



Latham Primary School

Parent Information Years 3/4 – Term 2 2018



“UNLESS someone like you cares a whole awful lot, nothing is going to get better, It's not.”

Dr Seuss, The Lorax

Welcome to Term 2. We look forward to continuing to work with the students, developing their skills as they become organised and independent learners.

Classroom Organisation

Our program has been developed to give students opportunities to work in a variety of ways as a unit and as individual classes. It also allows students to work at their own ability level. As our time table is quite tightly run, we ask that students arrive at school by 9:00am. If your child will be away from school please inform us either by phoning the school or with a letter explaining their absence, as it is a legal requirement for absences to be explained. If your child is unable to participate in physical activity, a note is also required.

All students are to be in school uniform every day including a sunsmart, wide brimmed hat. We suggest students bring a water bottle to have in the classroom during the day. Each morning we allow students to have a piece of fruit or vegetable during the first session.

Literacy

Students will be working on developing their skills in writing, reading, spelling, speaking, listening and viewing during our literacy blocks. Over the course of the term students will be exploring how to construct a variety of texts with a focus on non-fiction texts linked to our Geography and Science. Reciprocal Reading Groups will continue in our class groups on Wednesday mornings. If you would like to help out with these please let your child's teacher know. Spelling and reading will focus on building student's vocabulary and comprehending non-fiction texts. Students will develop and present a speech to their class as part of the Rostrum Public Speaking program. Finalists will be selected from each class to participate in the school final.

Numeracy

Students will continue developing their use of mental computation strategies developing speed and accuracy of multiplication and division calculations. The strategies taught will enable students to apply them to solve problems with larger numbers. To link into our science and geography units we will be looking at 2D and 3D shapes, collecting and interpreting data and working with maps.

Science and Geography

This term we are starting with a science unit exploring Earth and its place in the solar system. During this time students will pose questions and conduct simple experiments to support answering their questions. We will spend the second half of the term looking at Australia's place in the world before focusing on the states and territories of our country. Students will use the inquiry process to help focus their learning during these units and develop their skills as *thinkers, researchers, communications, collaborators and self-managers*.

Social and Emotional Program

Our MindUP program will continue this term. We will build our knowledge of our senses and how they can help us focus the different parts of our brain. Students will begin to look at how to interact positively with others in a variety of situations.

ICT

Students will have access to a range of devices over the course of the year. Students will be provided with their personal login details. Students will be working with the Google For Education suite along with a variety of other applications.

Specialist Programs

This year students will have one hour of Japanese with Daniel, 45 minutes of PE with Sally and 45 minutes of performing arts with Amanda. The days that each class will have time with these teachers and library are as follows:

	3/4LR	3/4LJ	3/4SW
Japanese	11:20-12:05 Friday	9:15-10:00 Thursday	10:00-10:45 Thursday
Arts	10:00-10:45 Thursday	12:05-12:50 Tuesday	9:15-10:00 Thursday
PE	9:15-10:00 Thursday	10:00-10:45 Thursday	12:05- 12:50 Friday
Library	Monday	Friday	Friday

A message from Daniel....

This term in 3/4 the students will be learning to talk about bodies and indicate that something is sore / hurt. Later in the term they will expand their conversational abilities by including adjectives to describe different objects. We will explore a variety of cultural traditions that impact the life of children in Japan. We will be continuing to learn how to write some hiragana (the Japanese alphabet).

A message from Sally....

This Term in Physical Education, we will begin preparing for the athletic carnival events, which will take place on Thursday, week 6. Class activities will include sprints, jumps, hurdles, shot put, discus throw and javelin with modified equipment for safety. In the second part of the term, students will be introduced to lacrosse, a popular north American game, played with a long stick with a scoop, a ball and enclosed goals. In the final two weeks, students from across the school will learn and play Buroinjin, a traditional Aboriginal game. This will also be played in our final enrichment session in week 9, school wide.

A message from Amanda.....

This term in the Arts, the students will be studying dance, focusing on the style of folk dancing as well as exploring dance from the region of Asia. The lessons will focus on learning some of the fundamental movement skills associated with these forms of dancing as well as being provided with the opportunity to choreograph and perform their own dance sequences using the elements (i.e. Body, action, space, time and energy) and choreographic devices (i.e. Improvisation and movement qualities) of dance.

Student Management

Each classroom space and teacher's guidelines and processes for reminding students of these behaviours may differ. There is also a warning system in place to support students who have a lapse in behaviour to get back on the right track. The child will be supported at every step with counselling and encouraged to own their behaviour and reflect on future behaviour choices.

Each teacher promotes positive behaviours in their classroom linked to the school values. These positive behaviours ensure successful participation in learning.

3/4 Laura Ryan - Humming Fish

In Laura's class we have a positive reinforcement system for the whole class as well as individuals. Our whole class system is a marble jar, which is filled with different amounts of marbles at times when the whole class is showing school values and meeting agreed expectations. Once the jar is filled, the whole class will participate in an activity, which is decided as a whole class and voted on. On an individual level, students earn points on our Class Dojo through displaying school values. Each time they reach a set of 5 points, they achieve a special reward. These rewards were chosen and ordered by the whole class.



(Example of a Class Dojo)

3/4 Lynette Johns - Brown Bar-ba-loots

Lynette's class have a positive rewards system for the whole class as well as individuals. Both reward systems are based off Class Dojo. Class Dojo points are given out when students are displaying school values. Once they reach a certain 'tier' of points, they receive an agreed on reward for that tier (writing in a fun pen, shoes off for a lesson, a prize, sitting in a fun chair, iPad time or negotiated reward). Once they reach 100 points they start back again from the beginning and work their way up again. Our whole class prize is reached when the entire class reaches a combined total of 2000 points, the class earns a whole class reward that is democratically decided from the class these options are usually an afternoon activity of movies and popcorn, games outside or free time indoors.



3/4SW- Swomee Swans

In the Swomee Swans students work on getting personal GOTCHAS which are given to students who exemplary demonstrate our school values exemplary. Students work on earning these to 'spend' on an activity from the 'Gotcha Menu' that the class created. Activities cost between 5 and 100 Gotchas and include telling the class a joke, free choice on a device at a negotiated time, teach the class a game or work at the teacher's chair and desk for the day.

In addition to personal Gotchas, the class collect class Gotchas when the class has done something exceptional. These are collected over the term with a whole class activity voted on to earn 100 class gotchas for. These can include a movie and popcorn afternoon, pyjama day or wheels day.

If you have any questions or concerns about your child please contact the front office to make an appointment. We have school commitments every morning and on Tuesday and Wednesday afternoons, but are available for meetings any other afternoon by appointment.

Lynette Johns, Laura Ryan, Steph Wilson and executive teacher Daniel Manestar