

# Term Four Room 5 Newsletter

## Welcome Back

Welcome back to school for Term 4. This is an incredible busy and exciting term. Many of our students are entering their last term of Primary School and getting ready for their next big adventure, High School. This means students will be making transition visits to their new schools and we will spend time talking about this with students. We appreciate this has not been an easy time and thank everyone for their support and patience during this time. Notes and information have also gone home to our Year 6 and 7 students regarding end of year and graduation. Term Four is always a busy exciting term. Students spend most of Term 4 looking forward to Christmas and the events and activities that come with this. This term we are not undertaking weekly swimming lesson however, we will be joining the rest of the school for Swimming Week in week 5. Consent forms were sent home in week one with the information regarding swimming. There will be a Student Free Day in Week 6 on Friday the 19<sup>th</sup> of November. The last day of school, not just for the Term but the Year, will on Friday the 10<sup>th</sup> of December and as always this will be early dismissal. Please regularly check your child's fold, seesaw/class dojo, and school newsletters for important information and dates.

## Communication

Communication between home and school is a key element for a successful school year. The disability unit uses Seesaw/Class Dojo as a communication platform. We try to post a copy of all notes on Seesaw/Class Dojo, so you know when to look, as well as posting other important information, reminders and pictures of your child and their work. Hard copies of notes are placed into student's communication folders, so it is vital that you check these daily. Seesaw/Class Dojo also allows you to contact us when needed. Such as letting us know about student absences and let drop off and pick-ups. If you need to talk with us directly you can arrange a time to do so though Seesaw/Class Dojo.

Please continue to check your student's communication folder and make sure it comes to school with them every day. We place important notes and information inside as well as work your child would like to share. Please remove forms/notes and work from your child's folder so we know it has been seen. If work is sent home with students, it does not need to return to school with them. If you are returning forms or payments, we ask that they are placed in the folder which will be checked every morning. If money is being sent, we ask that this is placed in a zip lock bag/envelop with your child's name, class, amount and what the payment is for. Receipts and change will be sent home after payments are processed by the finance office.

## Belongings

Please remember to clearly label all items that come to school. This will guarantee that all items come home again. Unlabelled items may take their time to find their way home. Please make sure that your child brings a water bottle, hat, communication folder, and recess and lunch (unless ordering from the canteen) with them every day.

## Attendance

Student attendance at school is important. The school day starts at 8:50 every morning. The Disability Unit gate is locked at 9am each morning. If you arrive after this time, you will either need to go to the front office with your child or phone the office to notify them of your arrival. School concludes at 3:05 pm. If you need to collect your child before this time you will need to ring the office to sign your child out, the office will contact the class and your child will be taken to the gate or office for collection.

We understand that there may be days when your child is absent for the whole or part of the day, please let us know when and why this occurs via a phone call to the school.

## Illness

We know that attendance is important. However, it is also incredibly important to keep your child at home if they are at all unwell. If your child is unwell the **MUST** stay home. Unwell children are not able to cope or learn at school and may just need some rest to recover.

## Term Overview

All students learning will be based on the Australian Curriculum. Teaching and implementation of the curriculum will be tailored to meet the needs of individual children focusing on student strengths and capabilities as a base for further learning. This means that although students we be learning the same topic and concept, the activities will be tailored to their individual needs. The curriculum will be taught using hands on and interactive methods.

## Numeracy

During Term 4 we will have a focus on Number building on the knowledge students have gained during the year. We will also be finishing off some work on Statistics and Probability. We will also use term 4 to revisit all topics from the year. Although we have Numeracy Lessons, the topic and curriculum is also woven through other lesson. In Numeracy we use a lot of concrete materials.

**Number and Place Value:** Counting; recognising numerals, numbers and words; subitising small groups; one-to-one correspondence, addition; subtraction, multiplication; division.

**Statistics and Probability:** Asking questions, collecting data, representing the information.

**Transformation and Location:** Using and following positional language.

**Money and Financial Mathematics:** Recognising coins and understanding their value.

**Using Units of Measurement:** Days of the week; Months of the year; time; comparing weights; comparing lengths; formal and informal measuring.

**Patterns and Algebra:** Patterns

## Literacy

Like Numeracy, English is central to all the work in the classroom. We have English/Literacy lessons with specific tops however, it is woven throughout the curriculum and our day. We have a whole school approach to Literacy that focuses around the phonics program Read Write Inc. Students take part in daily Read Write Inc. Lessons every morning. We have had a focus on Concepts of Print this year and have looked at these concepts and features during story times throughout the day. The Disability Unit has also be integrating the Jane Farrell Writing Program this year. All these elements come together to produce and provide a balanced literacy program.

**Phonics and Word Knowledge:** Recognise upper and lower case letters and the corresponding sound; Orally blend sound together to form words; Read and Write some high frequency sounds.

**Creating Texts:** Writing with pencils; Typing; Alternative pencils; pictures. Writing by an adult; writing with an adult; and writing by myself.

**Reading:** Being read to individually and in groups; Reading to self/exploration of books; Audio stories.

## Physical Education

We have fitness every morning. This is often a walk and time climbing on equipment and throwing or kicking a ball. On our walks we often talk about different movements and try them out. This is also a time when we look at nature and explore. In the classroom we have movement activities and songs in class as well as Just Dance. We spend time working on fine and gross motor skills. We also have PE lessons were we focus on a skill as a class.

**Moving Our Body:** Practise fundamental movement skills and movement sequences using different body  
Participate in games with and without equipment

## Health

**Communicating and interacting for health and wellbeing:** Practise personal and social skills to interact positively with others.

**Being healthy, safe and active:** Name parts of the body and describe how their body is growing and changing; identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy; Healthy eating.

## Art

**Music: Responding to music;** Playing instruments; Singing; Dancing; Listening.

**Visual Arts:** Creating and responding to Visual Art; Painting; Drawing, Creating 3D objects with a variety of materials and modes; Cutting; Threading.