Dear Parents & Carers

Welcome to Term 3. It’s a 10 week term and once again there is a lot coming up. Take a look at the diary dates on the bottom of this page and make sure you have them on your calendar. The students will also be making a note of them in their diaries and can remind you! The highlight of this term will undoubtedly be the residential camp to the Phillip Island Adventure Resort between the 2-4 September. As we move into semester two.....Once again, buckle up and enjoy the ride!

Volunteers Please!

Years 3 & 4 are involved in the Stephanie Alexander Kitchen Garden Program in a weekly garden and kitchen session. We must have 5 volunteers per session for the kitchen program to operate. And between 3-5 in the garden. The volunteers work with small groups of students helping with the necessary tasks. This ensures greater enjoyment, increased learning experiences and a safe learning environment. It is best if volunteers can commit weekly but if you can only spare a few weeks that is still greatly appreciated. It is a wonderful learning experience for all and we highly recommend you consider the time to become involved if you can. So, if you can spare some time on a Monday, Tuesday or Wednesday to assist in either the kitchen or garden, sign up online by following the icon link shown here on the Wattle Park PS website.

Phillip Island Camp

This year the Year 3/4s will be attending the Phillip Island Adventure Resort for a 3 day camp. The students will enjoy a whole series of outdoor activities and excursions. These will include the ‘Penguin Parade’, a trip to the famous ‘Amaze ‘n Things’, a walk on Smiths Beach as well as completing rotations on the following activities at the PIAR itself: Giant Swing, Single Flying Fox, Canoeing, Archery, Ponding, Nature Spotto, Camp Cooking and Ball Games. It promises to be an amazing camp, full of challenges and fun. Notices will be going out in the next few days. It is important that the permission and medical forms are returned fully completed ASAP as there is a lot of work to be done collating all the information and making the necessary arrangements. Your prompt attention to these matters will be greatly appreciated. There will be a ‘Pre-Camp Information Night’ on Wednesday 26th August to address any final questions and concerns. However, if you have any queries prior to this date, please come and see Julie Nield, the Camp Coordinator or your child’s class teacher.

Please sign up!
Homework
Each week students will continue to complete a range of activities from the homework grid. They complete them in their homework book. These tasks can be organised in a way you feel will help your child complete them over the course of a week. Your child will be encouraged to plan their activities using their diaries.
Note: Homework is issued on Mondays. The grid is to be signed by parents and returned the following Monday.

Integrated Curriculum

SCIENCE
Year 3: ‘Feathers, Fur or Leaves?’. We will be continuing our Primary Connections topic on Grouping Living Things. Students will be combining their scientific inquiries with the Kitchen Garden Program, investigating how living things can be grouped on the basis of observable features and can be distinguished from non-living things. Students will understand the effects their actions can have. From mid term students will be turning their attention to Kitchen Chemistry though our unit, ‘Melting Moments’, where students will investigate the changes of state between solid and liquid that can be caused by adding or removing heat.

Year 4: ‘Material World, Package it Better’. We will be investigating Materials through this Primary Connections unit. Students will work towards understanding that natural and processed materials have a range of physical properties and that these can influence their use. They will examine the structure and function of common materials, especially the thermal conductivity and strength of different materials.

HISTORY
Year 3: Community and Remembrance. Students will investigate the contributions to community development by people of diverse backgrounds and the role they have played in the development and character of the community on a local, regional or state level over the last 250 years. A key understanding is the influence and significance of many cultures to local communities including which individuals and cultural groups have influenced change in the local community over time. Students will begin to understand the similarities and differences between communities and how they have changed and continued to do so.

Year 4: The First Fleet. Students will be investigating the First Fleet through its stories, including the reasons for the journey, who travelled to Australia and their experiences following arrival. Inquiries will be undertaken on the crimes leading to transportation, the journey and British settlement and daily life in early Sydney. Students will consider how the arrival of the First Fleet impacted on the environment and livelihood of aboriginal peoples.

Literacy
Reading: Our reading program is designed around daily rotation activities where students develop their reading fluency, word recognition and comprehension skills. The ‘Reader’s Notebook’ program, uses illustrated books from authors such as Colin Thompson, Chris Van Allsburg, Anthony Browne, Gary Crew, Jeaninne Baker, Jackie French and many more children’s authors, including indigenous authors. Students are encouraged to make connections with the ideas raised in the books and their own experiences, share their ideas and make inferences from the text and illustrations. Students will focus on developing ‘better questions’ and deriving greater meaning from the books e.g. thinking about what the text says (literal); what the text means (inferential) and what the text tells us about our world (evaluative). Students will further develop their roles in Literature Circles with the aim of extending the length of the discussions and deepening the thinking in the group through the sharing of ideas. Our ‘Stamina Reading’ program teaches a procedure for independent reading and supports students to read for an extended time with increased attention.

Writing: Our writing program allows students to develop their own ideas and write about subjects that interest them in a range of genres. The ‘Writer’s Notebook’ program encourages students to develop a ‘seed’ from a stimulating picture or artefact, think deeply below the surface level of that image and consider the rich vocabulary it suggests and what they think, feel and wonder about in response to it. These provide ideas for writing; a narrative, a persuasive argument or an information report etc. Writing structures will be explicitly taught, modelled and practised. Students will continue to complete their individual weekly journal. Spelling: Strategies will be investigated in spelling lessons, focussing on phonetic awareness, visual and edit their writing for the correct grammar, punctuation and spelling and make daily use of a dictionary and thesaurus.

Numeracy
Our Mathematics program utilises a range of strategies to improve students’ understanding of mathematical concepts. Students use hands-on materials such as counters, dice, MAB, fraction pieces, clocks etc. to enhance their learning. ICT is used such as weekly ‘Mathletics’ tasks and online activities using our interactive whiteboards where students are able to manipulate and demonstrate their understandings. We also target ‘real life’ skills where students can understand and explain the purpose and importance of Mathematics in their lives and be able to apply a range of concepts to understand what they encounter on a daily basis. The program will address the areas of: Number & Algebra; Statistics & Probability & Measurement & Geometry. In Year 4, selected students participate in ‘Maths Olympiads’.

Reminder from the library:
Each child requires a bag for borrowing.

Student Diary
Students will continue to make full use of their diaries for daily correspondence between home and school, the recording of homework tasks and noting events at school and in their home life. The diary also serves as a record of your child’s home and school reading. The children must record daily what they have read at home with the page numbers and have it signed by a parent/carer. Your child will be given 15 minutes silent personal ‘stamina’ reading time per day at school when they will also record their reading. Please remember to sign your child’s diary every week. You can write your own comments and any notes for the teacher’s attention too.