia in the past Students will Investigate how Australia became a Federation; explore three levels of government and how citizenship rights have changed for different groups.	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 Students make and respond to drama and media by investigating forms that use technologies and objects to support dramatic action. 	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.	Hands off! (Semester of work) In this unit students will investigate how electrical energy can control movement, sound or light in a designed product or system. They will design a solution to an environment's security need and make a prototype electrical device that is part of the solution. Assessment Task: Students design a solution to an environment's security need and make an electrical device that is part of the solution.	Welcome to Japan Students are introduced to the language of Japanese through a study on culture where they will gain a greater awareness of the world around them and notice similarities and differences between Japanese language and culture and our own and create a poster demonstrating key similarities and differences. Students will also be introduced to the Hiragana alphabet (46 characters) including voiced sounds, long vowel sounds, double consonants and blends. They will learn to read and write hiragana using correct stroke. Assessment Task: Japanese Poster Students create a poster about the culture of Japan using high frequency kanji.

BURNSIDE STATE SCHOOL 2026

