



Grade 4/5/6 - Term 1 - Newsletter

Welcome to the 2024 school year!

Hello 4/5/6 families and friends. I hope you have all had a fabulous holiday period doing, well, whatever it is that that you enjoy! Be that rest and relaxation, a bit of work or some epic adventures. The Mills household managed a good dose of R & R a few jobs completed around the house as well as some ~~epic adventures~~ day trips out from Gisborne.



The 4/5/6 have a busy term planned learning wise and a short overview of this is provided below. Please feel free to contact me with any questions, big or small. I can be found on email at stuart.mills@education.vic.gov.au or on the school number (03) 5782 1319. Alternately, please feel free to drop in afterschool for a chat.



Key Dates

- Friday 9th February** – Cluster Schools Swimming
- Wednesday 21st February** – Meet the Teacher
- Friday 23th February** – District Swimming - Seymour
- Wednesday 28th February** – School Welcome Picnic
- Monday 11th March** – Labour Day Public Holiday
- Week Beginning 11th March** – Start of NAPLAN testing period
- Thursday 28th March** – Last day of Term 1



Reading

In Reading this term, we will be learning about a variety of reading strategies to help strengthen our understanding of what we read.

We have started learning about how to self-select a variety of ‘just right books’ to read during independent reading time. Ensuring that we are choosing books that are interesting to us and suitably complex helps us to then authentically practice the

reading strategies taught in class.

We have established our class library by discussing the books and making decisions on the best way to organise them.



Writing

This term, students have started to establish their own writer’s notebook to support their independent writing. Independent writing is an important component of our instructional model for the teaching of writing. The writer’s notebook is a place that we gather ideas and inspiration for our writing. It plays an important role in ensuring we

avoid the dreaded ‘writer’s block’ and in ensuring that we write about topics during independent writing that are familiar to us. We know that *‘good writers write about what they know!’* Having knowledge or experience of the content that we write about helps ensure we can authentically



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convey insights, depth and descriptiveness to readers through our writing. We will also learn about a variety of text structures and language features in narrative texts.

Maths

This term, students will be learning about a variety of mathematics concepts. We will look to further develop our understanding of place value including recognising, modelling, reading and writing large numbers. We will be investigating properties of numbers such as odd & even, factors & multiples, prime, composite, square and triangular numbers. We will develop strategies and skills to add and subtract numbers (including decimals) and also enhance our understanding of estimation and rounding. In measurement we will be measuring length and the area of squares and rectangles.

Inquiry - The Age of Exploration, Discovery and Expansion

This term students will study European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.

Key questions:

- To understand why the fifteenth century was known as the Age of Exploration.
- To investigate the exploration of the Chinese during the fifteenth century.
- To identify how the Spanish, Portuguese and Dutch explorers contributed to the European 'discovery' of Australia.
- To investigate the significance of James Cook's voyage to Australia.
- To examine the myth that Australia was a Terra Nullius land before contact with the British.
- To demonstrate an understanding of the Age of Exploration and how the journeys of explorers impacted upon other societies.

Specialist Classes for 4/5/6

Students will participate in specialist classes each week. These will be Visual Art with the Mobile Art & Craft Centre (MACC), P.E., Italian, Specialist Maths and RRRR (Resilience, Rights and Respectful Relationships).

ART (MACC) Every second Tuesday – Cally Hodge

In Term 1's Art unit, students will explore their creativity by looking into the elements and principles of Art. They will be given the opportunity to create detailed pattern and line work while considering perspective and proportion within their work. They will explore colour theory and the different ways watercolour paints can be used. This unit will allow students to develop their art making skills and techniques while fostering confidence and creativity during the art making process.



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P.E. – Ms. Roger

We have started this term learning all about teamwork. Students will continue to engage in games and activities that build upon their teamwork skills, in paired, small group and large group situations, as they work to achieve a common goal. Students have already shown great teamwork skills by ensuring that they listen to their teammates, encourage others, and share strategies with each other. In the second part of the term, in preparation for cross country at the beginning of next term, we will have a focus on running. We will also focus on the sport selected by students for the Summer Sport Tournament that occurs early in Term 2.



Specialist Maths – Ms. Roger

This term, in addition to the classroom Mathematics program, each class will participate in a Maths Specialist subject. The learning that takes place in this session will complement the content of the classroom learning program. Students will participate in a range of investigative and open-ended tasks that involve applying and developing their mathematical skills



Italian – Signora Pasqalia

Ciao! It's nice to see you all again this year at Willowmavin!

In Italian, this term, we are first doing a mini unit on Italy – focusing on listening or talking about Italian food, famous landmarks, paintings, and people. We will then focus on learning vocabulary associated with greetings and common phrases and using different words to address different people accordingly. Finally, we will end the term learning about a celebration that is during this time in Italy: Carnevale (Carnival) which is a festival particularly famous for its masks and costumes in the city of Venice.

RRRR – Peta Smith

In Term One during Resilience, Rights and Respectful Relationships (RRRR), students will be focusing on recognising the 4 school values of Be Your Best, Respect, Resilience and Safe and how to apply these values in various situations at school and at home.

A large focus during Term One is recognising emotions and learning that big feelings are ok and completely normal, but we need to learn how to manage these big feelings. As part of this learning, students will create a Self-Awareness poster/display which will involve students recognising who they are, the things they enjoy, identifying the emotions they feel, what causes these emotions, and - through reflection on learning undertaken last year - which strategies they can use to improve their own wellbeing.



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Students will also be reacquainted with our Wellbeing Continuum. Students will use this continuum to indicate how they are feeling. These individual continuums will be transferred into classrooms to allow students the opportunity to recognise their feelings at various times throughout the day and allow opportunity for teachers and students the opportunity to check in and support students as the need arises.

Finally, we will also explore social relationships at school inside the classroom and outside in the yard and how to navigate different situations they may be faced with, to ensure that concerns and disagreements are resolved in a respectful and fair manner.



Arriving on Time

It is vital that students arrive at school on time. **School begins at 8:50am** and it is expected that all students will be in their classrooms ready to start learning at this time. The classroom is open and the school grounds supervised from 8:35am each morning. Students are encouraged to come into the classroom to get their belongings organised for the day before heading outside to play. I strongly suggest that students arrive at school close to 8:35am so that they can have time to settle, socialise and engage with peers prior to formal learning beginning at 8:50am. When students arrive late, not only do they miss out on important learning and information for the day, but it also disrupts the learning and focus of other students in the class. Students that arrive after 8:50am must sign in at the office.

EVERY MINUTE COUNTS... JUST A LITTLE BIT DOESN'T SEEM MUCH BUT...

When you child misses just...	That equals...	Which is...	And over 13 years of schooling that's...
10 minutes per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly half a year
20 minutes per day	1 hour & 40 minutes per week	Over 2.5 weeks per year	Nearly 1 year
Half an hour per day	Half a day per week	4 weeks per year	Nearly 1 and a half years
1 hour per day	1 day per week	8 weeks per year	Over 2 and a half years



End of Class Learning

Learning in the classroom concludes at 2:55pm, at which time students are dismissed to the yard. Supervision of the yard ceases at 3:05pm. At this time, students whose parent/guardian has yet to arrive for pick up, will be sent to the office and parents/guardians will need to collect them from there.

Assembly

We hold an assembly every Friday, beginning at 2:30pm on the basketball court. Each week, there is a Student of the Week awarded to a student in each class, as well as reading awards for students that achieve reading night milestones. Families are welcome to attend the assembly. In addition, each week one of the classes presents what they have been learning. Usually, a few students from the class will present our learning. You will be notified in advance of our class presenting at assembly.

Home Reading

Reading each day is crucial in helping students to develop the skills required to be fluent readers. When reading with your child, discuss what is being read, talk about any pictures, images or diagrams present, read with them, read to them, let them read to you, and ask questions about what they are reading. It is also important that your child has their reader signed and acknowledged each day they read at home. This enables them to be eligible for a special morning tea after 100 nights and then again at the end of the year for students who achieve 200 reading



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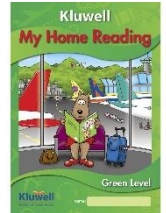


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nights. Awards are also handed out at assembly in increments of 50 nights, acknowledging the efforts of students who actively read each night. Students who reach 150 nights of reading will also receive a reward from the school for their efforts.

Reading Diaries

Each student will receive a green reading diary at the beginning of the year. Students are expected to read and then fill in this diary each night. Parents are asked to initial or write a comment about their child’s reading. Students should bring their Reading Diaries to school each Friday so that their number of reading nights can be recorded.



SMART Spelling Homework

Each Monday, students will bring home their SMART Spelling homework sheet, which should be returned to school completed on Fridays. All the words, bar a small number, will contain the same spelling pattern. The other small number of words are called BOB (Back of Book) words. Students are encouraged to practise spelling (and reading) these words on the sheet provided each day, using the SMART spelling process, which is:



- LOOK at the word and SAY it aloud
- SOUND it out
- WRITE the word
- CHECK the word

A selection of ideas for other ways to practise spelling words has been sent home and posted on Compass to provide a range of engaging ways to practise weekly words.

Absences

If your child is going to be absent from school, please let us know as soon as possible. The preferred method for absence reporting is via Compass. A guide to completing an Attendance Note on Compass has been included in this Classroom Newsletter Compass post. You can also report an absence by e-mailing myself or by calling the school.

Snacks and Lunch

Students have the opportunity to eat a fruit or vegetable snack during the morning learning session.

- | | |
|-------------------|---------------------------------------|
| 10.00am | Fruit or vegetable snack (Brain food) |
| 10.50am – 11.00am | Snack eating |
| 11.00am – 11.30am | Recess: Outside play |
| 1.20pm – 1.30pm | Lunch eating |
| 1.30pm – 2.00pm | Lunch: Outside play |



Icy Pole Tuesdays

Icy poles will continue to be sold at lunchtime on Tuesdays. Students can purchase an icy pole from the Junior School Council for \$1 each. Funds raised will go towards student initiatives. Zooper Dooper donations are always welcomed.

Class Timetable

Below you will find a copy of our timetable for Term 1. This year we have a 10-day timetable to account for our fortnightly visit from the MACC Van.

Please remember that from time to time, changes to the timetable can occur due to happenings throughout the school. In such circumstances it is important to be flexible. Wherever possible, students will be informed in advance of changes to allow for adjustment.

ODD WEEK TIMETABLE

	8:50am	9:00 -10:00am	10:00 - 11:00am	11:30am - 12:30pm	12:30 - 1:30pm	2:00 - 2:55pm
MONDAY						
	SMART Spelling	Spelling	Writing	Maths	Reading	Inquiry
TUESDAY						
	SMART Spelling	Reading	Writing	Maths	Health and Physical Education	Specialist Maths
WEDNESDAY						
	SMART Spelling	Reading	Writing	Maths	BTN	Inquiry
THURSDAY						
	SMART Spelling	Reading	Writing	Maths	Library	Handwriting
FRIDAY						
	SMART Spelling (30 min.)	Reading	Writing	R.R.R.R	Italian	Assembly

EVEN WEEK TIMETABLE

	8:50am	9:00 -10:00am	10:00 - 11:00am	11:30am - 12:30pm	12:30 - 1:30pm	2:00 - 2:55pm
MONDAY						
	SMART Spelling	Spelling	Writing	Maths	Reading	Inquiry
TUESDAY						
	SMART Spelling	Reading	Writing	ART – Mrs Hodge (90 min)	Specialist Maths (30 min)	Health & Physical Education
WEDNESDAY						
	SMART Spelling	Reading	Writing	Maths	Maths	Inquiry
THURSDAY						
	SMART Spelling	Reading	Writing	Maths	BTN/ Library	Handwriting
FRIDAY						
	SMART Spelling (30 min.)	Reading	Writing	RRRR	Italian	Assembly

Show and Tell

Each Monday students will have an opportunity to share news with the class if they wish. Taking an interest in each other's lives and interests helps to build strong connections between students. Having greater understanding of one another can aid in building interpersonal skills such as empathy, and the establishment of trusting relationships which can support collaboration. Students are encouraged to talk about an achievement, something they've made or an event/activity they've attended or participated in.



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Keep Informed

Please keep an eye out for the school's newsletter which is sent out via Compass fortnightly on Thursdays. If you have any questions about any information included in the newsletter, please do not hesitate to contact the office staff or myself. Having access to Compass will also enable you to keep up-to-date with regular communications.

Breakfast Club

Breakfast Club runs each Thursday morning from 8:20am to 8:45am next to the Art room. Students are welcome to join our parent volunteers for cereal, toast, fruit and milo milk, as well as other special options. All students are welcome to attend, and there is no cost. If you would like to help out with the running of Breakfast Club, please let the office know.



Update Details

If your personal details have changed, please contact the office and ensure that they are correct. This includes address, contact numbers, emergency contact details, etc.

Labels

Please ensure all your child's belongings are labelled with their name. This includes lunch containers and clothing items. This way, any lost items can be quickly returned. Items left lying around our classroom are placed in the top left hand-side bag locker, this is a great starting point when trying to locate lost 4/5/6 property!



Home-School Partnership

In order to provide the best learning opportunities for your child, we want to ensure the best home-school partnership possible. Please do not hesitate to contact me should you have any issues or concern. Any positive feedback is of course also welcomed! If you would like to help out, please come and speak with me.

Kind regards,

Stuart Mills

Stuart.Mills@education.vic.gov.au



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