



Years 3 & 4 Term Three Newsletter 2017

Dear Parents & Carers

Welcome to Term 3. We hope you all have had a relaxing break and we are looking forward to another busy term ahead. 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 three day camp to Phillip Island Adventure Resort in Week 8 from the 6th—8th of September. We are looking forward to a fabulous term!



Volunteers are always needed so please sign up!



Here's the team...

Year 4:
 Dan Watts (Team Leader)
 Vicki Phillips

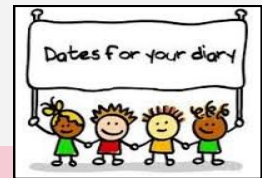
Year 3:
 Samantha Teng
 Melinda Downes
 Annabelle Sizeland

If you need to speak to your child's teacher please make an appointment so that any issues can be discussed.
 Many thanks.

Volunteers Please!



Years 3 & 4 continue to be 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 and at least **3** in the garden for the program to operate. 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 a wonderful learning experience for all and we highly recommend you consider the time to become involved if you can. Sign up online by clicking the link below, which takes you to the Wattle Park PS website.

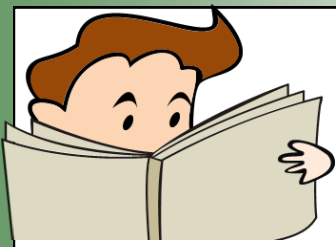


Phillip Island Camp (PIAR)

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, a trip to Nobbies Boardwalk as well as completing rotations on the following activities at the PIAR itself: Team Building and Initiative Games, Giant Swing, Single Flying Fox, Canoeing, Archery and Nature Spotto. It promises to be an amazing camp, full of challenges and fun. When notices are distributed, 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. There will be a 'Pre-Camp Information Night' in Week 5 to address any questions and concerns. However, if you have any queries prior to this date, please come and see Daniel Watts, the Camp Coordinator or your child's class teacher.



- July 27th: Coach
- Approach Years 3-6 Athletics Expo
- July 31st: Families visiting from China
- Week of August 1st: ICAS English
- Friday August 4th: Jeans for Genes Day
- Friday August 11th, 14th & 15th: Book Fair
- Year 4 PrimeSci Energy Incursion
- August 16th: Book Performance
- August 25th: Daffodil Day
- August 28th: Literacy and Numeracy Week
- August 31st: Whole School and Graduation Photo
- September 6-8th: 3/4 Camp
- September 14th: RU OK Day
- September 22nd: Last Day of Term: 2:30pm Finish Sports Day Free Dress



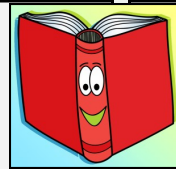
Homework

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.

Literacy

Reading: Our reading program is designed around daily **rotation activities** where students develop their reading fluency, word recognition and comprehension skills. 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

writing.

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.

Integrated Curriculum

SCIENCE/HISTORY

Year 3:

Science: 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.

History: First Australians

Students will study the importance of Country and Place to indigenous peoples of the local area. Students will investigate the cultures, beliefs, languages and social organisations of indigenous people before the arrival of Europeans looking closely at their communities and clans; languages and dialects; Dreaming stories and their meanings and the significance of the environment and land-management practices.

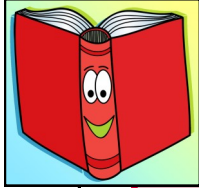
Year 4:

Science: '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: 'The First Fleet'

Students will be investigating the First Fleet through it's 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.



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.**