

## Class Learning Overview 4L Term 2 2022

3rd May 2022

Dear Parents and Carers,

Welcome back to another term of learning in 4L. It is terrific to see everyone looking refreshed and enthusiastic about the term ahead.

This term we welcome Miss Kara Whitehouse to our classroom. Miss Whitehouse is a pre-service teacher who is undertaking a primary education degree at university. I'm sure there will be mutual benefit with Miss Whitehouse refining her teaching skills and 4L gaining from another adult to assist in the differentiation of learning activities.

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

**Zones of Regulation:** This term we will be exploring the Zones of Regulation, a program centred around aiding our students in gaining skills to consciously regulate their actions and emotions. Students are encouraged to identify their emotions and use strategies to regulate their zones. I encourage you to investigate and discuss the Zones of Regulation with your children and as you may find it beneficial to use the language of the program at home.

<https://www.zonesofregulation.com/learn-more-about-the-zones.html>

**Homework:** Beginning Week 2, students will continue to complete their weekly homework tasks to practice and reinforce content taught in class.

**Reading:** a minimum of 20 minutes every night, recording their reading in their Wellbeing Journal.

**Literacy Pro:** Students will select a novel at school to read at home. This book will be used to answer corresponding comprehension questions on Literacy Pro. Alternatively, students can complete an offline task of writing a book report about the book when completed or writing a summary of the chapters they have read over the week.

**Maths Mentals textbook:** Students are required to complete one set of one unit each day and return it to school the following day to enable it to be marked with feedback provided.

**Maths Online:** Tasks will be set for the week to revise strands covered in class the previous week/fortnight.

**Library:** 4L will attend Library on Wednesdays. Your child is encouraged to bring a library bag each Wednesday so they can borrow books from the school. We encourage regular reading of good quality texts for enjoyment and educational growth.

### Upcoming Events

- Mother's Day Stall (shhh, don't tell mum), May 5th
- Musica Viva, June 2nd

### School and Home Partnership

Your child's education is a partnership between school and home. Information is provided to you :

- on the school website: <http://www.melrosepk-p.schools.nsw.edu.au/>
- via SkoolBag App (parent information, newsletters and schoolwide updates)
- via Seesaw (portal for sharing student classwork with parents)
- via Google Classroom (student assignments and resources)
- send email via the school email address [melrosepk-p.schools.nsw.edu.au](mailto:melrosepk-p.schools.nsw.edu.au)

Please do not hesitate to contact me with any questions you have.

Kind regards,

Miss Mee

4L Key Learning Area (KLA) Topic Content from NSW Syllabuses for Term 2 2022

English	Mathematics	Science and Technology
<p><b>Speaking and Listening:</b> Specific activities will focus on speech writing and providing an opinion and supporting evidence to persuade another person.</p> <p><b>Reading and Viewing:</b> Reading activities will cover content from the CARS and STARS program with explicit instruction in reading strategies including visualising, comparing and contrasting, predicting, distinguishing between fact and opinion, summarising, finding the main idea, monitoring, cause &amp; effect, making connections, drawing conclusions and questioning.</p> <p><b>Writing and Representing:</b> Big Write will occur fortnightly on odd weeks – with persuasive texts and recounts. The Home Talk topic will be communicated with you through the use of Seesaw on Tuesday so that you can talk about the topic before our Big Write on Thursdays.</p> <p><b>Spelling:</b> The Soundwaves program will assist in developing spelling skills.</p> <p><b>Grammar/Punctuation/Vocabulary:</b> activities linked to spelling, reading and writing programs.</p> <p><b>Handwriting and Digital Technologies:</b> set activities each week to develop skills in cursive handwriting. Typing will also be a focus this term.</p>	<p>Daily mathematical instruction and practice will incorporate:</p> <ul style="list-style-type: none"> <li>● Whole Number –Apply place value to order, read, represent and round numbers of up to six digits</li> <li>● Addition, Multiplication, Subtraction and Division – mental and written strategies for multiplication and division as well as addition and subtraction involving trading.</li> <li>● Fractions and Decimals - Improper fractions and mixed numerals, Equivalent fractions</li> <li>● Number Patterns –generate number patterns, and complete simple number sentences by calculating missing values</li> <li>● Volume and Mass – Measure, record, compare and estimate using millilitres and grams. Measuring mass using scales.</li> <li>● 2D Space –Investigating lines and polygons</li> <li>● Angles - Measuring and drawing angles</li> <li>● Chance –Ordering the chance of events. Chance in games.</li> <li>● Data - Reading column graphs</li> </ul>	<p>Students study ‘<b>Motion</b>’ as a STEM (Science / Technology / Engineering and Mathematics) topic, to investigate the effects of various contact and non-contact forces. They utilise the scientific skills of observing, questioning, predicting and communicating. Students develop ideas about engineering and a process of design.</p> <p>Students document their learning through a design folio and learn how to evaluate and refine ideas to improve their design.</p> <p>Students use mathematical skills and data analysis to improve the effectiveness of their design solutions.</p> <p>To facilitate effective STEM learning, students are encouraged to accept mistakes, encourage innovation over winning, and be able to give and receive constructive feedback.</p>
PDHPE	HSIE (History)	Creative Arts
<p><b>Personal Development and Health:</b> Students learn about their body systems and the effects of medicines, smoking and nutrition on their body. Students also investigate the effects of peer pressure.</p> <p><b>Physical Education:</b> The focus will be on explicitly teaching the fundamental movement skill of kicking and skills associated with the athletics carnival. The unit will provide opportunities for students to practise these skills and combine with others in fun and challenging situations and through common games and activities which students can transfer to the playground and break times.</p>	<p>This term students will continue to study the unit ‘<b>Community and Remembrance</b>’. This term the study focuses on local, state and national symbols, emblems, celebrations and commemorations. Through this study, students will employ historical skills such as researching and analysing sources, as well as communicating effectively.</p> <p>Mrs Piper’s library lessons will support the study of this unit.</p>	<p><b>Music:</b> Through the Musica Viva program, <b>Doctor Stovepipe</b>, students will travel back in time to when old songs were new, investigating the sounds of Appalachian string-band music, Hot Jazz, Gypsy Swing, Cowboy-Western combos &amp; Popular Ragtime.</p> <p><b>Dance:</b> Students will view, investigate and experience a variety of traditional cultural dances to understand why people and their communities dance.</p>