

Tuesday 16th February, 2021

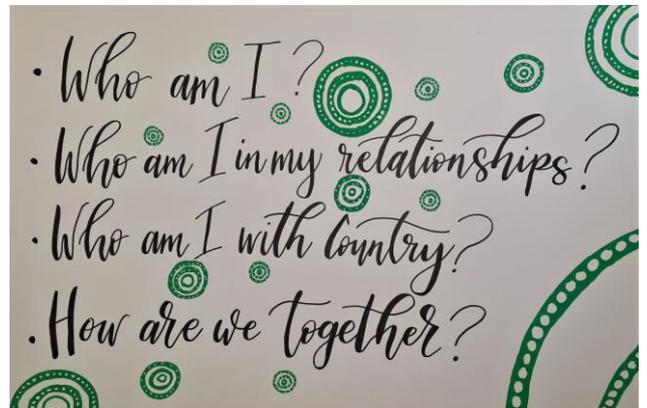
**3/4 Team  
Term 1 Letter – 2021**

Dear families

Welcome to 2021! We are very excited about the year ahead and we hope you are too. After only a couple of weeks it feels like 2021 is going to be a very special year and your children are the main reason for that. They have been wonderfully settled in class and have started the year with a very encouraging eagerness to learn.

This letter aims to provide you with a greater level of insight into what we will be covering in our classrooms during the first term. At Turner we recognise the importance of establishing strong collaborative partnerships between home and school in order to meet our children’s educational needs. Thank you for all the letters and emails that have been sent in to teachers telling us about your child. It’s wonderful seeing your children through your eyes and we encourage those of you who haven’t already responded to send either a letter (by email if you like) or the student information sheet (available on the website and in the school foyer).

This year, all children at Turner will channel their learning through our 4 big inquiry questions (see image to the right). This will provide connection points for children to layer their learning across the year as well as opportunities to personalise learning. We have started the year in all classrooms by prompting the children to ask themselves: *How can I be a leader in my own learning?* and *What are the learner assets, skills and dispositions that I will need?*



3/4 classrooms offer flexible learning spaces and we believe that this promotes collaboration and caters for different learning styles. With the children, we have established work areas that are both functional and fun and the children have choice over where and how they work.

We began our year with a mini-inquiry into Australian authors, which resulted in our 3/4 class names. We will continue to learn more throughout the year as we work towards our Artists’ & Writers’ Festival in term 3, with the theme this year ‘If I were the author...’. If this is an area of interest or expertise and you would like to be involved, please let your child’s teacher know.

We have also spent the last few weeks reflecting on ourselves as learners and begun to look at Learner Assets to identify our strengths in the classroom. These Learner Assets, their skills and dispositions will be at the core of each of our lessons across the curriculum throughout the year. We will set goals around them and acknowledge areas of development to improve ourselves as learners.

Learning Assets				
Collaborators	Communicators	Thinkers	Researchers	Self-Managers
empathic compassionate reliable	confident responsive respectful	open-minded flexible persistent	curious courageous resourceful	resilient responsible reflective

### **Curriculum**

Your child's Individual Learning Plan (ILP) continues to guide their learning program. Whilst we look to introduce content to the class in keeping with the Australian and AusVELS Curriculum, underpinning our work are the specific goals for each child. In the coming weeks, at your child's ILP meeting, goals will be developed with you.

### **Integration**

Integration opportunities are one of Turner Schools' many strengths. Our small class has been buddied with 3/4GS, with Georgia Stephens as the classroom teacher. Over the coming weeks and beyond, we will look for ideal opportunities to come together in engaging experiences as planned. Georgia's class is located next door to our class.

### **Bike Riding**

Our bike program will introduce the students to basic bike maintenance, safety equipment and safe riding on the track.

### **Hydrotherapy**

During hydrotherapy sessions students will participate in activities and therapy in warm water. This term students will work on water familiarisation, routines and self-management.

### **Living Skills**

Our living skills program will take the students to the kitchen, the garden and the chickens. We will explore routines, safety and personal hygiene. We will focus on sustainability and make links to caring for our environment.

### **Extracurricular Activities**

In term 1, we will establish many of our extracurricular opportunities to enrich student learning. More detailed information about community projects such as Djembe group, Ukulele, Coding, Earthlings, Senior Choir, etc. will be advertised in the week 3 newsletter and also communicated with students. Our regular extracurricular activities will begin in week 4.

### **Devices & GAFE (Google Apps For Education)**

In 3/4, we use chromebooks and iPads to complement learning when relevant. We use both of these devices to access Google Apps For Education (GAFE) and conduct research. Through GAFE students have the opportunity to be a part of Google Classrooms where they can share their work, seek and provide feedback. GAFE encompasses Google Docs, Google Sheets, Google Slides and Google Forms. Classes will access these programs throughout the year to assist with learning. Across the year, we explicitly teach and reinforce cyber-safe practices when utilising technology. The 'Appropriate use of IT' note was sent home in week 1. Please support us by having these conversations at home with your child before signing and returning the note.

### **Phones / Smart Watches**

Children with mobile phones, smart watches and any other devices that can connect to the internet or the network, have a daily routine of checking them into the Condamine Street office on arrival at school and retrieving them at 3pm. Children should not bring valuable items and toys to school.

### **Fruit and Brain Breaks**

Children in 3/4 classes are encouraged to self-manage their fruit break to help maintain energy levels in class throughout the morning session. Raw vegetables are also accepted as a healthy snack in these sessions. Please make sure fruit and vegetables are easy to eat and do not require cutting.

### **Nut Aware and Safe Food Guidelines**

Turner School asks that you do not send food containing any nuts or nut oil with your child. We have many students with allergies and this whole school approach links to our inclusive policy.

### **Reading Workshop**

All parents are welcome to attend the Reading Workshop in Term 1. It is on Thursday, 11th March (week 6), and will provide insight into reading processes and strategies. Dates for the workshops will be advertised in the school newsletters and on our website.

## Learning Overview for Year 3/4

Please find below the Term 1 Overview (including Achievement Standards from the Australian Curriculum) and inquiry focus that will frame your child's learning experiences.

Learning Area	Focus	Australian Curriculum Achievement Standards
<b>(HASS – Geography)</b>	<u>Geography</u>	<p>Year 3</p> <ul style="list-style-type: none"> <li>• Describes the diverse characteristics of different places at the local scale and identifies and describes similarities and differences between the characteristics of these places</li> <li>• Identifies connections between people and the characteristics of places</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>• Describes and compares the diverse characteristics of different places at local to national scales</li> <li>• Identifies the interconnections between components of the environment and between people and the environment</li> </ul>
<b>English</b>	<i>Writing to Persuade</i>	<p>Year 3</p> <ul style="list-style-type: none"> <li>• Understands how content can be organised using different text structures depending on the purpose of the text</li> <li>• Understands how language features, images and vocabulary choices are used for different effects</li> <li>• Reads texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information</li> <li>• Uses phonics and word knowledge to fluently read more complex words</li> <li>• Identifies literal and implied meaning connecting ideas in different parts of a text</li> <li>• Selects information, ideas and events in texts that relate to own lives and to other texts</li> <li>• Listens to others' views and responds appropriately using interaction skills</li> <li>• Creates a range of texts for familiar and unfamiliar audiences</li> <li>• Contributes actively to class and group discussions, asking questions, providing useful feedback and making presentations</li> <li>• Demonstrates understanding of grammar and chooses vocabulary and punctuation appropriate to the purpose and context of writing</li> <li>• Uses knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately</li> <li>• Re-reads and edits writing, checking work for appropriate vocabulary, structure and meaning</li> <li>• Writes using joined letters that are accurately formed and consistent in size</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>• Understands that texts have different text structures depending on purpose and context</li> <li>• Explains how language features, images and vocabulary are used to engage the interest of audiences</li> <li>• Describes literal and implied meaning connecting ideas in different texts</li> <li>• Fluently reads texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words</li> <li>• Expresses preferences for particular types of texts, and responds to others' viewpoints</li> <li>• Listens for and shares key points in discussions</li> <li>• Uses language features to create coherence and add detail to texts</li> <li>• Understands how to express an opinion based on information in a text</li> <li>• Creates texts that show understanding of how images and detail can be used to extend key ideas</li> <li>• Creates structured texts to explain ideas for different audiences</li> <li>• Makes presentations and contributes actively to class and group discussions, varying language according to context</li> <li>• Demonstrates understanding of grammar, selects vocabulary from a range of resources and uses accurate spelling and punctuation, re-reading and editing work to improve meaning</li> </ul>
<b>Mathematics</b>	<i>Place Value</i>  <i>Four Operations</i>  <i>Fractions</i>  <i>Problem Solving</i>  <i>Time</i>	<p>Year 3</p> <ul style="list-style-type: none"> <li>• Recognises the connection between addition and subtraction and solves problems using efficient strategies for multiplication</li> <li>• Identifies symmetry in the environment</li> <li>• Matches positions on maps with given information</li> <li>• Interprets and compares data displays</li> <li>• Counts to and from 10 000</li> <li>• Classifies numbers as either odd or even</li> <li>• Recalls addition and multiplication facts for single-digit numbers</li> </ul>

	<p><i>Location and Transformation</i></p> <p><i>Data</i></p>	<ul style="list-style-type: none"> <li>Continues number patterns involving addition and subtraction</li> <li>Tells time to the nearest minute</li> </ul> <p>Year 4</p> <ul style="list-style-type: none"> <li>Chooses appropriate strategies for calculations involving multiplication and division</li> <li>Identifies and explains strategies for finding unknown quantities in number sentences</li> <li>Describes number patterns resulting from multiplication</li> <li>Solves problems involving time duration</li> <li>Interprets information contained in maps</li> <li>Describes different methods for data collection and representation, and evaluates effectiveness</li> <li>Uses the properties of odd and even numbers</li> <li>Recalls multiplication facts to 10 x 10 and related division facts</li> <li>Continues number sequences involving multiples of single digit numbers</li> <li>Converts between units of time</li> <li>Creates symmetrical shapes and patterns</li> <li>Constructs data displays from given or collected data</li> </ul>
Health & Physical Education	<p><i>Being healthy, safe &amp; active</i></p> <p><i>Emotional Regulation</i></p> <p><i>Nutrition</i></p> <p><i>Fundamental Movement Skills</i></p>	<p>Years 3 &amp; 4</p> <p>Health</p> <ul style="list-style-type: none"> <li>Identifies influences that strengthen identities</li> <li>Investigates how emotional responses vary and understands how to interact positively with others in a variety of situations</li> <li>Understands the benefits of being healthy and physically active</li> <li>Uses decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active</li> </ul> <p>Physical Education</p> <ul style="list-style-type: none"> <li>Applies strategies for working cooperatively and applies rules fairly</li> <li>Refines fundamental movement skills and applies movement concepts and strategies in a variety of physical activities and to solve movement challenges</li> <li>Creates and performs movement sequences using fundamental movement skills and the elements of movement</li> </ul>
The Arts - (Visual Art and Music)	<p><i>Percussion</i></p> <p><i>Painting</i></p>	<p>Years 3 &amp; 4</p> <ul style="list-style-type: none"> <li>Collaborates to plan and make artworks that communicates ideas</li> <li>Describes and discusses similarities and differences between artworks personally made and those to which a response is provided</li> <li>Discusses how people organise the elements and processes in artworks</li> </ul>

If you would like to contact your child's class teacher to discuss their progress, please email them directly or call Turner School on 6142 2430.

We are looking forward to a great year of learning!

Kind Regards

The 3/4 Team

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