

Leonay Public School

4/5M Newsletter Term 3, 2025

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| Dear Parents and Caregivers, Welcome back to a new school term! We hope you all had a wonderful break and are as excited as we are for the opportunities ahead. This term, we are focusing on fostering a positive and supportive school community, and we would like to share some important initiatives that will guide our students’ development.As part of our commitment to excellence, we will highlight the criteria for a Principal Medal, which encourages students to: speak honestly, help my community, take care of property, listen to others, persists when it gets hard and concentrates and completes tasks. These values are essential in developing responsible and caring individuals, and we encourage you to discuss them with your children at home.Additionally, we are excited to announce the launch of our Peer Support program this term, which will run for 8 weeks. Students from K-5 will be participating in combined groups led by our Year 6 students. This initiative aims to enhance social skills, build friendships, and foster a sense of belonging among our students. Each week will focus on a specific theme, and details will be shared via Compass, so please keep an eye out for updates.Yours in Education, Miss Mills, Mrs Connelly and Mrs Longhurst |
| ***Up Coming Events***Year 5 Leadership Day at Nepean CAPA HS- Monday 18 AugustLimelight rehearsal and Performance for Choir- Tuesday 19 AugustZone Athletics- Wednesday 20 AugustNepean Blue Mountains Matinee Dance Performance- Wednesday 3 SeptemberNepean Blue Mountains Twilight Dance Performance- Thursday 4 SeptemberNepean Shield Gala Day- Boys and Girls Soccer- Friday 5 SeptemberAECG Sports Day- Friday 5 SeptemberCalmsley Farm Kinder Excursion-Wednesday 10 SeptemberStage 2 Camp- Tuesday 16 and Wednesday 17 SeptemberStage 3 NSW Olympics Unleashed Paddle Series Program- Tuesday 23 September |
| ***The Importance of Homework***Homework is provided but not expected. We understand that afternoons are busy for everyone, so only complete what is manageable.Students in Stage 2 have 1 project-based take home assignment to complete this term. Please check Compass for further information and details.Students in Stage 3 have 2 project-based take home assignments to complete this term. Please check Compass for further information and details on their first task. The second task will be released later in the term. |
| ***Term 2 Learning Focus*** |
| Science- Earth and SpaceYear 4- Students will inquire into the Earth’s relationship with the Sun and how they interact. They will learn that the rotation of the Earth on its axis causes regular changes, including night and day and the pattern of the seasons.Year 5- Students will explore how the patterns in the sky relate to days, months and years. They will also investigate the elements of our Solar System, Earth’s position within it and humanity’s past and present understandings of space. | Geography- Year 4 and 5Students will investigate the location and geographical characteristics of Australia’s neighbouring countries. This includes the investigation of the natural characteristics of a country in Asia. Students will then explore countries of the Asia region and the connections Australia has with other countries across the world. They begin to reflect upon similarities, differences and the importance of intercultural understanding. |
| Creative Arts- Visual ArtsThe aim of the unit is to assist students in further developing the necessary skills to recreate works of art using techniques of famous artists. | PDHPE – PDH – Responsible Decision Making - Relationship Skills - Students will focus their learning on the importance of honesty, fairness, responsibility, kindness, inclusion and respectfulness. PE – Students will participate in AFL clinics (run by AFL Play Schools) throughout this term in mixed groups from years 3 to 6. |

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| EnglishWeeks 1 to 2 – Super Six Comprehension Strategy of Visualising Visualising, or forming mental images, or pictures, while you are reading will help you better understand and remember what you read. Good readers often like making movies in their head to help them understand and remember what a text is about. Students respond by creating written texts or by drawing a picture. Weeks 3 to 7 - The Littlest Refugee Unit of work Students will explore the concept of ‘perspective and context’ as well as the supporting concept of ‘theme’ through analysis of the texts, ‘The Little Refugee’ and ‘We Are Australians.’ Students develop an understanding of how authors use perspective and context to make connections with the themes. Students create multimodal historical accounts and free verse poetry, drawing upon their personal, social and cultural contexts to explore their own identity. Weeks 8 to 10 – Rivers Unit of Work By the end of this Talk for Writing English unit the students should:  • know that rivers provide an important habitat for many of earth’s organisms and are essential to life on this planet • have an increased interest in discovering rivers in their area and across the world • be able to explain simply why rivers are important to the development of the Earth • develop their descriptive and information writing skills including having an awareness of their reader and knowing how to select the key tools to use plus the appropriate vocabulary to make the information or description effective. Spelling – we are following the SPELD program to explicitly teach spelling skills. Daily 4 – we continue to follow our Daily 4 focus to develop the student’s stamina and independent work habits. |
| MathematicsYear 4 Overall, the focus for Term 3 is to build a strong mathematical foundation by encouraging exploration, critical thinking, and practical application of concepts in ways that relate to students' everyday experiences. This approach helps to make mathematics not just a subject to learn, but a useful tool for understanding the world.

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| Weeks 1-2  | **Number System**: Students will explore the concept of numbers extending infinitely, including very large numbers (like millions and billions) and very small numbers (like fractions and decimals). They'll learn about different types of numbers, such as whole numbers, fractions, and decimals, and how they relate to one another. Activities may include comparing numbers, ordering them, and understanding their place value, which helps in grasping how numbers are structured.   |
| Weeks 3-4  | **2D Shapes**: Students will investigate the characteristics of two-dimensional shapes, such as squares, rectangles, triangles, and circles. They’ll learn about properties like the number of sides, angles, and symmetry, which will help them understand how shapes fit together and how they occupy space. Students may engage in activities like drawing, sorting, and constructing shapes, as well as exploring how these shapes appear in the environment around them.  |
| Weeks 5-6  | **Multiplicative Thinking**: This concept focuses on helping students understand multiplication and division not just as operations but as concepts that can be applied in various situations. They'll learn different strategies, such as repeated addition for multiplication and sharing for division, as well as using visual aids like arrays and number lines. Problem-solving activities will encourage them to think flexibly about how to approach multiplication and division, using different representations (like pictures or manipulatives) to strengthen their understanding.  |
| Weeks 7-8  | **Measurement**: Students will discover that the unit of measurement they choose depends on what they are measuring. For example, they might use centimetres or metres to measure length, grams or kilograms for weight, and litres or millilitres for volume. They'll learn about different tools for measuring, such as rulers, scales, and measuring jugs, and practice using them in real-life scenarios. Activities might include measuring objects around the classroom or home, estimating measurements, and comparing the sizes of different items.  |
| Weeks 9-10  | **Addition and Subtraction**: Students will practice solving addition and subtraction problems using various strategies, such as using number lines, drawing pictures, or breaking numbers apart (known as decomposing). They will also learn about word problems that require them to decide whether to add or subtract, fostering critical thinking and comprehension skills. Group activities and games may be used to make learning these strategies engaging and to demonstrate how addition and subtraction can be applied in everyday situations, such as shopping or cooking.   |

Year 5These detailed explanations provide a clearer picture of what students will be learning this term and how these concepts apply both in the classroom and in everyday life.

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|  Weeks 1-2  | **Exploring the Infinite Number System**: Students will delve into the concept of numbers extending infinitely in both directions. They will learn about whole numbers, fractions, decimals, and even negative numbers. This exploration helps them grasp how numbers can represent very large quantities, like the population of a city, as well as very small quantities, such as measurements in scientific contexts. Understanding this expands their mathematical thinking and prepares them for more complex concepts in the future, such as limits and infinity in higher mathematics.  |
| Weeks 3-4  | **Investigating 2D Shapes and Their Properties**: Students will study various two-dimensional shapes, such as rectangles, circles, and polygons, focusing on their properties, including sides, angles, and symmetry. They will engage in activities that require them to classify shapes, calculate area and perimeter, and understand how these shapes fit together in spaces, such as in art projects or architectural designs. This knowledge not only reinforces their geometry skills but also encourages spatial reasoning, which is important in fields like engineering and design.  |
| Weeks 5-6  | **Developing Multiplicative Thinking**: This aspect of the curriculum emphasises the importance of understanding the concepts of multiplication and division beyond rote memorisation. Students will investigate different strategies for solving problems, such as using the area models, or number lines. They’ll also learn how multiplication and division are related through inverse operations. By applying these concepts to real-world situations—like calculating discounts or splitting costs—they will become more fluent in using multiplication and division in everyday life.  |
| Weeks 7-8  | **Understanding Measurement and Units**: This unit will cover the importance of selecting the correct units of measurement based on what needs to be measured. Students will explore various units, such as centimetres, grams, and millilitres, and learn when to use each one. They will engage in hands-on activities, such as measuring objects around the classroom or home, which will help them grasp concepts of volume, weight, and length. This practical approach prepares them for real-life applications, such as cooking, crafting, and science experiments.  |
| Weeks 9-10  | **Exploring Strategies for Addition and Subtraction**: Students will broaden their understanding of addition and subtraction by learning multiple strategies to solve problems. This includes using visual representations like bar models and number lines, employing mental maths techniques, and breaking numbers apart (decomposing) to make calculations easier. They will also learn how to approach word problems by identifying key information and deciding which operation to use. By experimenting with different strategies, students will develop a toolkit of methods, enhance their problem-solving skills and boost their confidence in handling calculations.  |

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