

Class Newsletter

Term 3, 2021



1B

Dear Parents /Caregivers

Welcome to Term Three! I hope you all enjoyed the break and are ready for the second half of the school year. We have a lot to get through over the coming 10 weeks so we will be getting straight into teaching and learning.

General Reminders:

Please clearly name **ALL** belongings to increase the chance of your child's belongings safe return. All unnamed, unclaimed items will be put in the Lost Property box under C Block.

Please remember that formal uniforms are to be worn on Tuesdays (Assembly day).

For any information regarding events, or your child's weekly timetable, please refer back to this newsletter throughout the term. I strongly encourage you to also carefully read the school newsletter which is emailed fortnightly. I suggest printing off the Geebung State School - Calendar of Events to help you keep track of which week it is, and upcoming events. If you have not been receiving the school newsletter fortnightly via an emailed link, please contact the office. You may also like to follow our school's Facebook page to receive some live updates. If then the information you are seeking is not available via any of those avenues please send me an email. A friendly reminder that I will respond during work hours. For any urgent matters, contact the office.

Yours sincerely

Victoria Tamas-Cao
Class Teacher

Tracey Douglas
Principal

UPCOMING EVENTS:

Geebung Flyer Awards

July 13th at 9am

Ekka Treat Day

August 4th

EKKA

August 11th

Book Week Assembly

August 24th at 9:15am

Father's Day Stall & Final day for Trevena Glen payment

August 31st

Parent Teacher Interviews

September 1st

Dad's Read

September 2nd

Student Free Day

September 3rd

Trevena Glen Excursion

September 7th



**Geebung
State School**

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believes that each and every child can and will achieve.

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Specialist Lessons

Tuesday: Religion

Wednesday: Gross Motor/ Music

Thursday: HPE

Friday: Drama, Library borrowing

Curriculum:

Subject	Unit Description
English	In this unit, students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, and discuss their choices in an interview.
Maths	In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students will recall the ones, twos, fives and tens counting sequences, count to and from 100 and locate these numbers on a number line, explain time duration and recognise time to the half hour, recognise, describe and order Australian coins according to their value, order and measure objects based on their length and capacity.
Science	In this unit students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things, and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.
HASS	In this unit students will describe the features of a local, familiar place. They will discuss which features are constructed, managed and natural.
Technology	In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a spinning toy . Students will apply processes and production skills, in: <ul style="list-style-type: none">• investigating materials, technologies for shaping and joining, and how designs meet people's needs• generating and developing design ideas• producing a spinning toy that meets the design brief• evaluating their design and production processes• collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project.
Health	In this unit, students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety.



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