



4A Newsletter Term 3

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Student Absences: PH (07) 5461 9333 (Then press 1) School: PH (07) 5461 9333

Classes begin at 8.50am School finishes: 2.50pm

Term 3: Dates to remember

Week 1:	Wed 17 th Jul	NAIDOC Week Performance
Week 3:	Mon 29 th Jul	Miss Rosier away Kylie Glass replacing
Week 5:	Thu 15 th Aug	BeBe Shop
Week 6	All Week	Book Week
Week 6	Sun 25 th Aug	Optiminds
Week 8	Wed 4 th Sep	Indigenous Book Swap
Week 10:	Wed 18 th Sep	STEM and BeBe Shop
Week 10:	Thu 19 th Sep	GALA Day

Term 3: Specialist Lessons

Tuck Shop: 1st Break ONLY—Mon, Wed, Fri

Breakfast Club: Mon-Fri—8:20am

Library (with Mrs Spann): Monday

HASS (with Ms Blokland): Monday & Thursday

PE (with Mrs Hines): Thursday- bring hats

Friday: Parade

Friday: Homework and Home readers to be returned

Term Three News

Welcome back! I hope you all took the opportunity to recharge and spend time with your loved ones. I certainly enjoyed travelling and catching up with friends and family. It is hard to believe that we are already in Term 3,

this term ensures many new and exciting learning experiences so it is important that students arrive at school on time every day. To ensure that all students can be active listeners and learners all day we need to be eating lots of healthy and nutritious foods. If you have any questions or concerns please don't hesitate to contact me.

STEM ACTIVITY

At the end of Term 2, 4A had some fun with coding. As a STEM activity the students had to create a coding activity for other students in the classroom to follow. As a warmup the students played a game of coding robots... it definitely got the brains ticking 😊



Homework:

Ideally, homework should be seen as an opportunity for families to spend time with each other and to get a taste of what your child is learning in class.

Homework consists of:

1. Activities (related to class learning from that week)
2. Maths Facts
3. Home readers

As usual, homework is given out each Monday and handed in each Friday. Each week we go over the homework in class before it comes home so that your child is familiar with what they need to do.



School Behaviour Expectations:

School Behaviour Expectations: Rosewood State School uses Positive Behaviour for Learning (PBL). This is a whole-school framework which helps to create positive learning environments. Research and data shows that when PBL is implemented with integrity, it helps reduce problem behaviour and increase academic performance. We have the same classroom rules in every class from Prep to Year 6.

As a whole school we have a 'Behaviour Focus'. The rule is taught explicitly in every classroom each week. Students are provided with clear expectations for each rule. Clear consequences are also communicated to students.

PBL has a focus on positive behaviour, with clear systems for recognising and acknowledging positive behaviour. At Rosewood State School every classroom and the playground have a behaviour chart.

All students begin each day at the 'Ready to Learn' level. During the day they can be moved up or down the behaviour chart depending on their behaviour. Students whose behaviour moves from ready to learn or higher on the day, receive 1, 2 or 3 Bebe bucks (points) to acknowledge their positive behaviour.

Twice a term the Bebe Rewards Shop is open for students to spend their Bebe Bucks. The Rewards Shop has 'shelves' with goods starting at 25 Bebe Bucks, 50 Bebe Bucks, 75 Bebe Bucks, 100 etc. Students may choose to spend their Bebe Bucks each shop or save for an item on the higher shelves.



Reading:

As you are aware our focus here at Rosewood State School is reading and ensuring that every student is progressing with their reading. Thank you to those students who return their reading folders every Friday!

4A currently have Reading Goals that they are working on in the classroom. Please feel free to pop into the classroom so you can help your child achieve success with their reading!



Learning at Rosewood State School looks like...

MATHS:

In Maths students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Student develop understanding of the following:

Money and financial mathematics - represent, calculate and round amounts of money required for purchases and change.

Number and place value - interpret number representations; sequence number values; apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division; develop fluency with multiplication fact families, apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations.

Fractions and decimals - partition to create fraction families; identify, model and represent equivalent fractions; count by fractions; solve simple calculations involving fractions with like denominators, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals.

Location and transformation - investigate different types of symmetry; analyse and create symmetrical designs.

Using units of measurement - use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement.

Shape - compare the areas of regular and irregular shapes using informal units of area measurement.

Patterns and algebra - use equivalent addition and subtraction number sentences to find unknown quantities.

ENGLISH: Exploring Recounts set in the past

In this unit students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives.



Curriculum Overview

Class 4A

Term 3, 2019

SCIENCE:

In this unit, students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity.



Drama- Country and Place

In this unit, students explore connection to Country/Place through Dreaming stories and Before Before Time stories as stimulus.

Design Technologies- Repurpose it

In this unit, students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will repurpose a clothing item with other recycled materials to create a useful item.

HASS:

Health- Health Channels

In this unit, students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time. Students apply decision-making skills to different health scenarios.