

# Term 1 Overview

Stage 3



## A focus on...student supervision

As we start the 2020 school year, we felt it was important to highlight some important points about how our school provides supervision of students throughout each day. Staff have a duty to take reasonable care to avoid harm being suffered by students. This duty is a legal requirement, which remains in place during school hours (8.45am-3.00pm) and during any after-hours activities organised and run by the school (eg; camps, excursions). Teachers must provide appropriate supervision during all teaching and learning activities, during activities within the school grounds and on excursions. This includes break times in the playground. There will always be two teachers on duty in the playground during lunch and recess, and additional teachers supervising students for extra-curricular activities (eg; choir practice, art club, debating). Before school, there is one teacher on duty in the playground. The playground duty teacher is the first point of contact for students with an issue. If further action needs to be taken, the teacher will follow up later or the matter will be referred to an Executive. Our duty of care does extend to supporting students to travel home as safely as possible, which we address by supervising students to cross the highway using the pedestrian bridge and by supervising students to wait and enter buses on Mount Hay Rd and Railway Parade. By law, we are unable to stop traffic to allow students to cross the road. Teachers on 'bridge duty' may provide instructions to students about how to use the crossing on Railway Parade, but will then supervise students waiting for the bus. This teacher is not responsible for the supervision of students after leaving their care at the crossing. If going over the pedestrian bridge, we recommend students meet their parent at the base of the bridge, or that parents provide active supervision of their children crossing the road and then going home. Students should not be waiting unsupervised on Railway Parade near the church. For those older students travelling home alone or with friends, they are expected to commence their journey home promptly, in line with their parent's instructions. We want all of our students to stay safe at school and when travelling to and from school. If you have any questions about student supervision, please feel free to make contact with us through the school office.

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# KLA Content Summaries

## English

In Stage 3, students work on the required skills to communicate effectively, using considered language to entertain, inform and persuade audiences for an increasing range of purposes. They work productively and independently in pairs or groups to deliver effective presentations using various skills and strategies.

We will create well-structured and well-presented persuasive texts for a range of purposes and audiences. We will continue to use the 'Seven Steps of Writing Success' program to help focus on how to plan for and create engaging texts. In the second half of this term, we will turn our attention to the writing of narratives.

Students continue to develop skills and strategies involved in independently reading and viewing a range of complex texts and visual images. They will respond to themes and issues within texts, recognising different points of view and justify interpretations by referring to their own knowledge, values and experiences.

In supporting Stage 3 students, we encourage students to read on a regular basis outside of school. Parents can help by making reading a priority and part of the family routine every day. This could involve reading quietly to themselves, reading aloud to a parent/sibling or listening to an adult or other competent reader reading to them.



## Mathematics

Learning will focus on the following areas:

Whole Numbers – ordering, reading and representing numbers of any size and describing properties of whole numbers

Addition & Subtraction – selecting and applying appropriate strategies for addition and subtraction with numbers of any size

Patterns & Algebra – analysing and creating geometric and number patterns, and completing number sentences

Length – selecting and using the appropriate unit and device to measure lengths and distances

Time – using am/pm notation and 24 hour time in real-life situations

2D Space – manipulating, classifying and drawing two-dimensional shapes, including equilateral, isosceles and scalene triangles, and describing their properties

Position – locating and describing position in maps using a grid reference system

Data – using appropriate methods to collect data, and constructing, interpreting and evaluating data displays

## Science and Technology

Students will consider Earth as a component within a solar system and use models for investigating systems at astronomical scales. Looking at the key enquiry question: How does the Earth compare to other planets in the solar system? Students will learn about Earth being part of a system of planets and other celestial bodies, orbiting around a star. They will research Aboriginal and Torres Strait Islander Peoples' understanding of the night sky and how scientists were able to develop ideas about the solar system through the gathering of evidence from space exploration. They will also recognise how technologies developed to aid space exploration have changed the way people live, work and communicate.



## History

Students learn about what life was like for different groups of people in the Australian colonies, including the Aboriginal and Torres Strait Islander Peoples. They examine settlement patterns, the environmental impact of colonisation and the daily lives of the early settlers. Employing strategies which develop their critical and visual thinking skills, the students will view and engage in stimulating original material and sources to develop their historical skills and concepts.

## Creative Arts

In visual art, students will begin the term creating an artwork about their class plant name. They will then study two surrealist artists, Salvador Dali and Rene Magritte, and use drawing, painting and mixed media to create "surreal" elephants and fruit. The students will also complete a wire sculpture of a long, thin figure.

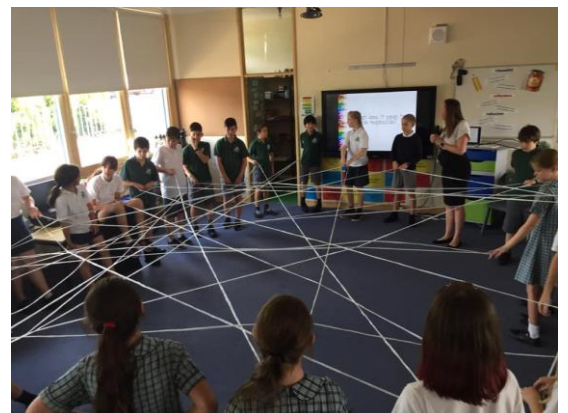
In music, students will sing a range of songs and accompany them with tuned percussion, drums and ukuleles. They will organise and shape layers of sound in drumming circles, using repeated patterns and improvisation on percussion instruments. Students will extend their understanding of the fundamentals of written music through whole class practice and small group activities.

Year 3-6 Creative Arts groups will take place on Wednesday afternoons.

## PDHPE

In PD, students will compare and contrast the definitions of bullying, harassment and discrimination and look at their role when they see others experiencing these issues. Later in the term, we will be using the 'Second Step' program which deals with social-emotional learning.

In sport lessons, students will be focusing on their kicking skills, participating in a range of different activities and games focused on this skill. Students will also be focusing on skipping skills in fitness lessons, supporting our involvement in 'Jump Rope for Heart'.



## Equipment Requirements:

2 HB lead pencils  
 2 blue and red pens  
 colouring pencils  
 pencil sharpener  
 eraser  
 small pencil case  
 glue stick  
 A4 homework book (covered)  
 library bag

Please remind students to have their name on all belongings.



## Important Term 1 Dates

- 20/2 – Scripture & Ethics start
- 21/2 – Zone Swimming Carnival
- 24/2 – Principal's Assembly
- 27/2 – KHS Sneak Peek (Y6)
- 2/3 – Young Leaders Day
- 12/3 – Anti-bullying Incursion
- 20/3 – National Day of Action against Bullying & Harmony Day
- Week 10 – Y3-6 Parent Teacher Interviews
- 31/3 – UBMLC Music Festival Rehearsal
- 6/4 – Principal's Assembly
- 7/4 – Parent Workshop (cybersafety)
- 9/4 – Last Day of Term 1

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