

# Class Newsletter

Term 3, 2021



**3C**

## REMINDERS

### Brain Break

Students may bring a healthy snack every day for brain break at 10am. Fruit and vegetables are acceptable.

### NO HAT NO PLAY

Students are required to bring their school hat every day.

### Drink Bottles

Drink bottles are essential every day of the school year. Students are allowed to leave them in the classroom for easy access.

### Bells

Children are to be lined up when the first bell goes at 8:45am. Parents are to wait in the eating area for collection at the end of the day.

### Jumpers

Please ensure all jumpers and jackets are clearly named to avoid confusion about ownership and so they may be returned if misplaced or left in the classroom.

Dear Parents /Caregivers

Welcome to Term 2. I hope everyone enjoyed their break and are ready for this term's learning.

Our specialist timetable has remained the same. On Mondays we will have our Drama lesson, Thursday is our Japanese and Music lessons and on Friday will be P.E and Library.

Homework and goals will be sent home. Please go through with your child their homework and goals as it is important they are able to follow through on their desired areas of self-improvement.

A few dates to keep in mind (these may change):

- 4<sup>th</sup> August Tuckshop EKKA Treat Day
- 11<sup>th</sup> August EKKA Public Holiday
- 24<sup>th</sup> August Book Week Assembly
- 31<sup>st</sup> August Father's Day Stall
- 3<sup>rd</sup> September – Pupil Free Day

Yours sincerely

*S. Tapp*

Sonya Tapp  
Teacher

Tracey Douglas  
Principal



Geebung  
State School

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## Subject Overviews for Term 3

### English

*Exploring character and setting in texts*

In this unit students listen to, read, view and analyse literary texts. They create and present a spoken procedure in the role of a character. They contribute actively to discussions, providing useful feedback.

### Maths

*Number and place value* - count and sequences beyond 1 000, represent, combine and partition three-digit and four-digit numbers flexibly, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication and division situations, add and subtract two-digit numbers and three-digit numbers, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental strategies to add and subtract.

*Money and financial mathematics* - represent money amounts in different ways, compare values, count collections of coins and notes accurately and efficiently, choose appropriate coins and notes for shopping situations, calculate change and simple totals.

*Patterns and algebra* - identify number patterns to 10 000, connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns.

*Units of measurement* - use familiar metric units to order, compare and measure objects, and measure and record using metric units, explain measurement choices, measure length using part units and centimetres, represent time to the minute on digital and analogue clocks, telling time to five minutes and minute, transfer knowledge of time to real-life contexts

### Science

*Hot stuff: Understanding heat*

To investigate the behaviour of heat to explain everyday observations. To describe how science investigations can be used to respond to questions. To describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.



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## Subject Overviews for Semester 2 (Terms 3 and 4)

### HASS

*Exploring places near and far*

In this unit students will explore the following inquiry question:

- *How and why are places similar and different?*

### Design Technology

*What's for lunch?*

In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies.

### Health

*Feeling safe*

In this unit, students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe.



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