



Are you on **TRACK?**

Thoughtful

Respectful

Accountable

Cooperative

Kind

Year 5 Term 2 2026

The Burnside Year 5 Team

5B Class Teacher:
Hannah Bowman



Arts Teacher
Shane McLennan



Inclusion Teacher:
Jack McGill (Mon - Wed)



Physical Education Teacher

Liam Schofield



Inclusion Teacher:
Kassann Reid (Thurs & Fri)



Languages Teacher

Natascha Atanassoff



Meet the Burnside Specialist Team

Hi my name is Shane McLennan and it is my proud duty to be The Arts teacher at Burnside State School. I perform this work because I know that some of the greatest lessons in life can be learned through The Arts, not the least being the improvement of self-confidence, engaging in critical thinking and finding fun in learning! My wife and I moved to Palmwoods four years ago and have formed many community bonds in the Sunshine Coast hinterland, for which we feel very welcomed. I am available Mondays to Thursdays at school if you wish to contact me regarding your child's Arts learning and I look forward to hearing from you.

My name is Liam Schofield and I will be teaching Physical Education across all year levels. I can be contacted by email on lsch2@eq.edu.au. I am excited to be focusing on fundamental motor skills in the lower years with specific movement activities and extending these motor skills through the upper years with a variety of sports throughout the year to enhance student physical performances throughout school and extracurricular events.

My name is Natascha Atanassoff and I have the pleasure of exploring Japanese culture and language with your student this year. This is my third year at Burnside and will be working on Tuesdays. I am a native German speaker and have also studied French. My focus is on making the lessons interesting and fun.

Key Events

Assemblies – Even weeks Friday 8:50am

Year Level Messages

24th April - ANZAC day ceremony @ BSHS
8th May - Loved one's stall
17th June - Year 3-6 Sports Day
25th June - Year 5 Careers Expo day @ UniSC

Week 2 – 1st May
Week 4 – 15th May
Week 6 – 29th May
Week 8 – 12th June
Week 10 – 26th June

Welcome back to Term Two! It has been a fantastic start to the year as students have settled in well to school and class routines. This term we have some exciting things to look forward to including learning about information texts and the Australian Gold rush. This term homework expectations will remain the same. As always, if you have any questions or concerns you can contact your classroom teacher.

English	Maths	Science	HASS	The Arts	Health	Physical Education	Technologies	Languages
Engaging with information reports Students engage with a variety of informative texts such as reports, explanations, reviews and procedures by Australian, First Nations Australian and world authors. Students explore how text features such as chapters, headings and subheadings, tables of contents, indexes and glossaries guide the reader to understand and access information in a text. Assessment Task 2.1 - Students read, view and comprehend informative texts. Assessment Task 2.2- Students create a written and multimodal informative text for an audience. 	Unit description Students further develop proficiency and positive dispositions towards mathematics and its use as they: • use physical and virtual materials to experiment with factors and multiples • use materials, diagrams or arrays to find unknowns in numerical equations involving multiplication and division • build fluency and understanding of multiplication facts. • develop efficient strategies to multiply and divide • use mathematical modelling to solve financial problems, involving natural numbers and operations, and report on insights and conclusions reached • use estimation strategies to check the reasonableness of calculations when solving problems • apply an understanding of relationships to convert between 12- and 24-hour time when solving practical problems. Assessment: 2.1 – Number Students will express natural numbers as products of factors and identify multiples, and check the reasonableness of calculations. To use mathematical modelling to plan a fundraising activity to make a profit Assessment: 2.2 – Measurement Students will convert between 12-hour and 24-hour time.	Solids, liquid, gases Students continue to develop their understanding of variables to change, measure and control as they plan safe and fair experiments involving changes of state. They measure data, including mass and temperature, using scaled instruments for precision. They represent this data in tables and graphs, using digital tools where appropriate, to identify patterns and relationships between observable properties of solids, liquids, gases and changes of state. Students examine how changes of state have applications in technology, industry or space exploration, such as use of materials that absorb/release heat during melting/freezing in building insulation, clothing or laptop cooling. Students begin to recognise the importance of reflecting on their own experimental methods to identify potential sources of error. They build on their understanding of relationships when they draw conclusions about how properties relate to particulate arrangement. They use visual and physical models to represent particle arrangements and motions in solids, liquids and gases. Assessment Task: Chemical sciences Students relate the observable properties of solids, liquids and gases to particle motion and arrangement. To identify variables in an investigation method and construct representations to organise data and information and describe patterns, trends and relationships.	Communities in Colonial Australia In this unit, students: • examine key events related to the development of British colonies in Australia after 1800 • identify the economic, political and social reasons for colonial developments in Australia after 1800 • investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment • locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia • present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community • identify different viewpoints about the significance of individuals and groups in shaping the colonies • sequence significant events and developments that occurred during the development of colonial Australia using timelines. Assessment Task: Colonial Australia Students conduct an inquiry to answer the inquiry question, 'How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?'	Transformations: Media in theatre In this unit, students make and respond to drama and media by investigating forms that use technologies and objects to support dramatic action. These include fantasy, mask, movement, media, props and alternative performance spaces. Assessment Task: Collection of Work: • Planning & Designing • Creating • Responding	Strengthening identity and emotional resilience (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: Explaining influences 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 (Semester of work) 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. Assessment Task: Simple Conversation 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.	

