

Class Newsletter

Term 1, 2021



3B

Dear Parents /Caregivers

Thank you to everyone who has been involved with the students of 3B for an enjoyable start to the year. We have had a very positive and enjoyable start to the term and I have been impressed with the efforts and attention of students as we take part in our learning.

Homework and Individual Targets and Goals will come home this week. Please go through with your child their homework and goals as it is important that they are able to follow through on their desired areas of self-improvement and personal awareness. Homework is organised with the class and should be brought home by students on Mondays. It is due to be handed in completed on the following Monday morning. The homework is a consolidation of the spelling and maths that the students have been working on in class. It is an expectation that all students complete their homework. I understand that homework cannot always be completed due to unforeseen circumstances that may arise. If issues do occur, a note or phone call communicating this would be appreciated.

Our Parent Information Sessions will take place over two 30-minute sessions on Tuesday of Week 3 (9 February) from 3:30pm & 4:00pm.

Please do not hesitate to organise a meeting, call the school or approach me if you have any concerns regarding your child's class work or overall happiness and well-being. By keeping communication open we will be best able to meet the needs of your child. My email address is jjack27@eq.edu.au.

We are all looking forward to a positive and successful year.

Weekly Routine

3B TERM 1 TIMETABLE 2021					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:50-9:00 am	Preparation for the School Day/ Teacher Modelled Reading				
9:00-9:30am	Spelling Test/ Marking Homework	Handwriting Grammar + Punctuation	Spelling/Sound Waves	LOTE Japanese	SoundWaves
9:30-10:00am	Drama (Music Room)	C2C Mathematics	C2C English	Music	PE (Swimming)
10:00-10:30am	Maths Problem Solving	Writing Improvement Hour	C2C Mathematics	C2C Mathematics	C2C Mathematics
10:30-11:00am					
11:00-11:30am	Morning Tea				
11:30-12:00pm	Marking Spelling Test/ Marking Homework	Shared Reading	Shared Reading	Shared Reading	C2C English
12:00-12:30pm	C2C English	Guided Reading	Guided Reading	Guided Reading	
12:30-1:00pm	Play is the Way Game Factory	C2C English	Library	C2C English	Finishing off tasks e.g. sound Waves, Handwriting, Maths Plus
1:00-1:45pm	Lunch				
1:45-2:00pm	Independent Reading/ Six students to access Literacy Pro each session				
2:00-2:30pm	Assembly				
2:30-3:00pm	HASS/ Science/ Technology/Art	My Wellbeing Journal/ Library	HASS/ Science/ Technology/Art	HASS/ Science/ Technology/Art	Health

REMINDERS

NO HAT NO PLAY

Students are required to bring their school hat every day.

Drink Bottles and Fruit Break

Due to the importance of ensuring classroom hygiene, at this point in time 3B will not be having fruit breaks during the day. Drink bottles are important for students to have and can be kept in bags for easy access.

Bells

Students should not be arriving at school too early. On arriving at school, students should be seated in their lining-up areas. Students who are arriving early often find themselves becoming involved in problem situations which continue once they have entered the class for learning. Students should also be reminded to use the toilets when the first bell rings, rather than using valuable class time.

Being Absent

When your child is absent, please ensure that notes are sent explaining the reasons why they were unable to attend school or please ring our office with an explanation. The phone number to ring when your child is absent is 36238760.

Homework

Homework should come home each Monday afternoon and is due in the following Monday morning.

Use of Toilets

Please encourage your children to use the toilets at appropriate times rather than during class times. We are having students miss important learning time due to visits to the toilets.



**Geebung
State School**

Each and every member of our school community,
believes that each and every child can and will achieve.

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Term Overview

Subject	Unit Description	Assessment tasks
English (Unit 1)	Creating and presenting a persuasive letter To write and present a letter to persuade a known audience whether movies are more enjoyable than books in a classroom setting at school.	Create and present a persuasive letter Students create and present a persuasive argument.
Maths (Unit 1)	Representing, adding and subtracting numbers – Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation Conducting a simple chance experiment – Conduct chance experiments, identify and describe possible outcomes and recognise variation in results	Numbers To recognise, represent and order numbers, recognise the connection between addition and subtraction, and add and subtract numbers. Chance To collect interpret data from simple chance experiments, and to interpret and compare data displays.
Science (Unit 1)	Is it living? In this unit students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things. Students will understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.	Purpose of assessment: To group living things based on observable features and distinguish them from non-living things.
HASS (Unit 1) Term 2 & 3.	Our unique communities In this unit students: <ul style="list-style-type: none"> • identify individuals, events and aspects of the past that have significance in the present • identify and describe aspects of their community that have changed and remained the same over time • explain how and why people participate in and contribute to their communities • identify a point of view about the importance of different celebrations and commemorations to different groups • pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions • sequence information about events and the lives of individuals in chronological order • communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. 	Purpose of assessment: To conduct an inquiry to answer the following inquiry question: How and why are Anzac Day commemorations significant for different groups?
Technologies (Digital Unit 1) Term 1 & 2.	What digital systems do you use? In this unit students will explore and use a range of digital systems, including peripheral devices, and create a digital solution (an interactive guessing game) using a visual programming language. They will: <ul style="list-style-type: none"> • identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data • define simple problems and identify needs • develop technical skills in using a visual programming language to create a digital solution • describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language • implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game • explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs • develop skills in computational and systems thinking when solving simple problems and creating solutions. 	Purpose of assessment: To demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution (simple guessing game) using a visual programming language.
The Arts (Medial Unit 1) Term 2 & 3.	Persuade to protect In this unit students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving images.	Purpose of assessment: To explore media artworks that inform the making of a collaborative television-style advertisement, which persuades a targeted audience to protect an imaginary place.
Health (Unit 1) Terms 1 & 2.	Good friends In this unit, students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.	Purpose of assessment: To recognise strategies for managing change and identify influences that strengthen identity. To investigate how emotional responses vary and understand how to interact positively with others.

Yours sincerely

James Jackson
Class Teacher

Tracey Douglas
Principal



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State School

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