

TERM 2 WEEK 2

12th May 2017

Site West Casey's Building Newsletter

Jeanette and Vira's Year 4/5 Class

General News and Housekeeping

We will have a pre-service teacher working in our classroom this term. Courtney has visited the class for 5 days and will be working in the classroom during week 3 to week 6.

Children need to bring in their reader, diary and take home words each day. This is essential so that they can be used in lessons, can be tested if our helper comes in and we can communicate with each other. A big thank you to Sally, Charley's grandmother, who comes in to test the children, without her assistance we would not be able to run this programme. She will not be able to come in for about 6 weeks so if there is anyone who can fill in this gap, please let me know.

If your child is absent from school or is late, could you please write a note in their diary as we have to have a reason.

As the weather can be changeable, can you also please ensure that all of your child's jumpers and other possessions are clearly named so that any lost items can be returned to their owner.

With Kind Regards,
Jeanette and Vira

Special Events

Week 7

Monday 12th June –

Queen's Birthday

Tuesday 13th June –

Pupil-free Day

Week 10

Friday 7th July – Last day

Term 2

Programme for Term 2

The following information is a summary of our programme for Term 2.

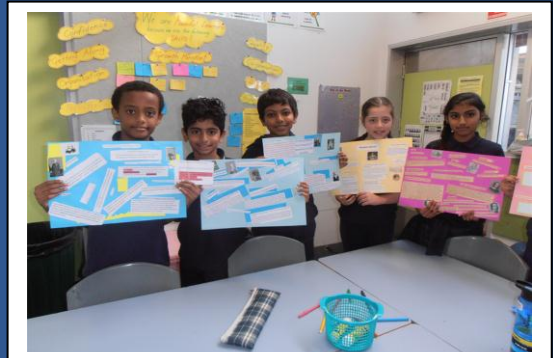
The children will:

- **English** – Actively speak, listen and ask questions in our Morning Talk Question Time using the Question Matrix. Present a talk following the set criteria.
- Investigate language used in social interactions, sharing and extending their ideas.
- Participate in Reading Groups and Book Clubs, complete various comprehension activities using the Here, Hidden and Head and inferential questions.
- Investigate the reading process through the Blake comprehension resources.
- Work on various spelling activities to learn basic words, set words and words misspelt in their own written texts.
- Learn to use appropriate grammar including noun, verb and adverb groups, pronoun reference and text connectives to improve sentence structure.
- Plan, write and edit written work using the correct structure for Exposition and Response/Review written texts.
- Join letters to begin using linked script with the correct shape, size and slope.
- **Mathematics** – Participate in Mental Routines to further develop understanding of various topics across the curriculum.
- Investigate number sequences of multiples of 3, 4, 5, 6, 7, 8 and 9 and develop mental and written strategies for multiplication and division with and without a remainder.
- Collect data values, construct displays and evaluate the effectiveness of them in illustrating the information.
- Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies.
- Identify everyday events and the chance of them occurring.
- List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions.
- Use scaled instruments to measure and compare lengths, masses and compare objects using familiar metric units of area and volume.
- Problem-solve various tasks using the STAR problem-solving strategy.
- **HASS (Humanities and Social Sciences)**
- **Civics and Citizenship** – Actively contribute in Class Meetings and Kids' Council.
- Participate effectively in collaborative group work and decision making.
- **History** – Sequence the history projects produced last term to form a Timeline.
- Present History projects to the class.
- **Geography** – Yr 4 - Investigate the natural vegetation in different environments and its significance to the animals and people in Africa, South America and Australia.
- Yr 5 The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia.
- **Health and PE, Health** – Plan and practise strategies to maintain safety through investigation of the Child Protection Curriculum.
- **Physical Education** – Actively participate in various games, relays and sports.
- **The Arts** – Produce a variety of visual artworks that support the programme.
- **Design and Technologies, Design Technologies** – Yr 4 Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs.
- Yr 5 Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use.
- **Design and Technologies, Digital Technologies** Yr 4 Identify and explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data represented in different ways.
- Yr 5 Examine the main components of common digital systems and how they may connect together to form networks to transmit data.
- **Science – Chemical Sciences** Yr 4 Investigate natural and processed materials range of physical properties which can influence their use.
- Yr 5 Solids, liquids and gases have different observable properties and behave in different ways.

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HISTORY PROJECTS
This is a Timeline of our History
Projects, which went from
1460 to 1880