CSIRO VISIT

If you’re not familiar with the CSIRO, they are the Commonwealth Scientific and Industrial Research Organisation - Australia’s national science agency. They have an education department that specifically designs programs to assist students in exploring scientific concepts by engaging them with hands-on activities. We are fortunate enough to have scientists coming out to GWPS to work with the Grade 3’s and 4’s on Tuesday 29th October. We will be spending an hour investigating and exploring the relationships between forces, motion and simple machines. Notices have gone out already, if your child hasn’t returned theirs yet please do so as soon as possible.

In Term 4, all Grade 3 and 4 students have been learning about forces and motion. It has been an exciting start to the unit with students looking at board games, analysing outside games and starting to recognise the huge impact that forces play in our everyday lives. Now that the students have begun to develop a greater awareness about forces, energy, motion and machines, the CSIRO visit will come at an opportune time to extend their questioning, predicting, processing, analysing, evaluating and communication skills.

Throughout the unit, students have been formulating questions in regards to forces and motion. Examples of these include:

- Why is there gravity on Earth and not in space?
- How many forces are there?
- Is our body a machine?
- Is energy a force?
- Why do we use machines instead of humans?

The CSIRO visit will assist in answering some of these questions and importantly evoke the students to hypothesise and test to gain deeper understanding. Further information about the CSIRO, scientific research and activities for students to try at home can be found on their website (http://www.csiro.au/). It is with great excitement that we look forward to our science workshop!
TERM OVERVIEW

Welcome back to all Level 3 students and parents for the final term of the 2013 school year. The year seems to have just flown by with many fantastic school events taking place in every term.

For Level 3, Smooth Moves is the title for the Term 4 unit and it has Physical Science focus. The students will be involved in hands-on learning activities with everyday objects, where they will explore forces and motion. Throughout the unit the students will be discovering simple machines and how they affect the world around us.

The students have already posed their own questions for the unit; some of these are listed below. In this way the students are beginning to tune in and think about why things around them move.

Why are forces important? Where are forces? What are forces?
Why is force always around us? What things can break the speed of light or sound?
If one force is pulling down then why do things still go up? Why can’t we jump high?
What is the biggest force? How do you make a force? Is wind a force? I wonder why forces are connected to each other.
Can forces be related? How could people live without forces? How did people figure out about forces?
This is just a small sample of the type of questions the students have formed through viewing pictures where many actions were taking place.

Through the course of the unit the students will investigate the answers to these probing questions.

In the first weeks, the students will play indoor and outdoor games to identify forces that are at work when they play, and their effect on objects from direct contact or from a distance (gravity). This way, they are beginning to understand that forces are around them all the time. They will record their observations through drawing, labelling, direction arrows and adding captions.

Over the subsequent weeks the students will be investigating the use of different-sized forces on objects over different surfaces. There will be a focus in these investigations to accurately document the measurements and times of these trials in different formats. The students will work in co-operative teams to reflect on the results of these experiments and to develop questions that they want to test further.

Story-boards, drawings and flow charts will be used to explain these observations. Following on from this the groups will design their own experiment on momentum, mass, resistance, size of force or friction.

Each team will be involved in developing a demonstration, film, PowerPoint, play or poster to explain their understanding of the many different forces and motion that occur or are applied in a game, such as the hitting a cricket ball.

This will be followed by an investigation of the catapult including: the basic structure of a lever, fulcrum, gears, history of catapults and accuracy of the launch. One such investigation could be to find how the angle of launch between the catapult arm and the fulcrum (base) affects the distance of a projectile when it is launched. Safety will also be a key feature of this inquiry.

The study of forces and motion will also involve learning about machines, how some machines work and why they were invented. The students will then research inventions, especially those in Australia, and share their findings to their class.

The final project of the year will get the student’s creative juices flowing as they apply their understanding about forces. Just as engineers or scientists use their knowledge of forces and motion to design things for our home, work and school. The students will design, make, test and modify a toy or game that moves. Finally, they will market their product in an advertisement highlighting the key features and capabilities of their machine.

Throughout the term the homework takes will match the activities undertaken in the classroom and will act as an Introduction, application of new understandings, finding out more about a concept or extending their knowledge.

In all, it will be another action-packed term to look forward to and I hope you can share in the students’ achievements through conversations at home or come to their classrooms and be part of the investigations too.

Helen Tomecek
Level 3 Teaching and Learning Leader
As we move into warmer weather it is important that children dress appropriately. Wearing layers of clothing that can be removed easily means children can cope with cool mornings and warm days. If your child wears shorts/skirt with a T shirt and jacket or jumper, the outer layers can be taken off when they get hot. **Too many layers under T shirts cannot be removed easily.** It is important that all jumpers, jackets and hats are named with both the first and second name so that the owner of any misplaced clothing can be found. A laundry or permanent marker will be fine or a sewn or iron on label is also suitable.

Our school is a ‘Sun Smart’ school and therefore school approved sunhats are to be worn outside at all times during Terms 1 and 4. “No hat, no play” is a phrase all students are familiar with; if you are not wearing your hat then you need to be seated in a shaded area. School approved sunhats can be purchased from the Uniform Shop – there is a choice of three styles; legionaries, bucket or slouch. Other styles and colours are not permitted.

Our Uniform Shop operates each Monday, during the school term, between the hours of 3.00pm – 4.30 pm.

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Food safety tips for homemade lunches & snacks

Healthy lunches and snacks are important for children and help with their concentration and learning. School lunches however are particularly susceptible to food poisoning, especially in the summer heat. Parents are reminded of a few simple food safety rules to prepare safe and healthy school lunches.

- Because food is normally stored in a child’s lunch box for several hours, the lunch box needs to be kept cool. This can be done by:
  - Choosing an insulated lunch box or one with a freezer pack, or include a wrapped frozen water bottle to keep the lunch box cool.
  - Perishable foods such as dairy products, eggs and sliced meats should be kept cool, and eaten within about four hours of preparation. Don’t pack these foods if just cooked; first cool in the refrigerator overnight.
  - If including leftover meals such as meats, pasta and rice dishes, ensure you pack a frozen iceblock into the lunch box.
  - Healthy drinks, such as water can be frozen overnight and then stored in your child’s lunchbox, helping to keep it cold.
- Make sure that while at school children keep their lunches in cool places and away from direct sunlight and other heat sources that facilitate the development of food poisoning bacteria.

The following link will provide further information:
This term we will be continuing to develop our whole school reading C.A.F.E program. It has been an exciting time for all of us to see the students become more involved, responsible and passionate about their reading and personal improvement in this area. All students now have personal book boxes in the classroom that hold a range of choice books to help when focusing on specific strategies. The book boxes are only temporary for this year and a more permanent one will be available in 2014. The purchase of over 500 new books for classroom libraries has certainly pleased the students as they have greater access to their favourite authors and genres. Please remember if you have any pre loved books at home in good condition we would love you to think about donating these to our classroom libraries for other students to share.

Students are required as part of their home learning program to read a minimum of 15 minutes each night. During home reading time it would be beneficial if you could talk with your child about what their reading goal is and the strategies they have been encouraged to use to reach it. Sharing of the books they bring home from school increases their interest in them and helps develop a love for literacy! Your child should be reading a range of texts including picture books, chapter books, magazines and non-fiction texts. Within class students have learnt how to choose a ‘Just Right’ book to help with their reading improvement. If you are borrowing from a community library it is important your child continue to choose ‘Just Right’ books within their choices. Ask them to explain the five finger test to you!

It is also important that they are exposed to a range of text types such as non-fiction books where the structure and author purpose is different. In many cases non-fiction books will not be read fully by a child of this age, and do not be concerned if the language content is of a difficult standard for them, as it is still helpful for them to link pictures and labels and short text boxes of information.

Students will be writing and analysing features of narratives and poetry this term. We will be looking at making connections in our writing to our reading such as bringing in our skills of visualisation and prior knowledge to enhance writing. Encourage your child to share their ideas for imaginative writing with you!

If you would like any further information about the school literacy program feel free to contact me on callas.kerryn.p@edumail.vic.gov.au or arrange a meeting time.

Kerryn Callas
School Literacy Teaching and Learning Leader
LEVEL 3 ASSEMBLY

Reminder of dates: Time: 3:00-3:30.

Term 4 Dates:  
25th October Host: 4AJ  
15th November Host: 4KB  
6th December Host: 4SW

The Students in Level 3 work extremely hard to produce work of a high standard. They are proud of their achievements and are keen to share their work with other students. They are encouraged to present special work to their peers as well as learning to speak in front of a large audience. At Level 3 Assemblies, each grade is given the opportunity to share items that students have worked on in class or at home. The host Grade 4 class lead the assembly and are able to further develop their leadership skills by organising the items to be presented at assembly. Please attend one or all of the level assemblies held either in the hall or library, to support your child and other students by admiring the wonderful work being presented by students in Level 3.

HOME READING AND DIARIES

Continue to have your child read to you each night and record their progress in the communication book. Please remember to sign this and send it to school on a Friday. Ask your child questions about the text to ensure they understand what they have read and praise their efforts. Also encourage your child to read by themselves each night. If at any time you wish to speak to your child’s teacher about their progress or absences please record in the diary and ask your child to show their teacher. We will do our best to contact you as soon as possible. Of course you are always welcome to communicate via email.

LEVEL 3 MATHEMATICS

During the final term of the school year, students will consolidate on what they have learnt in Mathematics over the year as well as cover a range of new topics such as location and mapping, volume and capacity, mathematical rules and processes, probability and interpreting data. The teaching and learning of our mathematical program is aimed to be hands-on and based on real-life open ended investigations. As some parents will be aware (from attending Michael Ymer’s Mathematic information night last term) the learning of Mathematics should focus on having students apply the skills they learn to open ended problems. We try to have students think outside the square when providing them with learning tasks; problems where there isn’t always just one right answer. The individual needs of the students are met in the classroom, by providing focused teaching on specific areas of need to small groups of students. Students are encouraged where possible to work collaboratively to investigate and solve problems that they may come across.

It is at home that students are able to experience meaningful opportunities, specifically relating to mathematics. Involving your child in everyday tasks such as measuring ingredients, estimating costs, calculating change, timing how long things take to cook, using scales, reading a map and telling the time; can be one of the most effective ways of assisting your child with their mathematics.

Last but not least, invite your children to investigate and make discoveries for themselves. Encourage them to find their own answers. Don’t be too quick to tell them the answers!
iPad information evening for parents of students who will be in Grade 5 in 2014.

_LEVEL 4 1:1 iPad Program-
Parent Information Evening
Monday 28th October, 2013  7.30pm-8.30pm

Dear Parents,

The 21st Century classroom is an incredible place to be. At Glen Waverley Primary School we are very fortunate to have such a supportive and forward-thinking parent community. The 2013 launch of our 1:1 iPad program has been such a huge success that a number of schools have visited Glen Waverley Primary School to learn more about the individualised learning benefits and its impact on student outcomes. This is such a fantastic result for our school and speaks volumes for the enthusiasm and responsibility with which the 2013 cohort of Year 5/6 students have approached the program.

In 2014, your child will be in Year 5 and is expected to be an active participant in the 1:1 iPad program, which will strongly support their own individualised learning. Whilst the school supplies limited numbers of iPads for the Year 5 students to share across classrooms, each family is encouraged to purchase an iPad for their own child’s usage.

In order to enable you to make informed decisions regarding the 1:1 iPad Program an information evening is being held on Monday 28th October from 7:30pm-8:30pm. The information evening will be held in the school hall. Please bring a notepad and pen, should you wish to take notes during the evening.

On the evening we will cover:

_What are the learning benefits of a 1:1 iPad program?_
_The Glen Waverley Primary School model- how is the iPad utilised for learning?_
_Protocols for use and safety_
_Purchasing options and management of iPad applications_

This evening is an extremely unique and valuable opportunity for you to become engaged in your child’s learning and attendance is highly recommended.