TERM OVERVIEW

Welcome back to all Level Three and Four students and parents for the final term of 2014. The year seems to have just flown by with many fantastic school events taking place every term. We wish a warm welcome also to our new students who have started at GWPS this month.

**Our Material World** is the title for the Term 4 inquiry unit and it has a Physical Science focus. The *Material world* unit is an ideal way to link science with literacy in the classroom. This inquiry provides opportunities for students to develop an understanding of the properties of materials and how they relate to use. Through investigations, students explore how to test the properties of materials fairly and how to use this knowledge to choose materials wisely.

The students will be involved in hands-on learning activities with everyday objects, where they will explore different materials. In this unit, the term ‘material’ refers to what objects are made of, such as plastic, rubber, glass or paper. The properties of an object depend on what materials are used to make it. For example, a raincoat made from plastic (material) is strong and waterproof (properties of plastic). Some properties of the object, however, do not depend on the materials chosen, such as the style and size of a raincoat.

Materials have properties that can be used to describe and classify them. The properties of materials come from the chemical and physical nature of the substances that are used to make them. Some of the physical properties used by scientists to describe materials include absorbency, strength, flexibility, elasticity, malleability, transparency, viscosity, porosity, density, opacity, hardness and brittleness.

Different materials have different properties and are therefore suitable for use in different objects. For example, stockings require a material with some elasticity to allow them to change shape when a force is applied, and recover their original shape when the force is removed. Winter coats need materials that are good thermal insulators, for example, wool, to keep the wearer’s warmth close to their body. Gardening boots need to be made of a material that is supple and waterproof, for example, rubber.

Taking account of students’ existing ideas is important in planning effective teaching approaches which help students learn science. The students have already posed their own questions for the unit; some of these are listed below.

New materials have revolutionised modern life. Plastics have been used instead of glass in bottles and windows, and even instead of metals in aeroplanes. Lighter, stronger, warmer fabrics have made extreme weather conditions more comfortable. Designers incorporate new materials in clothes and bags to better suit our needs. Materials scientists are now researching materials that have desirable properties but have less impact on the environment.

Throughout the term, the Home Learning 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.

Miss Tania Smith
Level 3 Teaching and Learning Leader
LEVEL 3 & 4 LITERACY

The purchase of over 1000 new books in Term 3 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.

In Term 4 we will be consolidating our strategies for individual reading improvement through our Whole School Approach to reading. Our studies will review synthesising, summarising, schema, inferring, authors purpose and strategies for expanding vocabulary.

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 & 4 NUMERACY

This Term, the students of Years 3 and 4, will be participating in a range of exciting, challenging and hands on Mathematics investigations and tasks to build up their skills in dealing with Mathematical problems of varying levels of difficulties.

A range of concepts will be covered over the course of the term. Some of which include Number Patterns and Place Value, Location, Time, Measurement, Operations and Graphing. Students will be involved in engaging learning tasks that at times incorporate many different dimensions of Mathematics.

A strong emphasis will be placed on developing student’s Mathematical language, a tool that will greatly assist their problem solving skills. In order to improve student’s efficiency in the quick recall of number facts, a range of warm up games are used, generally at the beginning of a lesson, to provide constant practise.

Students will be benefit greatly, by being involved in Mathematical tasks at home, such as helping with planning, providing directions, home renovations, reading the calendar and clock, to even assisting with looking at numbers on home bills. Involving children in everyday mathematics will help them see the relevance and importance to develop and succeed in this very important area.
Level 3 & 4 Assembly

Term 4 Dates:  
7th November, hosted by 3KC  
5th December, hosted by 3DJ  
Time: 2.45 - 3.15pm.

The Students in Year 3 & 4 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 Year 3 & 4 assemblies, each grade is given the opportunity to share items that students have worked on in class or at home. The host 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 in the hall, to support your child and other students by admiring the wonderful work being presented by students in Level 3 and 4.

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.

Throughout the year we have implemented an exciting Social and Emotional Learning program across our school, titled ‘You Can Do It.’ The core purpose of the YCDI program is to develop young people’s social and emotional capabilities through building positive relationships and behaviours, improving student achievement and focussing on the emotional wellbeing of the students. The program is based on The 5 Keys of YCDI Education Success which are:

- Confidence (academic, social)
- Persistence
- Organisation
- Getting Along, and
- Resilience

This term the focus will be on the key of Persistence. Persistence is the ability to remain focused on a task until it is completed even if it may be difficult and to work hard to achieve results. The keys to success are not limited to school life but are valuable skills that people can transfer to all areas of life for the rest of their lives. We strongly encourage parents to become familiar with the language and utilise it to assist your child with everyday tasks.
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 ice block 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:

iPad 1:1 program information evening for parents of students who will be in Year 5 in 2015.

Wednesday 29th October, 2014
6.30pm - 7.30pm
In 3AJ & 4SD combined classroom, Building B

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 2014 cohort of Year 5/6 students have approached the program.

In 2015, 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 a limited number 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 Wednesday 29th October from 6:30pm - 7:30pm. The information evening will be held in Building B, in 3AJ & 4SD classrooms. 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.