

Year 5/6R Term 2026				
Meet the Burnside Year 5/6 Team				
	5/6R Class Teacher: Karlee Robinson			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.
	Inclusion Teacher: Jack McGill (Mon -Wed)			My name is Liam Schofield and I will be teaching Physical Education across all year levels. I can be contacted by email on lksch2@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.
	Inclusion Teacher: Kassann Reid (Thurs & Fri)			My name is Natascha Atanasoff 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
ANZAC day ceremony @ BSHS - 24th April Loved one's stall – 8th May Year 3-6 Sports Day – 17th June Year 5 Careers Expo day @ UniSC – 25th June		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 electricity. 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
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 2.1: Number Year 5 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. Year 6 Students will find unknowns involving order of operations and solve problems using the properties of prime, composite and square numbers. To use mathematical modelling to create a budget for a class event. Assessment: 2.2: Measurement Year 5 Students will convert between 12-hour and 24-hour time, collect, represent and interpret data. Year 6 Students will interpret and use timetables and plan an itinerary.	Energy and electricity In this unit students will investigate electrical circuits as a means of transferring and transforming electricity. They will design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students will explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They will identify where scientific understanding and discoveries related to the production and use of electricity have affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability Assessment Task: Students will analyse requirements for the transfer of electrical energy in a circuit and describe how energy can be transformed from one form to another to generate electricity. They will also use scientific knowledge to assess energy sources selected for a specific purpose.	Australia in the past (Semester of work) In this unit, students will explore the following inquiry question: How have key figures, events and values shaped Australian society, its system of government and citizenship? 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.	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 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 work in pairs to develop answers to common questions and create a comic strip of a short conversation.	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.

