




## Stage 2 Newsletter-3/4M Term 4, 2019


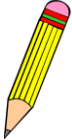
Can you believe we've already made it to Term 4?! Last term seemed to go by very quickly, with the peak of excitement being our School Concert performances and our Stage 2 excursions to Southern Cross University and Currumbin EcoVillage/Swell Sculpture Exhibition. We hope that everyone has had a relaxing break and are ready for the final term for the year.




This term we will be studying an integrated unit titled: *Inventions and Imaginitis*. We will be focusing on scientific investigations into forces and design processes; analysing how to have a growth mindset; and exploring historically significant inventors and inventions. We will be asking the questions: What do we do when we have an idea? How can we turn an idea into reality? Can one idea change the world? What imaginary worlds can our minds create?

<p style="text-align: center;"><b>Stage Two Teacher Contacts</b></p>	<p><b>School phone: 02 6621 3363</b> School office hours: 8:30am – 3:30pm</p> <p>Mr Scott Shaw – <b>3/4S</b> and Relieving Assistant Principal <a href="mailto:Scott.Shaw@det.nsw.edu.au">Scott.Shaw@det.nsw.edu.au</a></p> <p>Ms Megan Bennett – <b>3/4B</b> <a href="mailto:Megan.Bennett30@det.nsw.edu.au">Megan.Bennett30@det.nsw.edu.au</a></p> <p>Mrs Melissa Moyle-Ross – <b>3/4R</b> <a href="mailto:Melissa.Moyle@det.nsw.edu.au">Melissa.Moyle@det.nsw.edu.au</a></p> <p>Mr Glenn Maxwell – <b>3/4M</b> <a href="mailto:Glenn.Maxwell@det.nsw.edu.au">Glenn.Maxwell@det.nsw.edu.au</a></p> <p>Mrs Simone Glendinning – <b>3/4H</b> (Monday, Tuesday and Wednesday) <a href="mailto:Simone.Glendinning2@det.nsw.edu.au">Simone.Glendinning2@det.nsw.edu.au</a></p> <p>Miss Sigrid Haworth – <b>3/4H</b> (Thursdays and Fridays) <a href="mailto:Sigrid.Haworth2@det.nsw.edu.au">Sigrid.Haworth2@det.nsw.edu.au</a></p> <p>Ms Karen Eakin – <b>4/5E</b> <a href="mailto:Karen.Eakin@det.nsw.edu.au">Karen.Eakin@det.nsw.edu.au</a></p>
<p><b>Important Dates</b></p> 	<p><i>Term 4 will be a 10 week term, concluding on Wednesday, 18 December</i></p> <ul style="list-style-type: none"> <li>● <b>Big Band Play Day for Instrumental Students</b> – Friday, 25 October, Week 2</li> <li>● <b>P&amp;C Trivia Night</b> – Saturday, 26 October</li> <li>● <b>Intensive Swimming Program</b> – Monday, 4 to Friday, 8 November, Week 4</li> <li>● <b>Step Up Days</b> – Tuesday, 26 November, Week 7 &amp; Tuesday 3 December, Week 8</li> <li>● <b>Presentation Day</b>– Monday, 16 December, Week 10</li> <li>● <b>End of year reports sent home</b> –Week 10</li> <li>● <b>Gold Day, Years 3-6 at Alstonville Pool</b> – Tuesday, 17 December, Week 10</li> <li>● <b>Last day of Term 4 for students</b> – Wednesday, 18 December, Week 10</li> </ul> <ul style="list-style-type: none"> <li>● <b>First day of Term 1 2020 for students</b> – Wednesday, 29 January</li> </ul>




<p><b>Intensive Swimming Program</b></p> 	<ul style="list-style-type: none"> <li>• Each year, in Term 4, our school offers a week of intensive swimming lessons to all Year 2 and Year 3 students. This program is also extended to all Year 4, 5 and 6 students who cannot swim 50m competently.</li> <li>• Students should have received their intensive swimming notes this week.</li> </ul>
<p><b>Step Up Days</b></p>	<ul style="list-style-type: none"> <li>• Later this term, students will participate in ‘Step-Up Days’ in which they are able to have a short experience of what their year level will be like next year. The class they get placed into for each Step-Up Day is no way indicative of the teacher they will have or the students they will be with next year. If you would like to discuss your child’s progress or have any concerns or questions, including our class make-ups for 2020, please do not hesitate to call, email or make an appointment with your child’s class teacher. Semester 2 Reports will be distributed at the end of term.</li> </ul>
<p><b>Stationery Requirements</b></p> 	<ul style="list-style-type: none"> <li>• The beginning of a new term is a timely reminder to check that your child has all the necessary stationery items for their day at school – including sharp <b>lead pencils</b> that are of a suitable length for writing, <b>new glue</b> stick, scissors etc.</li> <li>• <u>Every child needs a lead pencil every day at school.</u></li> <li>• Please ensure all equipment is <b>clearly labelled</b> with your child’s name.</li> <li>• After lots of cold viruses last term we are running low on <b>tissue boxes</b> and pump soap. If you are able to bring in a tissue box to donate to your child’s class this would be greatly appreciated.</li> </ul>
<p><b>Communication</b></p>	<ul style="list-style-type: none"> <li>• At WRPS, we understand and value the importance of effective communication and building relationships with our parents. Communication is one of the most important parts of the relationship between school and home as it helps us to better understand your child. We recognise that every child is a unique individual and begins school with varying social, emotional and learning needs.</li> <li>• If you need to get a message to me during the day, please ring the office. My day can become very busy and I don’t always check my emails until after the school day. If you have a non-urgent message, I can be contacted via the office or email. I will only be corresponding during business hours, which are 8:30am to 3:30pm weekdays.</li> <li>• If you would like to organise a time to have a chat with any of the teachers, please ring or email to make an appointment.</li> <li>• There will be times that we may contact you via phone or email. We like to contact parents to share wonderful learning moments, if we have any concerns or need to clarify any questions regarding your child, we also may contact parents to discuss areas that may need some extra attention and a collaborative approach.</li> <li>• Our school has an excellent website and Facebook page, which highlights many exciting things that happen at our school. Our website contains information about individual classes and notes for upcoming events and excursions.</li> </ul>
<p><b>Attendance</b></p>	<ul style="list-style-type: none"> <li>• Supervision for students begins at <b>8:30am</b>. Please do not drop your child off before this time.</li> <li>• Parents requiring earlier drop off may wish to contact ‘Helping Hands’ before and after school care.</li> <li>• Contact number: 0448125995</li> <li>• Email address: <a href="mailto:wyrallahroad@helpinghandsnetwork.com.au">wyrallahroad@helpinghandsnetwork.com.au</a></li> </ul>



	<ul style="list-style-type: none"> <li>• Parents are reminded that children must come to school every day unless they are ill, have medical appointments or there are exceptional family circumstances.</li> <li>• If children are absent from school, parents are required to provide the school with an acceptable explanation within <b>seven days</b> of the absence.</li> <li>• Explanations can be submitted via a written note, email to the teacher or through the SkoolBag Mobile App (search Wyrallah Road Public School in the App Store)</li> </ul>
<p><b>Assemblies</b></p>	<ul style="list-style-type: none"> <li>• Every fortnight on a Friday (even weeks of the term) there will be a whole school assembly in the hall. All parents are warmly invited to attend.</li> <li>• On alternating weeks (Fridays of odd weeks) we hold a Stage Assembly where various awards are distributed to recognise student achievement. A class award is also presented to the class that has met attendance targets for that fortnight.</li> </ul>
<p><b>Crunch &amp; Sip</b></p> 	<ul style="list-style-type: none"> <li>• Each day, during our morning session, students will have the opportunity to have something to 'crunch' on (which must be a fresh fruit or vegetable) and time to 'sip' on some water.</li> <li>• Crunch and Sip is aimed to promote healthy eating practices and gives students an opportunity to have a quick lesson break to increase productivity.</li> </ul>
<p><b>Homework &amp; Home Reading</b></p>	<ul style="list-style-type: none"> <li>• Homework for the term has been handed out and needs to be returned each Friday.</li> <li>• Students are encouraged to read for at least 15 minutes each evening.</li> </ul>
<p><b>School Fees</b></p>	<ul style="list-style-type: none"> <li>• This is a reminder that school fees can still be paid through our online payment portal. This is a secure payment page hosted by Westpac.</li> <li>• Log onto our school site at:- <a href="http://www.wyrallahrd-p.schools.nsw.edu.au">www.wyrallahrd-p.schools.nsw.edu.au</a></li> <li>• Click on 'Make a Payment' and follow the prompts to make a payment via Visa or MasterCard. You can find more information about online payments on our website.</li> <li>• Although voluntary, school fees are a vital part of our budget each year and pay for essential items in classrooms. At WRPS, our voluntary fees are \$55 per student, \$100 for two children or \$130 for a family of 3 or more children.</li> <li>• If paying online does not suit, you can also pay in person at the front office (EFTPOS or cash) or write a cheque made out to Wyrallah Road Public School.</li> <li>• Thank you to the parents that have already paid these fees, your contribution is appreciated.</li> </ul>
<p><b>Scripture</b></p>	<ul style="list-style-type: none"> <li>• Scripture and ethics lessons are on Wednesday afternoons for half an hour. These lessons are conducted by volunteers and are supervised by your child's classroom teacher.</li> <li>• Students who do not participate in Religious Education or Ethics Classes will be engaged in independent revision activities supervised by a classroom teacher.</li> </ul>
<p><b>Special Programs</b></p>	<ul style="list-style-type: none"> <li>• At Wyrallah Road Public School, we are very lucky to have specialist teachers in the areas of technology and music.</li> <li>• Each week your child receives an hour of 'Tech Time' with Mr Mark Platt whose lessons focus on up-skilling students across a variety of computer, iPad and web-based platforms.</li> <li>• Mrs Suzanne Roberts provides an hour of music instruction each week.</li> </ul>



<p><b>Special Programs Timetable</b></p>	<p><b>Tech Time</b></p> <p>3/4H Monday 3/4M Wednesday 3/4B Wednesday 3/4S Friday 3/4R Friday 4/5E Friday (odd wks) Thursday (even wks)</p>	<p><b>Music</b></p> <p>3/4H Friday 3/4M Wednesday 3/4B Wednesday 3/4S Friday 3/4R Friday 4/5E Thursday (even weeks)</p>
<p><b>Library Borrowing Day</b></p>	<p>3/4H Thursday (even weeks) 3/4M Thursday (even weeks) 3/4B Thursday (odd weeks) 3/4S Monday (odd weeks) 3/4R Monday (even weeks) 4/5E Thursday (odd weeks)</p> <p>The library is also open 2<sup>nd</sup> half lunch every day and all students are encouraged to utilise this time for borrowing outside of their class borrowing time.</p>	
<p><b>Sport &amp; Physical Education</b></p> 	<ul style="list-style-type: none"> <li>• All Stage 2 students will participate in an hour of sport on Fridays, 30 minutes of Physical Education on Tuesdays, and daily fitness or movement activities.</li> <li>• Please ensure your child wears comfortable shoes appropriate for physical activity on these days.</li> <li>• <b>Sports uniform</b> is to be worn on <b>Fridays</b>.</li> </ul>	

## Curriculum 'Snap Shot' of Term 4

### Integrated Unit of Study:

Our Integrated Unit this term is titled: *Inventions and Imaginitis*. We will be focusing on scientific investigations into forces and design processes; analysing how to have a growth mindset; and exploring historically significant inventors and inventions. We will be asking the questions: What do we do when we have an idea? How can we turn an idea into reality? Can one idea change the world? And what imaginary worlds can our minds create?

### English:

**Reading** – Students will focus on learning explicit comprehension skills to support their understanding of challenging texts. These skills are: predicting, monitoring and clarifying, visualising, questioning, making connections, and inferring.

**Writing** – Students will be focusing on imaginative, visual literacy and poetry this term. We will be learning the language devices and structural features involved in composing these texts.

**Spelling** – As part of our school wide phonics-based spelling program, called *Sound Waves*, each week we have a phoneme (sound) focus where students learn the various grapheme (letter) choices to spell that phoneme. Students can support their spelling learning at home with segmenting tools, word lists, games and activities through the Sound Waves student online access codes: Year 4: first920 Year 3: slug103

**Speaking and Listening** – Students will continue to learn and practise skills used to engage audiences (eye contact, gestures, voice tone and projection etc) as they prepare and present a variety of oral presentations and speaking opportunities aligned with our class learning activities.

### Mathematics:

Continue **practising times table facts** at home regularly, helping your child to commit these to memory and support their ability to solve a range of multiplication and division problems efficiently.

Students have been given a Mathletics login username and password to access set work, games and activities at home to consolidate their mathematical learning in class. Please see your class teacher if you have misplaced your access code.





## Term 4 focus areas:

- **Temperature** – use scaled instruments to measure and compare temperatures, record temperatures to the nearest degree Celsius using the symbol for degrees.
- **Chance** – identify events where the chance of one will not be affected by the occurrence of the other
- **Fractions and Decimals** – finding equivalence between fractions; making connections between fraction and decimal notation; comparing and representing decimals to two decimal places.
- **Whole Number** – state the place value of digits in numbers up to five digits.
- **Addition and Subtraction** – using formal written algorithms for addition and subtraction; performing simple calculations with money.
- **2D Space** – combine and split common shapes to form other shapes and record the arrangement; identify and draw lines of symmetry on shapes; use transformations to create and describe symmetrical designs; create and record tessellation.
- **3D Space** – identify, describe and compare features of prisms, pyramids, cylinders, cones and spheres; interpret and make drawings of objects on isometric grid paper; make models of 3D objects; create nets from everyday packages.
- **Patterns & Algebra** – find missing values in number sentences involving an operation of multiplication and division; use equivalent number sentences involving addition and subtraction to find unknown quantities.
- **Multiplication** – use a range of mental and written strategies for multiplication of two-digit numbers by one-digit operator.
- **Division** – link multiplication and division using arrays; use mental strategies and informal recording methods for division with remainders.
- **Mass** – use kilograms and grams to measure and compare using a scaled instrument; record masses using abbreviations kg and g.
- **Position** – determine directions N, E, S, W, NE, SW, NW given directions; interpret legends and directions on maps; interpret scales on maps and calculate the distance between two points using a scale.
- **Data** – select and trial methods for data collection; construct data displays including tables, column graphs and picture graphs of many-to-one correspondence; evaluate the effectiveness of different displays.