

Class Newsletter

Term 3, 2021



3B

Dear Parents /Caregivers

It has been very pleasing to see all students from 3B return to school after the holidays and jump straight back into their learning. 3B are known as a hard working and positive group of students. As their teacher I'm looking forward to our learning throughout the second half of the year.

If you have not already done so, please make sure that you take the time to sit down and go through your child's report card with them. Help them to understand their successes and areas that they may wish to improve on in the future.

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.

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.

The class has had an extremely positive year so far and we're looking forward to our learning during the second semester.

Weekly Routine

3B TERM 3 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)	Writing Improvement Hour	C2C English	Music	PE
10:00-10:30am	Maths Problem Solving		C2C Mathematics	C2C Mathematics	C2C Mathematics
10:30-11:00am		Religious Instruction			
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/ Zones of Regulation	C2C Mathematics	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/ General Knowledge Quiz	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. Homework will not be given on the first or last weeks of each term.

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.



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Term Overview

Subject	Unit Description	Assessment tasks
English (Unit 3)	<p>Exploring character and setting in texts</p> <p>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.</p>	<p>Fantastic Mr Fox by Roald Dahl</p> <p>To comprehend literal and implied meaning in a text and identify and explain the author's use of language.</p> <p>To create and present a spoken procedure in the role of a character from a story, where the character is explaining how to do something.</p>
Maths (Unit 3)	<p>In this unit apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.</p> <p>Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • 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. • Fractions and decimals - represent and compare unit fractions, represent and compare unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths. • 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. • Location and transformation - describe and identify examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and non-symmetrical. • 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. 	<p>Task 1</p> <p>Measuring length, mass and capacity using metric units To use metric units to measure and compare length, mass and capacity.</p> <p>Task 2</p> <p>To represent money values in various ways and correctly count change from financial transactions.</p> <p>Task 3</p> <p>Patterning and connecting addition and subtraction To classify numbers as either odd or even, continue number patterns, recall addition facts for single-digit numbers and recognise the connection between addition and subtraction.</p> <p>Task 4</p> <p>To tell time to the nearest minute and solve problems involving time.</p>
Science (Unit 3)	<p>Hot stuff: Understanding heat</p> <p>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.</p>	<p>Purpose of assessment: 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.</p>
HASS (Unit 2) Term 3 & 4.	<p>Exploring places near and far</p> <p>In this unit students will explore the following inquiry question:</p> <ul style="list-style-type: none"> • <i>How and why are places similar and different?</i> <p>In this unit, students:</p> <ul style="list-style-type: none"> • identify connections between people and the characteristics of places • describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places • interpret data to identify and describe simple distributions and draw simple conclusions • record and represent data in different formats, including labelled maps using basic cartographic conventions • describe the importance of making decisions democratically and propose individual action in response to a democratic issue • explain the role of rules in their community and share their views on an issue related to rule-making • communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. 	<p>Purpose of assessment: Exploring places near and far To identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.</p>



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<p>Technologies Term 3 & 4.</p>	<p>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. They will explore how people in different times developed food and fibre technologies to meet human needs. Students will apply these processes and production skills:</p> <ul style="list-style-type: none">• investigating by:<ul style="list-style-type: none">◦ exploring traditional food and fibre production and food technologies◦ identifying contemporary and emerging technologies for growing food and fibre and preparing foods• generating, developing, and communicating design ideas for:<ul style="list-style-type: none">◦ a food product◦ producing by working safely with tools and materials to create a food product◦ evaluating design ideas and processes for the product◦ collaborating as well as working individually throughout the design and production◦ managing by sequencing production steps.	<p>Purpose of assessment: Portfolio To design and make a lunch item that includes modern and traditional technologies.</p>
<p>Health (Unit 2) Terms 3 & 4.</p>	<p>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.</p>	<p>Purpose of assessment: Feeling safe 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.</p>

Yours sincerely

James Jackson
Class Teacher

Tracey Douglas
Principal



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