LEVEL THREE NEWSLETTER
TERM 3
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 Three. We hope that all families enjoyed a safe and relaxing holiday and are ready for another busy and exciting Term.

On the last day of term 2 we held our Middle Level Science Expo. It was great to see students enthusiastically share what they learnt throughout our term 2 Inquiry unit, I am a Scientist, with students, parents and teachers. There certainly was a variety of Sciences presented on the day. Congratulations to the students and Thank You to all the parents and Grandparents who joined our learning celebration.

Camps and excursions are an integral part of the educational program of Holy Family and provide opportunities and experiences that are not always possible within the confines of the school. We aim to provide camp and excursion opportunities that develop deeper learning, confidence, independence, responsibility and sense of community within the context of our Christian values.

To further develop our Excursion and Outdoor Education Program the 2012 Holy Family Education Board supported the change to our Outdoor Education Policy for the Middle School staff to coordinate an excursion that would involve the children participating in an extended day excursion. An extended day excursion will gently introduce our year 3 and 4 students to an extended adventure away from home, before their camp experience in 2016 / 2017. This will let them experience being away from their families for a short time and with familiar people.

Our excursion to Sovereign Hill is planned for Friday 23rd October. This will be an extended day out departing school at 8:00 am, arriving back approximately at 6:45 pm. This excursion has been designed to enhance the educational program offered by the school and aligned to the Term 4 Inquiry, Discovering Australia. Students will experience a day in Victoria’s 1850s gold rush heritage in a very hands-on, stimulating and interactive environment.

To cover the extensive costs of this extended day out will be financed partially with funds collected through school levies (excursion levy) and a parent contribution of $20. Further details of our upcoming excursion will be sent home later in the term. If you know your child will not be at school on the 23rd October, perhaps due to a family holiday planned at that time, could you please email Alison Dickson, Middle School Leader at adickson@hfmw.catholic.edu.au as soon as possible.

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 Christian Mediation on Monday and Friday afternoons.

**The following Religion units will be explored throughout Term Three:**

The Holy Spirit Lives In Our Lives:
In this unit students learn about the coming of the Holy Spirit at Pentecost. They learn how the Holy Spirit inspired the early Christians, and how the Holy Spirit continues to be active in people’s lives today. The students explore the qualities of Spirit-filled people and investigate ways in which the local Church carries on the work of the Holy Spirit. The students reflect on what it means for them personally to be a Spirit-filled person.

Making Choices:
In this unit students explore living in right relationship with God, with self, with others, and with the whole of creation. Students learn about the freedom to choose given to them by God. They examine the belief that freedom of choice also involves being responsible for the consequences of their choices. At the conclusion of the unit the students identify ways they can make positive choices.

**INQUIRY**

Throughout Term 3 we will be exploring the unit “Money, Money, Money!” This unit will look at the following questions and understandings:

**Essential Question:** How does money work?

**Major Understandings**
- There are skills that we can use in order to manage money.
- Money is used to access goods and services.
- Access to money isn’t equitable.
- There are many ways that you can earn money.

**Major Questions**
- What skills can we use in order to manage money?
- How is money used to access goods and services?
- How do we determine the monetary value of a product or service?
- Is money equitable? What can we do to contribute to inequity? Do we have to?
- How do we earn money?

This inquiry unit ends with the Middle Level students running their own Market Day. All proceeds earned from this are donated to charity. We greatly appreciate you supporting your children while they are organising their Market Day stalls.
During weeks one to three of this term in Literacy the students will read and view a variety of Procedural texts. A Procedure is a framework which outlines how something is made or done. A Procedure may be written in the form of a recipe, instructions for making something, an experiment, an instruction manual, a maths procedure, how to play a game, how to operate an appliance, how to use an atlas or how to deal with a problem. Students will be focussing on the structure of Procedures and learning to identify that verbs are used at the beginning of general instruction statements as they instruct the reader of what they will be doing. They will create Procedures using specific language; action verbs, adverbs and adjectives.

During weeks four to six students will explore Descriptions. The purpose of a description is to describe features of a particular person, place or thing in such a way that a picture is formed in the readers mind. Students will be learning about sensing verbs and how they are used to describe a feeling, a sound, or even an emotion. By using the five senses students will create descriptions that allow their reader to see, feel or hear whatever it is they are describing.

During weeks seven and eight students will be involved in exploring literature with a focus on the shortlisted books nominated for The Children’s Book Week awards this year. They will develop criteria for establishing personal preferences for literature, building an understanding of preference regarding topics and genres of personal interest (for example humorous short stories, school and family stories, mysteries, fantasy and quest, series books). They will select and discuss favourite texts and explain their reasons for assigning greater or lesser merit to particular texts or types of texts using metalanguage to describe the effects of ideas, text structures and language features of literary texts. The students will be involved in creating book trailers and will post these on their blogs for comments and discussion.

During weeks nine and ten students will listen to and respond to different forms of Poetry. They will explore how different poems appeal to readers, using varied sentence structures and descriptive language. Students will be learning to identify how authors use rhyme, rhythm and layout to communicate their ideas and portray feelings and emotions. They will write a variety of poetry forms, selecting and using a range of technical and descriptive vocabulary in their poems.

Students will continue 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 includes records of impressions, photos, observations, and ideas that serve as the basis for more formal writings, such as narratives, articles, stories, or poems. Writer’s Notebook celebrates authentic writing in its many forms and gives the students more choice and voice in their writing.

The students will continue to further develop their oral language skills by identifying effective speaking and listening skills and be provided opportunities to practice these skills. This term there will be a continued 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.

During the term the students will be involved in focussed spelling workshops where they will be working on the skills and strategies they require to further develop their spelling and writing skills. There will be a focus on homophones which are words that sound the same but have different spelling and meanings. For example, Be and Bee or Their, There and They’re.
MATHEMATICS
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 Multiplication, Division, Money and Financial Maths, Telling Time and Fractions.

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.

Division:
Students will focus on division as sharing into equal groups. Just as the operation of multiplication is regarded as repeated addition of the same number, the operation of division can be regarded as repeated subtraction of the same number. Students will be introduced to the concept that division is the inverse operation of multiplication.

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.

Telling the Time:
Students will learn how to tell the time to the nearest minute and investigate the relationship between units of time, for example there are 60 minutes in an hour and 60 seconds in a minute. Students will explore the use of calendars and timetables to assist with the daily task of telling the time.

Fractions:
Students will recognise and interpret common uses of halves, quarters and eighths. Students will model and represent fractions (for example 1/2, 1/4, 1/3, 1/5, 3/4, 2/3) to develop concepts of equivalent fractions and compare size.

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”
Personal and Social Capability Sequences (PACS)

We have embarked on delivering five teaching and learning sequences throughout Term Three and early into Term Four. These sequences are based on the explicit teaching of elements from the Personal and Social Capabilities. Within these lessons, we will use teaching strategies such as Circle Time, Role Play and Critical Thinking to deliver the following content. Each student will explore the five sequences in groups of approximately 20 students on a Wednesday afternoon. Don’t forget to ask your child what they did in their PACS group each week.

Self-Awareness & Self-Management: Emotional Recognition and Expression of Self
- Describe the influence that people, situations and events have on their emotions
- Explain how the appropriateness of emotional responses influence behaviours.
- Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations

Social Management: Communicating Effectively and Listening to Others
- Identify communication skills that enhance relationships for particular groups and purposes
- Actively listening and responding to opinions that differ from their own

Social Awareness & Social Management: Positive Relationships and Conflict Resolution
- Describe factors that contribute to positive relationships, including with people at school and in their community
- Identify a range of conflict resolution strategies to negotiate positive outcomes to problems

Self-Awareness: Self Perception
- Recognise Personal Qualities and Achievements
- Describe personal strengths and challenges and identify skills they wish to develop.

Self-Management: Persistence
- Become Confident, Resilient and Adaptable
- Persist with tasks when faced with challenges and adapt their approach where first attempts are not successful.

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.
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/chromeathome

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.

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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

LIBRARY:

Mrs Adrienne Morris is our specialist Library teacher. Our new school Library is looking fantastic after its relocation earlier this year. Children will have a fortnightly library lesson with Mrs Morris with a focus on literature as well an opportunity for guidance in what books might be interesting for them to borrow. Classroom teachers will take their own class to borrow on the alternate weeks to the library lessons. All students need to have a library bag to borrow from the library and may borrow up to 3 books each week. These books could form the basis of your child’s nightly reading. This year students need to return their books to the big box inside the library before school on the day of their library lesson.
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.

TERM 3 PARENT / TEACHER / STUDENT INTERVIEWS

Term 3 Parent / Teacher / Student interviews will be held on Tuesday 15\textsuperscript{th} September and Wednesday 16\textsuperscript{th} September. In previous years the term 3 interviews were optional. In light of our new reporting practices this year we are asking all families to book into a Term 3 interview. Your child’s Term 3 Student Progress Report and work samples will be presented at this interview. We look forward to sharing your child’s term 3 progress and learning with you.

DATES TO REMEMBER

**JULY**

Friday 24\textsuperscript{th}  Father Laurence Farewell School Mass 9.10am

Sunday 26\textsuperscript{th}  Father Laurence Farewell Parish Mass 10.30am

**AUGUST**

Tuesday 4\textsuperscript{th}  Year 3/4NB Class Mass 9.10am

Wednesday 5\textsuperscript{th}  Art Celebration 3.30 – 6.30pm

Friday 7\textsuperscript{th}  School Closure Day

Tuesday 11\textsuperscript{th}  Year 3/4GA and Prep J Class Mass 9.10am

Tuesday 18\textsuperscript{th}  Year 3/4BB and Prep KW Class Mass 9.10am

Monday 24\textsuperscript{th}  Book Week Commences with Book Week Dress up day

2015 Book Week Theme – Books Light up my World
DATES TO REMEMBER

SEPTEMBER

Tuesday 1\textsuperscript{st} Year 3/4D, 5/6S and 1/2PW Class Mass 9.10am
Friday 11\textsuperscript{th} Middle School Market Day 9.30am – 1.30pm
Friday 11\textsuperscript{th} School Disco
Tuesday 15\textsuperscript{th} Parent / Teacher / Student Interviews 3.30pm – 8pm
Wednesday 16\textsuperscript{th} Parent / Teacher / Student Interviews 3.30pm – 6.30pm
Friday 18\textsuperscript{th} Term 3 concludes at 1.30pm

OCTOBER

Friday 23\textsuperscript{rd} Excursion to Sovereign Hill 8am – 6.45pm