

# Term 1 Newsletter

## Class 34B

### General Information

Welcome to Year 34B!

Your teachers this year are as follows:

Mrs Robyn Gibson – Monday to Thursday

Mrs Sarah Schatkowski – Friday.

There are some important days and times to note for our class:

PE and Music days are Tuesday and Wednesday. School banking day is Monday. LOTE is in the Tech Room Monday after parade and 9:00 am Thursday morning. Library borrowing is still TBA. Religion day is Monday. Tuckshop operates both breaks Monday, Wednesday and Friday.

Parade is every Monday at 9.00 a.m. Parents are welcome.

Principal – Mr Jamie Feeney; Deputy Principal – Mr Michael Hurley

School Times -

School starts 9:00 am

School finishes 3:00 pm

1st Break 11:00 – 11:30 am

2nd Break 1:30 – 2:10 pm

If there is anything else you'd like to know, please feel free to see us after school for a chat.

### English

In the first term of the year the students will be studying genres that are closely connected with each other.

The first English unit will focus on exploring the use of descriptive language and language features in "The Twits" to assist the students in their writing of a character description. They will be developing further the necessary skills to write a character description.

The second unit will be focussing on narrative writing. In this unit students will continue to study the text "The Twits" to identify language features within a narrative. The students will be learning how to add a new chapter to the text.

### Maths

#### Year 3

The focus in Maths this term will be to further develop competency with multiplication and division facts; place value (initially in the 00's and then introduction of 1000) and associated number and numeration concepts. Chance and data will also be studied as well as duration of time and length in measurement. The students will be developing their application of problem solving strategies.

Where possible students will be working on Maths concepts more suitable to their individual needs.

#### Year 4

The focus in Maths this term will be to consolidate multiplication and division facts; place value (initially in the 000's and then introduction of 10000), fractions and decimals, chance and data and patterns & algebra. The students will be studying duration of time in measurement. Other strands being studied are data & representation as well as number & numeration. The students will be developing their application of problem solving strategies.

Where possible students will be working on Maths concepts more suitable to their individual needs.

### Science

#### Year 3

Students will distinguish between living, non-living and once living things. They will group living things based on observable features. Students will create fossils that provide evidence of a plant, marine animal and land animal and describe their characteristics.

#### Year 4

Students will explore natural processes and human activity that cause changes to Earth's surface, in particular erosion and flooding. Students will relate this to their local area, make observations and predict consequences of future occurrences and human activity. They will describe situations where science understanding can influence their own and others' actions. Students will conduct an investigation into soil erosion and create a diorama to represent an erosion scenario.

### Humanities and Social Sciences (HASS)

#### Early Exploration and Settlement:

The students will be studying this unit for the entire semester.

In this unit, students will explore the diversity of different groups within their local community; consider how personal identity is shaped by aspects of culture, and by the groups to which they belong; examine the purpose of laws and distinguish between rules and laws; make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia by the British; investigate the experiences of British explorers, convicts, settlers and Australia's first peoples, and the impact colonisation had on the lives of different groups of people; analyse the

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experiences of contact between Australia's first peoples and others, and the impact colonisation had on the lives of different groups of people; analyse the experiences of contact between Australia's first peoples and others, and the effects these interactions had on people and the environment. The students will also draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation.

### **Design/Technology**

The focus this term is on computer skills to continue students' competency. Students will continue keyboarding practice and skills within the Word program.

### **Digital Technology**

This unit will take all of Semester 1. It is linked to the HASS unit for the semester with the assessment of this unit linked to the convicts on the First Fleet.

[What crimes were convicts transported to Australia for?](#)

In this unit students will develop skills to collect, access and present different types of data using simple software (Excel – spread sheets.) They will explain how student solutions and existing information systems meet common personal, school or community needs.

Assessment will be in Term 2.

### **Art**

Students will explore how found objects (natural or man made) can create meaning in 3D artworks. They will make, display and discuss their own and others' artworks.

### **Music**

During Music this term, students will make and respond to music used in travelling including sea shanties.

### **P.E.**

Students will perform the refined fundamental movement skills of throwing, catching and balancing, and apply movement concepts to solve movement challenges. Students will also focus on inclusion and participation to practice and refine their fundamental movement skills of touch football in different situations. Students will apply the movement concepts and strategies in various game situations that allow them to apply innovative and creative thinking in solving movement challenges. Students will need to combine the elements of effort, space, time,

objects and people when performing the movement sequences.

### **Health**

This term the students will be learning a unit:

#### **Culture in Australia: Positive interactions**

In this unit, students investigate how heritage and culture contribute to their identity. Assessment for this unit will be to examine the influence of heritage and culture on their own identity by completing a family tree and discussing events that are unique to their family.