



# Leonay Public School



3W, 3/4R and 4M Newsletter

Term 4

Dear Parents and Carers,

Welcome to our term 4 newsletter! We are looking forward to another brilliant term of learning after our wonderful Stage 2 camp to Mowbray Park.

At LPS we are always striving to be effective learners, leaders and community members. In order to do this, we focus on our Leonay Value every fortnight. This Leonay Value is tied to our school expectations and has a learning intention and success criteria for the students to work towards. Our Year 6 leaders make movies to explain and demonstrate the value to help all our students across the school. At the end of each fortnight, we celebrate the students who have tried to achieve this value by recognising them at assembly with a Leonay Value Award. You can find the Leonay Value published in our newsletter, the school sign and on Facebook.

Your support in ensuring your child comes to school neatly dressed in their school uniform each day is greatly appreciated. We take pride in our school when we wear the Leonay uniform including school socks and black shoes, brush our hair and ensure we have a beautiful smile each morning.

If you wish to discuss any aspect of your child's social, emotional or academic development, please do not hesitate to contact us to arrange a time to talk.

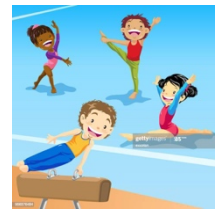
Please regularly check your Compass App for messages, notes and upcoming events.

Yours in Education,

Miss Mills, Mrs Renny, Mrs Wallace, Mrs McKay and Mrs Garbutt-Young

## Upcoming Events

Gymnastics runs this term on Fridays. The program started in week 1 (Friday 14 October) and will continue to week 8. It is important that you send your child to school in their sports uniform with comfortable sneakers every Friday.



Library Day – Please ensure that your child returns their books weekly, if they have not finished reading them, they can always reborrow. 3W and 4M's library day is Wednesday. 3/4R's library day is Thursday.

## Homework

It is essential that all Stage 2 children **read every day**. 30 minutes is an ideal length for children to read each day. Discuss what your child is reading with them. Some ideas for discussion include: Talk about who the story is about, the setting, the problem and the resolution. Also talk about WOW words they come across in the text. Why do they make you sit up and say 'WOW'? What emotions do they stir in you, or images do they create? Where has the author used similes, personification or metaphors?

**Times Tables practice** is also a wonderful aid to your child's learning. Aim to practice those tables every day! Driving in the car, setting the table, bouncing a ball are all good opportunities to practice tables.

Useful sites for homework

Hit the Button Maths

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Every Day Maths Hub – NSW Department of Education

<https://education.nsw.gov.au/parents-and-carers/everyday-maths?q=>

Parents and carers Toolkit – NSW Department of Education

<https://education.nsw.gov.au/parents-and-carers/parent-and-carers-toolkit>

There will be a **mini-project** set for week 3-6.

# Term 4 Learning Overview

## English – Poetry

*Speaking & Listening:* Students will be developing their ability to engage their audience using simple oral presentation techniques, including the recital of poetry. They will also be learning how to provide further examples and elaboration to support an expressed point of view when questioned or challenged.

*Reading:* Students will be revising all 6 reading comprehension strategies to build their ability to make inferences. This is a challenging task that requires students to engage more deeply what they are reading to interpret the intended meaning. When students infer, they identify clues in the text that they can combine with their prior knowledge and comprehension strategies to make meaning from what is not directly stated in the text. Good inferences are backed up by supporting details from both the text and personal knowledge.

*Writing:* Students will be exploring typical forms of figurative language, such as simile, metaphor and personification, in quality texts including Australian poetry. They will also be learning about visual literacy techniques in an exploration of how images, diagrams and text are used to create meaning.

*Spelling:* We will continue our Sound Waves program as per the following learning sequence:

Week 1 – ‘oo’ as in boot

Week 2 – ‘z’ as in zebra & ‘s’ as in treasure

Week 3 – ‘ou’ as in cloud

Week 4 – ‘ch’ as in chicken & ‘sh’ as in shell

Week 5 – ‘oy’ as in boy & ‘eer’ as in deer

Week 6 – ‘th’ as in thong & ‘th’ as in feather (hard & soft ‘th’)

Week 7 – ‘air’ as in chair

Week 8 – Schwa (a lazy vowel sound)

## Mathematics

Student will continue to work in their maths groups Monday to Friday. The three groups operate differently according to their assessed areas for development. However, all groups will be broadly focusing on:

*Whole Number:* Money, including determining change; developing efficient mental strategies for multiplication of one- and two-digit numbers; and representing terms and values for repeating patterns in a table and predicting the value of a future term.

*Measurement and Geometry:* Make measurements of length, mass and capacity using different formal units and making basic conversions between units; calculate and record times taken to complete familiar activities; draw and calculate objects drawn in cubic centimetres on isometric paper; and classify and draw a range of angles identifying the arms and vertex of angles in the environment.

*Statistics and Probability:* Chance – Students make informed predictions about the likely or unlikely outcomes of simple chance experiments.

## Geography

### Perception and Protections of Places

Students will investigate how the protection of places is influenced by people’s perception of places, for example how and why people perceive places differently. We will be focusing our studies on the Nepean River.

### Protection of Environments

Students will then further investigate sustainable practices that protect environments, such as responsible waste management and the impacts of positive change on these environments.

## Science - Material World Unit

Students will test and examine the qualities of different natural and synthetic materials that make them suitable for a given purpose. They will be introduced to the three states of matter: gas, liquid and solid. In exploring how different materials change between these states of matter, they will aim to develop a working definition of these terms that can be broadly to any substance

## Physical Education - Refining movements to meet the challenge!

Through an external gymnastics provider, students will engage in a program that requires them to work towards proficient performance of leap, hop and static balance. They will also be required to connect movements using rolling actions, weight transfer, flight, landing and balancing to explore centre of gravity and stability.

## Personal Development - How do you see it?

**SEL Key Competency** – Social Awareness & Responsible Decision Making

Students will be introduced to the term ‘perspective’ and will explore what this means. They will examine a range of common yet complex scenarios where people may hold differing views. In doing so, they will explore the consequences of making particular choices for the different people involved. This will mean exploring situations where decisions may have resulted in hurt feelings and the role of forgiveness in leading a flourishing life. They will also learn strategies to identify when someone needs support and respectful ways to offer it.

## Creative Arts

In Music students will sing, play and move to a range of music. They will also learn about musical concepts through improvisation and experimentation.

In Visual Arts students will identify connections between subject matter in different artworks. They will use different techniques to create their own artworks.