

STAGE 2 NEWSLETTER

WELCOME TO TERM 4

OPPORTUNITY – INNOVATION - SUCCESS



Dear Parents and Carers,

Welcome to Term 4! Term 4 promises to be filled with action as we engage with quality teaching and learning combined with the excitement of the Stage 2 excursion and regular end of year celebrations and acknowledgements. This term we welcome Miss Gardiner to 3/4D and Mrs. Hogg to 3T. Say hello when you see them around! Please regularly check in with Seesaw, Facebook, the school newsletter and notes sent home for details and timelines of events coming up this term.

Kind regards,

Miss Gardiner, Mr. Cook, Mrs. Hogg & Miss Taylor

Term 4

Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
Band 8am in 5/6L Defence Hub Didge Group	3/4D and 4C STEM and Library Day		3T Library day	3T STEM day Assembly on odd weeks Sports uniform Defence Hub

Stage 2 Excursion – Great Aussie Bush Camp

The Stage 2 Excursion to the Great Aussie Bush Camp will take place in Week 6, Wednesday 16/11/22 to Friday 18/11/22. It is exciting to see a large number of students attending the camp, thank you for paying your deposit. Thank you to those who have paid the total cost of the excursion. Please see the office at your next convenience to finalise payments. If you require assistance with payments for the excursion, please see Mrs. Stothard. A number of students have outstanding Covid consent forms to return, too. Further detailed information, including sleeping arrangements, an itinerary of activities, and what to pack, will be available in the coming weeks. If your child takes regular medication and will require this medication during the camp, please contact the office to arrange this. A gentle reminder to all families that the behaviour of all students who wish to participate in the excursion is expected to be of the highest standard in the lead up to the excursion and on the excursion. Parents will receive a Behaviour Notification letter if their child's behaviour is causing concern or impacting the safety and learning of others at school before the excursion. If students are not meeting behavioural expectations on the excursion, parents/carers will be asked to come and collect their child.

Check-in Assessments

Check-in Assessments are an online assessment for students in Years 3 to 9. They are mapped to the NSW Syllabuses and National Literacy and Numeracy Learning Progressions. There are two assessments: reading and numeracy. Each assessment is designed to be quick and easy to administer, consisting of between 40 to 50 multiple choice questions. Schools can access feedback soon after the completion of the assessment. These assessments supplement our existing school practices to identify how students are performing in literacy and numeracy and allow us to tailor teaching more specifically to student needs. Stage 2 will be completing these assessments across Weeks 2-4.

Tell Them From Me

Tell Them From Me is a suite of surveys for measuring student engagement and wellbeing. The surveys can be used to capture student, parent and teacher voices, providing reliable evidence for schools to use in identifying strengths and areas for improvement. Stage 2 will be completing this survey at school across Weeks 2-4. Information will come home regarding the parent survey.

TEACHING AND LEARNING

Below is the proposed outline of our teaching and learning programs for the term. These units embed NSW syllabus outcomes and are designed to cater for all learning needs.

English

Reading and Viewing

Students will continue to take part in daily guided reading activities and explicit reading lessons. There will be an overarching focus on fluency, vocabulary, typographical text features and literal comprehension in whole class reading lessons. Guided reading groups will be differentiated to support individual reading needs.

Writing and Representing

Students will continue to take part in daily writing sessions focusing on analysing and creating imaginative and persuasive texts. Students will produce multiple poems focusing on endangered animals, and later a persuasive letter. Teaching of spelling concentrates on a phonological, morphological and orthographic analysis based on a spelling generalisation. Explicit vocabulary lessons will be taught across the week to support both reading and writing. Explicit handwriting lessons are being supported with touch typing lessons also.

Mathematics

Throughout the term we will be covering the following units of work from the Stage 2 Mathematics curriculum. All class are completing Number Talks during the teaching of mathematics.

- *Whole Number*: Students will apply place value to order, read and represent numbers of up to five digits.
- *Multiplication and Division*: Students will explore a range of strategies to solve multiplication and division algorithms and word problems. Investigating times tables and known facts are continually revisited.
- *Volume and Capacity*: In these lessons, students measure, record, compare and estimate volumes and capacities.
- *Mass*: In mass lessons, students measure, record, compare and estimate the mass of objects using kilograms and grams.
- *Data*: Students select appropriate methods to collect data, and construct, compare, interpret and evaluate data displays, including tables, picture graphs, column graphs, dot plots and line graphs.

CAPA – Dance

In Dance this term, students will participate in a variety of rhythmic and expressive physical activities to develop their understanding of the elements of composition. Students will experiment with, practise and refine movement skills and work collaboratively to create and perform a small-group movement sequence. Using movement, self-management and interpersonal skills, students perform their movement sequence to an audience.

Library

Students in 3/4D and 4C will engage in library lessons including borrowing on Tuesdays this term. 3T will have their lesson and borrowing time on Thursday. Library lessons will focus on e-safety, with students identifying and establishing personal online safety boundaries, developing skills to question what they encounter online, developing skills to identify problematic situations which may impact their online safety or security, and considering appropriate help seeking and reporting strategies for dealing with unsafe situations online.

Science

Last Term, Stage 2 students investigated our sun and moon to consider their place in our solar system. In Term 4, Year 3 and 4 will draw their focus to Earth as they continue to explore 'Earth and Space'. In this unit, students will investigate how and why natural processes and human actions change the Earth's surface over time. They will identify evidence of change through exploring rocks and fossils and investigate how erosion is caused by human activity. Students will question, plan and conduct scientific investigations into the formations of landforms and weathering. Elements of digital technology and human endeavour are incorporated into the lessons. From Week 6, students will begin to investigate how they can best protect our precious land by planning, designing and building a virtual resort subject to strict environmental challenges and criteria.

History

Students will continue to explore the unit 'Community and Remembrance' in History this term. This topic provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community. They examine local, state and national symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.

PDHPE

This term, students will continue to be involved in the mandatory Child Protection unit, 'My right to be safe'. Through this unit, students will identify and support the rights of themselves and others and use this knowledge to question any behaviours or actions that impact on their right to be safe. They will recognise the importance of trust in relationships and identify sources of support to manage the changes associated with puberty. Students will build health literacy through identifying people and sources of information to learn about change and to seek help and advice. Some of the content of the program deals with sensitive issues. We recognise this by teaching about these issues within the context of a developmentally appropriate program and by providing information to you about the program. For more information on PDHPE go to <https://syllabus.nesa.nsw.edu.au/pdhpe/>. The Life Education visit in Week 8 will also complement Health outcomes. PE and Sport will be run in class groups, with each class focusing on the fundamental movement skills of a familiar sport, combined with modified games. Classes will rotate between 3-week cycles on one sport.