

S3/4 Team – Term 2

Dear families,

Welcome to term 2. We are looking forward to working with you learning from home. As teachers we have been working hard to plan learning and will work with you across the term.

Timetable for return to face to face learning:

Week 1-4	Year 3/4 Students learning remotely Registered students at Safe and Supervised Sites
Week 5	Year 3/4 Students face to face learning back at school Vulnerable students and families core learning remotely

Vulnerable students and families who are not yet returning to school from week 5

Please let your class teacher know so they can support you to access core learning online. The core class learning will continue to be accessible through your child's google classroom. As our teachers return to face to face teaching for each designated year group, classes will not be continuing to hold whole online class meetings and conferencing. Your classroom teacher will work with you to determine a reasonable level of feedback and conferencing if your child is continuing to learn online. This may involve a weekly individual google meet or feedback through comments in google classroom or email. Children will have access to extra curricula activities available on the Learning from Home Hub and online activities as recommended by the Education Directorate.

Some families have discussed the possibility of a staggered transition back to school. In order for your child's teacher to best support your child please work with them to build a transition plan. This plan would identify times of school attendance and plan for a gradual increase in school hours. Please contact your child's teacher or Antonia McGuire to build this plan a week prior to their return to school.

Learning Overview for Year 3/4

Please find below the Term 2 Overview (including Achievement Standards from the Australian Curriculum) and inquiry focus that will frame your child's learning experiences. Our key word this term is 'Impact'.

Learning Area	Focus	Australian Curriculum Achievement Standards
Science Inquiry	<p><i>Heat can be produced in many ways and can move from one object to another (Year 3)</i></p> <p><i>Forces can be exerted by one object on another through direct contact or from a distance (Year 4)</i></p>	<ul style="list-style-type: none"> Students use personal understanding of the behaviour of heat to suggest explanations for everyday observations Students describe how to use science investigations to identify questions and make predictions Students describe how contact and non-contact forces affect interactions between objects Students identify when science is used to understand the effect of personal actions Students suggest reasons why a test was fair or not
English	<p>Making Predictions</p> <p>Retelling</p> <p>Creating Images</p> <p>Information Texts</p>	<ul style="list-style-type: none"> Student use knowledge of the relationship between sounds and letters, high-frequency words, punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts Students read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information Students identify literal and implied meaning, main ideas and supporting detail

		<ul style="list-style-type: none">• Students make connections between texts by comparing content• Students create short texts for a small range of purposes• When writing, students provide details about ideas or events, and details about the participants in those events• Students create texts, drawing on their own experiences, their imagination and information they have learnt
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Learning Area	Focus	Australian Curriculum Achievement Standards
Mathematics	Number Place Value Data Shapes Measurement	<ul style="list-style-type: none"> • Students describe two-dimensional shapes and three-dimensional objects • Students draw two-dimensional shapes • Students count to and from 100 and locate numbers on a number line • Students collect, record and analyse data • Students measure, order and compare objects using informal and formal units of measurement • Students partition numbers using place value • Students perform simple addition and subtraction calculations using a range of strategies (including counting on and partitioning) • Students describe the duration of familiar situations using months, weeks, days and hours.
Physical Education and Health	Gross and Fine Motor Skills Collaboration Wellbeing and Mindfulness	<ul style="list-style-type: none"> • Students demonstrate positive ways to interact with others • Students select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems • Students demonstrate fundamental movement skills in a variety of movement sequences and situations • Students perform movement sequences that incorporate the elements of movement
The Arts- Visual Art and Music	Environmental Art (using the '8 Aboriginal Ways of Learning')	<ul style="list-style-type: none"> • Students communicate about the music they listen to, make and perform and where and why people make music • Students demonstrate aural skills by staying in tune and keeping in time when they sing and play • Students describe artworks they make and view and where and why artworks are made and presented • Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes
Technologies	CyberSafety and Online Protocols Un-plugged coding	<ul style="list-style-type: none"> • Students follow class rules about using digital information • Students follow class rules when sharing personal information with known audiences and demonstrate an awareness of applying social protocols when using ICT to communicate • Students follow and create simple codes to solve a problem

*Please note that your class teacher will personalise learning for your child as required.

Individual Learning Plans

Last term teachers met with families to establish individual learning goals for students and began working towards these goals. The disruption to face to face teaching for the last few weeks of term 1 and change to online learning has impacted our ability to accurately report against these goals. This is particularly the case where goals lie in the social/emotional domain. This semester, we will be providing a general ILP report. More personalised reporting will occur in the online learning journeys in the second half of term 3

We are also aware that some of your goals for your child may need to be changed or modified in returning to school. Please arrange a time to talk to your child's teacher if this is the case.

Therapists in School

As we phase students back in school, Turner School will be following the Returning to Face to Face Learning and Work in ACT Public School Guidelines. These are in accordance with the Australian Health Protection Principal Committee (AHPPC) advice on reducing the potential risk of COVID-19 transmission in schools.

Staff are encouraged to minimise the number of people in classrooms spaces at any one time. Rooms will have a poster identifying how many adults can be in the room. To meet this requirement we are limiting additional adults, including therapists, onsite during our phased return. We ask that student involvement in therapy services continue outside the school environment until we receive advice indicating further reduction in restrictions. Any new therapy requests will then be processed following our established procedures.

Look after well-being first

Remember that as families and as parents and carers of our Turner children, you are best placed to know where your child and family is regarding what you can manage emotionally and practically. We encourage you to take care of your own and your child's wellbeing and health first- then learning will follow.

Think about daily routines

Every family is different, and this means the time you spend learning from home will vary in each house while we are learning remotely. Some families may manage an hour of formal online learning a day and other children and families will manage more. Learning from Home is not about turning home into school or parents into schoolteachers. Our teachers will support you.

Transitioning back across the term

Learning from home and transitioning back to school will involve a different kind of connection that we would experience when our students come into school each day. Kindness, understanding and realistic expectations will be key in us working together for each child. Your child's teacher will be your first connection point. We are all connected in wanting the best for your child's education.

Collective responsibility for a healthy community

As we return to school, we would ask that you follow recommendations by the Chief Health Officer in helping us to maintain social distancing and hygiene procedures.

- Please do not send your child to school if they are unwell
- Please encourage and practice hand washing and sanitising procedures with your child/ren
- The school is working hard to put in place rigorous cleaning and hygiene practices.

- As adults, please adhere the following guidelines:
 - Where possible, please drop your child off without entering school buildings (note, this may be different for students in small group, please talk with your child's teacher)
 - If you need to talk to the class teacher this can be done via email, phone or arranged google meet
 - If you are on school grounds please, maintain a 1.5m distance between adults and use the available hand sanitising stations
 - **Any Year 3/4 students who are meeting families after school will exit classrooms into the quad for pick-up outside rather than in corridors. Students travelling home on buses will still access these from the front of the school as usual.**

The school will continue to keep you informed if any changes around guidelines arise.

Regards,
Effie and Lauren