LEVEL THREE NEWSLETTER
TERM 2
2015

A Community of Faith; Learning for Life.

Faith
A vibrant faith community living like Jesus, in the spirit of the Good News.

Learning
Confident life-long learners who embrace challenges and experience success.

Life
Active, informed and courageous members of a global community.

TEACHERS:

ALISON DICKSON
TREASA BARWICK
SUE GLEESON
NICOLE BRENT
BERNADETTA ABELL
CARISSA BRIGHT
Dear Parents,

Welcome back to Term Two. We hope that all families enjoyed a safe and relaxing holiday and are ready for a busy and exciting term. Thank you for your continued support so far this year. We could not have had such an amazing Term One without your help.

We are all excited about the fantastic things we have planned for this term. We will be busy learning about the different types of science and how it helps us to understand the world around us. We are looking forward to our excursion to Avila’s Science lab. A note will be sent home once dates have been confirmed. We invite any parents or relatives that have expertise or experience in a field of Science to come and share their knowledge with the Middle Level. If you are able to help please email your child’s class teacher.

This term the students in Year 3 will be involved in NAPLAN testing while the students in Year 4 are preparing to receive the sacrament of First Holy Communion.

As we move into the winter months children are more susceptible to coughs, colds and viral infections. We have a number of students in our level with low immune systems due to medical conditions. If your child is ill we ask that you keep them at home to prevent the spread of infections throughout the whole level.

We are allergy aware! Anaphylaxis is a severe and potentially life threatening allergic reaction. We have children in our school and level who are allergic to poppy seeds, nuts (peanuts, cashews, pistachios, hazelnuts), legumes (beans), eggs, potato and eggplant. We ask that you refrain from sending foods containing the listed foods (nuts products such as: peanut butter, nutella, bean products such as chickpeas, hommus dip, lentil burgers, baked beans or breads containing poppy seeds.) We want to do our best to keep those at risk, as safe as possible! Please help keep EVERYONE safe!

This newsletter will outline what we will be covering in the major curriculum areas and again includes a timetable of the specialist lessons. It will also include a list of important dates for you to remember.

If you have any queries about anything in the newsletter please do not hesitate to contact your child’s teacher. We aim to build a strong relationship between school and home and if you have any other concerns please come and see us.

Finally we would like to invite you to visit our class blogs. You can access the student blogs from the class blog. It is also a forum where each class will be sharing their learning with you.


Yours Sincerely,

Alison Dickson, Bernadetta Abell, Treasa Barwick, Nicole Brent, Carissa Bright and Sue Gleeson.
RELIGIOUS EDUCATION
The school program follows the liturgical calendar and is based on the Religious Education Curriculum Framework of the Archdiocese of Melbourne. To support this framework we use the program *Coming To Know Worship and Love*. In Level 3 Scripture and Tradition are made more explicit in terms of knowledge while through knowing Jesus, his life, work and teaching, children are called to worship and love as Catholic Christians. The children attend a Parish Mass once a term and we gather within the school to participate in our ANZAC Day liturgy. We will continue with the implementation of Christian Mediation on a daily basis.

Important Dates for Sacrament of Eucharist:
This term the children in Year 4 begin preparations to receive the Sacrament of Eucharist. Last week enrolment forms for the Sacrament of Eucharist were sent home. We ask that these forms be returned to school as soon as possible so numbers and planning can be finalised. The first event of the Eucharist program is the information night on Wednesday 29th April at 7pm. Attendance at the information night is optional for our school families. However it is an expectation that students preparing to receive their Eucharist attend the Commitment Mass and both Family Nights. Students need to attend one of the Eucharist Commitment Masses on either Saturday 2nd May at 6pm or Sunday 3rd May at 10.30am. Students are required to attend the two Eucharist Family Nights on Wednesday 13th May and Wednesday 20th May at 7pm. The Family Nights are an integral part of the program and complement what is covered at school and home. Eucharist will be celebrated on Saturday 30th May at the 6pm Mass or Sunday 31st May at the 10.30am Mass. Families with children making their Eucharist will be asked for their preference in the coming week.

The following Religion units will be explored throughout Term Two:

The Eucharist – Celebrating Jesus’ Presence
In this unit students explore the communal and celebratory nature of the Eucharist. They examine the significance of the Eucharist in the Passover and the Last Supper. Students investigate the parts of the Mass and the symbols, signs and rituals in each part. Students are given the opportunity to consider the significance of the Mass in their own lives.

Prayer – Building a Friendship with God
In this unit students explore prayer as a way of communicating with God. They investigate examples of Jesus praying in Luke’s Gospel, and research prayer practices in the school and church community.

INQUIRY
Throughout Term 2 we will be exploring the unit “I am a Scientist!” This unit will look at the following questions and understandings:

Essential Question
- What is Science?

Major Understandings
- There are different types of Science, each with its own purpose.
- Science helps us to understand the world around us, and beyond.
- Science continues to change over time.
- Scientists are bound by ethical considerations.
Contributing Questions
- What are the different types of Science?
- How has Science changed over time?
- What does the daily working life of a Scientist involve?

LITERACY

Reading:
In Reading this term students will listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. Good readers use strategies to decode and comprehend the texts they are reading. This involves students predicting, questioning, clarifying, summarising and evaluating what they are reading. These five strategies can also be used at home when children are reading.

Below is a guide for questions which may be asked when focusing on each of the five strategies.

Predicting:
- Look at the title of the book and all the visual clues on the page. What do I think we will be reading about?
- Think about what has already happened in the story. What do I think might happen next?
- Use words such as I think, I bet, I wonder if ,,,,,,, I imagine, I predict

Questioning:
- One question I had about what I was reading was ……
- What were you thinking about as you were reading?
- What question(s) can you ask about what you read?
- I am curious about ……..

Clarifying:
- One of the words I wasn’t sure about was ……
- I didn’t understand the part where ……
- This (sentence, paragraph, page, chapter) is not clear
- This does not make sense
- I can’t figure out ……..
- This is a tricky word because ………

Summarising:
- What does the author want me to remember / learn from this passage?
- What is the most important information in this passage?
- In my own words, this is about ………
- The main point was ………

Evaluating:
- Would it be possible for that to happen?
- Was he / she right to have done that?
- What would you recommend ………?
- What part of the story best describes the main character?
- Does the author provide adequate support for the conclusions?
Writing:
In writing this term we will be focusing on the Exposition, Narrative and Report Genres. An exposition is a framework which argues for a particular position and attempts to persuade the audience to share this view. An exposition may be written in the form of an essay, a letter, a critical review, an advertisement, an editorial or a speech. Another term we use for the Exposition Genre is Persuasive Writing.

A Narrative is a framework which tells a story. A Narrative may be written in the form of a poem, story, play, imaginative story, fairytale, novel, myth, legend, ballad, science fiction story or modern fantasy. There are many different types of narratives but all have the same structure – orientation (setting, time, characters), complication (involving the main characters and a sequence of events), resolution (to the complication) and ending (often showing what has changed and what the characters have learnt).

Students will create information reports and explanations which will link to their reading and Inquiry tasks and be taught to use technical vocabulary, relevant to the text type and purpose to express and combine their ideas. An information report is a factual text, which means it provides information about something. An information report is used as a way to gain a better understanding about a living or non-living subject.

An information report:
- uses facts to explain something
- gives details about a topic
- does not contain personal views
- is usually written, but can also be presented orally (spoken).
- Visual elements are important because they help the reader to understand the topic better.
- Visual elements can include drawings, photographs, graphs, maps or diagrams.

This term students will be continuing to use their Writer’s Notebook. Writers use notebooks to keep their inspirations organised. Thoughts are fleeting but if they’re written in notebooks they can be used later. For a writer, a writer’s notebook is an essential tool – sort of an extension of memory! When you have a good idea for a writing project, you need a place to write it down. The logical place, the place thousands of writers choose, is a simple writer’s notebook. This is a place where they gather the seeds (ideas) for their writing. A writer’s notebook provides the ideal place for students to brainstorm topics, play with leads and endings, tweak a new revision strategy or test out a genre for the first time.

Speaking and Listening:
This term there will be a focus on Public Speaking. Public speaking helps students to develop confidence and build up their self-esteem. Good speakers make eye contact with the audience and develop a good pace and correct volume for the room.

Spend time listening to your child's speech. Try to avoid doing other things at the same time because they need to practise looking at faces when they talk. Give feedback on how they present and time them with a stopwatch so they can pace their speech to meet the time they have been given.

Even professional speakers rely on preparation and practise to give smooth-flowing speeches. Suggest to your child to practise their speech in front of a mirror or video so they can watch it and evaluate their own efforts.
While practising for a speech, remind your child to:
- say the ends of words clearly
- speak loudly enough for the people at the back of the room to hear
- vary their pitch and pace when it makes sense to do so
- look at the audience.

**MATHEMATICS**

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

During the numeracy block students are engaged in a variety of learning experiences aimed at supporting students in the process of learning mathematical skills while fostering a positive attitude towards mathematics. This term our main focus areas will be Addition, Money and Financial Maths, Subtraction, 2D and 3D Shapes and Multiplication.

**Addition:**
Students mentally compute simple addition calculations involving one or two-digit natural numbers, using facts such as complement to 10, doubles and near doubles. They use the commutative ($3 + 4 = 4 + 3$) and associative ($2 + 3 + 7 = 10 + 2$) properties. Students will learn how to use the split strategy and jump strategy to help them solve addition problems.

**Money and financial mathematics:**
Students will represent money values in multiple ways and count the change required for simple transactions to the nearest five cents. It would be helpful if you could assist with finding opportunities at home to encourage students to use money. This could involve asking your child to work out how much change he or she will get when paying for an item at the shops.

**Subtraction:**
Students mentally compute simple subtraction calculations using a range of efficient mental and written strategies. They continue to use the jump strategy to help them solve subtraction problems. Students will explore the connection between addition and subtraction.

**2D and 3D Shapes:**
Students will describe two dimensional shapes. They will make models of three dimensional objects and describe the key features. Students will connect three dimensional objects with their nets and other two dimensional representations.

**Multiplication:**
Students will begin the term by looking at how multiplication involves equal groups and is a more efficient way of recording repeated addition. Students will recognise and represent multiplication as repeated addition, groups and arrays. The aim is for students by the end of Year 3 to know their 2, 3, 5 and 10 multiplication facts and by the end of Year 4 to know their 4, 9, 6, 8 and 7 multiplication facts.
Learning Multiplication Facts:

Often during the mention of multiplication and division students will shudder at the thought of learning their times tables. Understanding how to make the links is as important as knowing the facts. Students should not be expected to memorise anything that they cannot recreate through the use of efficient strategies.

If I don’t “know” \( 4 \times 7 = 28 \), I just don’t know it. But if I have a strategy, then I can work out…..

i.e. \( 4 \times 7 = 28 \) because \( 4 \times 5 = 20 \) and \( 4 \times 2 = 8 \)

Below is a suggested order for learning the multiplication facts by making connections:

First I learn the multiples of 2s, 1s, 5s and 10s

Look what I now know…..

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If I know my 2s, I can work out my 4s….

4s are double the 2s

If I know my 10s, I can work out my 9s….

9s are one group less than 10s

If I know my 2s, I can work out my 3s…

3s are one group more than the 2s

Now look at how much I know….

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There really aren’t many more left “to know”

**BOUNCE BACK**

Last term we introduced the ten coping statements which form the basis of the Bounce Back Coping Statements. Parents can revisit these on the Wellbeing Wonders section of the school website. The responses to the statements have been most positive and the students are able to articulate what they need to do when they require a little ‘Bouncing Back’.

This term we will administer the Classroom Connections Student Survey in our level. This will allow teachers to implement the Bounce Back units based on the student needs in each class. Whilst the program sets up a variety of units on self and social management and social and self awareness, it is much more effective if units are chosen based on the needs highlighted by students themselves. We aim to have a weekly session to work through the units and use the coping statements in real life ‘self and social’ issues as they arise.
Keep an eye out in the fortnightly homework grid for any Bounce Back tasks and check in every now and again with what we’ve been doing in class. Encourage your child to read through the coping statements handed out last term and apply them to issues that they face in various facets of their lives.

**HOMEWORK**

Students in year 3/4 are expected to spend 30 minutes on homework tasks each night from Monday to Thursday. This time allocation includes 15 minutes of daily reading. Reading is to be recorded in their diaries daily. Students can choose their reading material from class readers, library books, magazines, online texts or books from home. Students might even want to visit Raz Kids at home. Go to [http://www.raz-kids.com/](http://www.raz-kids.com/)

This is a fantastic online resource where students can read a variety of fiction and non-fiction texts. Students need to click on Kids Login and enter their teacher’s username.

- **3/4D** – teacher username: adicksond
- **3/4BB** – teacher username: tbarwick
- **3/4NB** – teacher username: nbrent0
- **3/4GA** – teacher username: gleessue1

Formal contracts are given to students in Year 3/4 to complete in a fortnight. It is important for students to plan when they will complete their homework and not leave it all until the last minute. Parents need to sign each section of the homework contract after your child has completed the task.

If your child is experiencing difficulties with homework, please encourage them to see the teacher. We ask that you sign the homework on completion. If at any time family circumstances prevent your child from completing their homework, or if they experience difficulty, please write a note in their homework book or diary.

Throughout the year our Maths Backpacks will be going home with students for a week at a time. They are filled with fun maths games for you to enjoy. The purpose of the Maths Backpacks is:

- To develop interest and enthusiasm with Maths
- To encourage families to have fun participating in Maths games and activities together
- To develop positive attitudes towards mathematics in both students and parents

When your child has the Maths Backpacks it takes the place of the maths homework tasks for the fortnight.

**ICT: Logging onto Google Drive**

In order for students to access their Google Drive at home, it is best done using the Chrome web browser. If you have multiple students in your house and/or personal Gmail accounts, it can get messy trying to log everyone in and out. The following guide shows you how to setup your Chrome browser to make life easier! [http://bit.ly/chromeathom](http://bit.ly/chromeathom)

In order to access the "Student Homepage", the easiest way is to visit the school website (www.hfmw.catholic.edu.au) and click "LEARNING & TEACHING", then look for "Student Homepage" on the menu.
### SPECIALIST TIMETABLE

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**Please Note:**
- All students are required to wear their sports uniform to both Phys.Ed lessons and Sport
- Art smocks are essential for all Art lessons
- Students need to have a library bag to borrow

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### BRAIN FOOD

At Holy Family we encourage healthy eating habits for the students. Each class in Level Three will have a Brain Food break daily. The time of the Brain Food break will be at the discretion of the classroom teacher. Students are allowed to bring any fresh fruit or vegetables, as well as cheese. **No Muesli bars or nuts allowed.** Please note that the fruit and vegetables must not be processed as the emphasis is on fresh, healthy produce.

It is beneficial to your child to have the fruit or vegetables prepared (cut up) to enable them to finish eating in the short time available for Brain Food breaks. We encourage students to have water bottle in class so they can maintain hydration (important for optimum brain function). Bottles may only contain water – no cordial or juices.
# Dates to Remember

## April
- **Tuesday 27th**: Year 3/4BB, 5/6DH and 1/2H Class Mass 9.10am

## May
- **Friday 1st**: Excursion to Avila’s Science Lab
- **Sat 2nd / Sun 3rd**: First Communion Commitment Mass
- **Tuesday 5th**: Year 3/4NB and 5/6S Class Mass 9.10am
- **Tuesday 12th**: Year 3 Naplan – Language Conventions & Writing
- **Wednesday 13th**: Year 3 Naplan – Reading
- **Wednesday 13th**: First Communion Family Night 7 – 8pm
- **Thursday 14th**: Year 3 Naplan – Mathematics
- **Friday 15th**: Year 4 – 6 Cross Country Trials
- **Tuesday 19th**: Year 3/4GA and Prep KW Class Mass 9.10am
- **Wednesday 20th**: First Communion Family Night 7 – 8pm
- **Friday 29th**: Year 4 – 6 Cross Country
- **Saturday 30th**: First Communion Mass 6pm
- **Sunday 31st**: First Communion Mass 10.30am

## June
- **Tuesday 2nd**: Year 3/4D and 1/2W Class Mass 9.10am
- **Friday 5th**: School Closure Day
- **Monday 8th**: Queen’s Birthday Public Holiday
- **Tuesday 23rd**: Parent / Teacher / Student Interviews 2.30pm – 8pm
- **Wednesday 24th**: Parent / Teacher / Student Interviews 3.30pm – 6.30pm
- **Friday 26th**: Term 2 concludes at 1.30pm