

# Term 3, 2022 Overview

## W31 & W32

### Important Dates

**27<sup>th</sup> August – 28<sup>th</sup> September every Wednesday:** Footsteps

**28<sup>th</sup> July:** Parliament House Excursion.

**19<sup>th</sup> August:** Pupil Free day

**25<sup>th</sup> August:** Book week

**31<sup>st</sup> August – 2<sup>nd</sup> September:** Camp

**9<sup>th</sup> September:** School Closure

**30<sup>th</sup> September:** End of term- Early dismissal at 2pm, gold coin donation, casual day

### School Times

**8:15** Supervised Yard Play

**8.40** School starts.

It is important that students are at school on time, if a student is late please sign in through the front office.

If absent for the day, please make contact with the office, so we know your children are home and safe with you.

**10.55 – 11.15** Recess

**12.40** Children are supervised eating their lunch

**12.50– 1.30** Lunch play

**3.00** School finishes / OSHC opens for booked in students

### Emails

- o [www.mawsonlakes.sa.edu.au/newsletters.html](http://www.mawsonlakes.sa.edu.au/newsletters.html)
- o [pamela.Castaneda660@schools.sa.edu.au](mailto:pamela.Castaneda660@schools.sa.edu.au)
- o [steven.gera808@schools.sa.edu.au](mailto:steven.gera808@schools.sa.edu.au)

Welcome to term three! It is great to see our students back in the classroom, showing energy, engagement, curiosity, kindness and independence. Term three will once again be a busy term where students will further their questioning, exploration, are introduced to new topics, ask questions, problem solve and aim to reach their goals. During the term, W3-1 and W3-2 will work together and for plan coming events.

### English

Our focus this term is interpreting how literary texts create a sense of time and place and exploring literary texts by the same author. Students will listen to, read and view extracts from literary texts that convey a historical context. They will demonstrate their understanding of how writers use language features including precise vocabulary and evaluative language to evoke a sense of time and place. In the second unit students listen to and read novels by the same author to identify language choices and author strategies used to evoke responses in the reader. They will compare two novels by the same author to identify aspects of author style. Students will prepare an oral presentation analysing author style in the novel and take part in a formal discussion to respond to ideas presented.

Students will engage in whole class and small group reading. We will focus on the Big 6 of reading and comprehension skills including: predicting, questioning, visualising and thinking skills of a good reader. Spelling is now in a fortnightly cycle using the Jolly Spelling Program and the associated Grammar program.

### Mathematics

This term our focal point will be finance and chance and data. In this learning unit students will interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media and interpret timetables. Students develop their understanding through the proficiency strands of understanding, fluency, problem-solving, and reasoning. All these strategies, conversions and evaluation will support the students in their preparation for next terms **Market Day.**

### Child Protection Curriculum

As mandated by the Department for Education, classroom teachers will implement the Child Protection Curriculum. This term we will be focusing on growth and development as well as developing an understanding our bodies and the importance of consent.

### Science

This term the students will focus on chemical science. In this unit they will compare and classify different types of observable changes to materials and explore how changes can be classified in different ways.

### Humanities and Social Sciences

This term's focus is History. Students will examine significant events such as the Vietnam War, celebrating Long Tan Day and attending the ceremony. They will also develop an understanding of the influences this has had on migration to Australia since the end of World War II. Students will learn about the way of life of people who migrated to Australia from that time and use sources to identify the migrants' contributions to Australia's economic and social development (significance, empathy).

### Japanese, The Arts, Health and P.E

The Arts, Japanese and Health and P.E teachers will continue to provide their specialties. Please see specialist subjects newsletters for more information.

|                  | W31               | W32               |
|------------------|-------------------|-------------------|
| <b>Monday</b>    | 11.15<br>Japanese | 12:00<br>Japanese |
| <b>Tuesday</b>   | 10:10<br>Arts     | 12.00<br>Arts     |
| <b>Wednesday</b> | 2.15<br>PE        | 2.15<br>PE        |
| <b>Thursday</b>  | 11:15<br>Japanese | 1.30<br>Japanese  |
| <b>Friday</b>    | 1.30<br>PE        | 1.30<br>PE        |

As always, if you have any concerns regarding the learning for the term, or any routines or rules, please make contact with your child's teacher. Email is fine for information, in an emergency please call the Office on 82601681.

Regards,

Pamela Castaneda and Steve Gera