

# Class Newsletter

## 2A Term 4, 2023



Dear parents and carers,

Welcome to Term 4, I hope you have all had a relaxing and refreshing break over the holidays. I cannot believe it is Term 4 already! It is wonderful to look back over the year and see how much the students have improved and how many learning successes they have experienced along the way.

### 2024

Please let the school know if your child is not attending Geebung SS in 2024. We are beginning to prepare classes for 2024 this week. Please contact myself or admin with any requests or considerations for your child for 2024. A reminder that requests are not guaranteed.

### Homework

Homework will once again begin week 2 and will run until week 8. Homework will continue to be given to students on a Friday, with it to be returned on the following Thursday. Don't forget to check your child's homework cover sheet to see their Term 4 learning goals. Students will continue to have their spelling test on Friday.

### Swimming

Our swimming program will commence in week 2 of Term 4 and it will run each Thursday. Permission forms signed at the end of the year are valid for Term 1 and Term 4. Swimming lessons are compulsory as part of the Physical Education program. Students must have these items:

- **swimwear (togs with a sun-safe swim shirt that covers shoulders or board shorts with a sun-safe shirt – sun-safe shirt is compulsory)**
- **a swim cap (compulsory)**
- **a small towel**
- **a plastic bag to place wet swimmers in**
- **a swimming bag (separate from school bag) to carry all swimming gear to and from home.**

Goggles are also encouraged but not compulsory. Please ensure all of these items are **clearly named** so that they are returned back to your child if they go missing.

### Getting dressed after swimming

We strongly encourage you to take the time to build your child's confidence and independence with dressing and undressing themselves out of and into their swimming gear and uniform **independently**. They also need to be able to put on their shoes and socks so please ensure they can confidently tie laces or do their Velcro straps. We also encourage you to discuss with your child how they can change in a safe and efficient manner, as well as practice this procedure at home or at your local pool over the holidays. Please note teachers cannot enter the changerooms. Please also remind them to pack and unpack their gear in a way that would ensure that items are not lost. Students displaying unsafe behaviour will be sent out of the pool.

### Water bottles

As the weather warms up, please ensure your child has a water bottle for the school day. This also prevents children missing learning when they leave the classroom to go to the bubbler.

### REMINDERS

#### Brain Break

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

#### 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.

### IMPORTANT DATES

**Friday 27<sup>th</sup> October** – World Teacher's Day

**Friday 10<sup>th</sup> November** – Remembrance Day

**Tuesday 28<sup>th</sup> November** – Geebung Flyer Awards assembly

**Monday 4<sup>th</sup> December** – Moving Up Day 11.30am-12.30pm

**Thursday 30<sup>th</sup> November** – Junior swimming carnival

**Friday 1<sup>st</sup> December** – Christmas Carols

**Thursday 7<sup>th</sup> December** – Class party day

**Friday 8<sup>th</sup> December** – Last day of 2022



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### Term 4 Learning

Please read below for information on what we will be learning this term and a copy of our class timetable for your reference.

#### Term 4 Subject Overview

|                           |   |
|---------------------------|---|
| <b>English</b>            | <b>Exploring characters</b><br><p>In this unit, students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.</p>   |
| <b>Maths</b>              | <p>In this unit students 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"> <li>• <b>Shape</b> - draw and describe two-dimensional shapes, describe the features of three-dimensional objects.</li> <li>• <b>Location and transformation</b> - identify half and quarter turns, represent flips and slides, interpret simple maps.</li> <li>• <b>Chance</b> - predict the likelihood of an event based on data.</li> <li>• <b>Data representation and interpretation</b> - Use data to answer questions, represent data.</li> </ul>  |
| <b>Science</b>            | <b>Save planet Earth</b><br><p>In this unit students will investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students will learn how Aboriginal peoples and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.</p>  |
| <b>HASS</b>               | <p>In this unit, students will explore the following inquiry question:</p> <ul style="list-style-type: none"> <li>• <i>How have changes in technology shaped our daily life?</i></li> </ul> <p>Learning opportunities support students to:</p> <ul style="list-style-type: none"> <li>• investigate continuity and change in technology used in the home, e.g. in toys or household products</li> <li>• compare and contrast features of objects from the past and present</li> <li>• sequence key developments in the use of a particular object in daily life over time</li> <li>• pose questions about objects from the past and present</li> <li>• describe ways technology has impacted on peoples' lives making them different from those of previous generations</li> <li>• use information gathered for an investigation to develop a narrative about the past</li> </ul> |
| <b>Digital Technology</b> | <b>Computers: Handy helpers</b><br><p>In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will:</p> <ul style="list-style-type: none"> <li>• recognise and explore how digital and information systems are used for particular purposes in daily life</li> <li>• collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning</li> <li>• describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts</li> </ul>   |



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|                   |  |
|-------------------|--|
|                   | <ul style="list-style-type: none"> <li>• develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps, and hiding unnecessary information when solving simple problems</li> <li>• work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.</li> </ul>  |
| <b>Visual Art</b> | <p><b>Reinventing objects</b></p> <p>In this unit students explore processes of invention and imagination through found object sculpture, drawing and collage to communicate meaning and represent new ideas about change and recycling.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore imaginative artworks created from found objects by artists including Aboriginal, Torres Strait Islander and Asian artists, and use this as inspiration to develop their own artworks</li> <li>• experiment with visual conventions (sculpture, collage, assemblage) to create artworks drawn from imaginative interpretations of real events and experiences</li> <li>• display artworks and share ideas about visual language choices made in artworks to capture imagination</li> <li>• describe and interpret artists' use of recycled art materials to communicate ideas.</li> </ul> |

### Term 4 Timetable

| Monday   | Tuesday  | Wednesday | Thursday  | Friday                                 |
|----------|--|-----------|---|--|
| Japanese | 2.15pm<br><b>ASSEMBLY</b><br>(fortnightly on even weeks)<br><br>Gross Motor Music<br><br><i>Formal uniform required weekly</i> |           | 2.00 pm <b>SWIMMING</b><br>with Mr Stout<br><i>Sports uniform recommended, swimming bag with all required items</i> | 2.30pm <b>HEALTH</b><br>with Ms Devine |

If you have any questions or concerns regarding your child's class work or well-being, please do not hesitate to organise a meeting with me. By keeping communication open we will be best able to meet the needs of your child. For non-urgent communication my email is [srker0@eq.edu.au](mailto:srker0@eq.edu.au).

Thank you for your ongoing support of your child's education.  
 Yours sincerely,

Alison Kerr

Class Teacher

Tracey Douglas

Principal



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