



Wunjuada, Welcome! Term 4, Week 1 • 8<sup>th</sup> October 2021

*At least 12 months growth for one year's schooling*

## Principal's Message

Welcome back to our final Term of 2021. For our Year 6 students this is the final Term of their primary schooling. For our youngest students, in Prep, the completion of their first year. There will be many important events occurring this term; be sure to 'like' our Facebook page to ensure you are kept up to date with upcoming events and opportunities for parents and community members to visit and engage with our staff and students.

### Community Planting Success

Thank you to all parents, relatives and community members who participated in our community planting day. Thank you to Kathy Duff for attending on behalf of the South Burnett Regional Council and for getting your pink shoes dirty with us! We had over 100 students involved in the planting process as well as ground/soil preparation, watering and general tidy-up of the garden space. We successfully planted over 200 native tress/shrubs, each with edible elements such as flowers, leaves, roots and fruit (berries etc). We were also successful in laying sand for our large group yarning circle. This area will form part of our 'bush tucker' student and community wellbeing garden and outdoor learning space for the proposed 2022 Wakka Wakka Languages program and will have its official opening ceremony during Term 4. We are so close now!



Thank you to the amazing staff from the Barambah Environmental Education Centre for the generous donation of the plants and for your time, expertise and assistance throughout the day. We are also grateful for your support and advice during the preparation and planning phases of our project.

A huge thank you to Mr Howard Kingston for his efforts in ensuring the new garden area has multiple water access points that will ensure our new plants remain alive as the spring temperatures start to rise. We look forward to seeing our garden grow and develop in the days, weeks and months ahead.

Thank you again to those who attended our planting day; we hope you were able to take away some lovely memories and we look forward to welcoming you back for future projects.

### Religious Education

Please note our religious education classes will begin next Thursday 14th October. Students must have permission to attend religious education lessons. Students who do not attend religion will remain with their class teachers. Please contact our admin staff if you have any questions about the religion program or wish to discuss your child's participation in the program.

## Diary Dates:

Parade will be held on **Mondays** at 9:00am in the Shed.

### Week 2

#### 3-Way Meetings

Tuesday 12th October  
3:15-5:00pm

### Week 3

#### Swimming Lessons

begin Monday 18th October (Mon/Tues/Wed). Further information to be distributed Week 2.

#### Cluster Band Afternoon

Tuesday 19th October

#### Year 3 Camp

Wednesday  
20th – 22nd October

Connect with us



## Principal's Message (continued)

### Sun Safety

Murgon State School is a sun safe school. The expectation is that each student has their own hat and it is worn during play times and during PE. Disappointingly, many of our older students in Years 3-6 are not bringing their own hats, or are refusing to wear a hat whilst outside. It is simple, NO HAT = NO PLAY. Parents, it is important that you check with your child, or children, and ensure they have a hat which is clearly labelled. Clear labels mean that our school staff can return any lost items.

As the warm weather approaches this policy will be strongly enforced. The damaging UV rays from the sun are strongest between the hours of 9am and 4pm and students are at greater risk of sun burn during this time. As the weather becomes warmer, the risk of heat stroke also increases. You can help your child by ensuring they have a hat, as vital protection from the sun. Hats are available for purchase at both Mark Smith Menswear and Struddys Sports, located in the main street of Murgon.

### With a heavy heart...

Our local communities of Murgon and Cherbourg have experienced a number of devastating losses in recent weeks, as multiple members of our communities have passed away. It is with great respect and acknowledgement that I take a moment to remember each of those who have passed and offer my sincere condolences to each of the families, friends, colleagues and community members whose lives they impacted. The quote below rings true, when recognising and discussing grief and loss.

*'We own our grief and allow it to heal slowly.'* — Miriam-Rose Ungunmerr-Baumann, Aboriginal activist, educator and artist.

If you have been impacted by the loss of a loved one, allow yourself time to heal, reach out for support, don't be afraid to ask someone,

"R U OK?" and be prepared to listen and support them. As a community, we need to look out for one another; together we are strong.

Kind regards,

**Aaron Jones, Principal**



## Deputy Principal's Message

I extend to you all a warm welcome back to the final Term of 2021. In the remaining 10 weeks of the school year, we have much to accomplish and finish for 2021 and much to establish for 2022. In terms of accomplishments and success, students and families will have an opportunity to meet with teachers next week, Tuesday 12 October, at our 3-Way Meetings. This is an opportunity for all learning partners to reflect on the growth that has taken place this year. It is also an opportunity to celebrate the success stories, whether they be academic, social or emotional achievements. I do encourage you to connect with your child's teacher to organise a meeting time. By now, your child would have shared with you the letter and appointment sheet.

Term 4 sees us starting our journey with *Bounce Back!* Teachers are preparing well-being lessons and Circle Time using the resources and practical activities of this Program. Working with families, we strive to cultivate successful children who are able to deal with the complexities and challenges of everyday life that may appear on their path to adolescence and on to adulthood. We want to work closely with our families so that Murgon State School students can problem-solve for themselves, are taught how to be resilient, and journey through their growing-up years with grit and a growth mindset. We want our

students to know about themselves and how they connect to and belong in the world. In our next Newsletter, we will share with your child's *Bounce Back!* focus for Term 4.

This Newsletter is dedicated to "Learning Together" and your child's teacher, in this edition, has provided you with a snapshot of Term 4 learning. Learning is collaborative and, in one small way, is about human connection: Teachers connecting and teaching your child the knowledge and skills they need to be successful learners as they grow up. Learning is collaborative because it is a partnership between home and School. I encourage you to communicate with your child's teacher when you have questions or need clarification. Teachers are expected to communicate on a regular basis with home to celebrate success or to seek support around social and emotional challenges that your child may encounter. Additionally, I am always available to assist you in making your connection with our School stronger and more successful.

I look forward to seeing you at the 3-Way Meetings next Tuesday.

**Mr John Sarev**  
**Deputy Principal**



## HPE

Welcome to Term 4! I hope everyone had a restful break.

With summer just around the corner we are doing our usual class swimming block this term. The block will start in Week 3 and finish in Week 7.

Permission notes are being sent home this week and these will inform families on the schedule. Signed permission forms are required for students to participate so I encourage their return next week.



The swimming block provides students with a mix of water safety and learn to swim based activities based on current best practice guidelines. I look forward to supporting all students in becoming more comfortable, confident and safe in the water.

In Week 9 this term we will also have our annual swimming carnival. More information will be released closer to the date.

**Mr Dean Searles**

## Inclusive Services

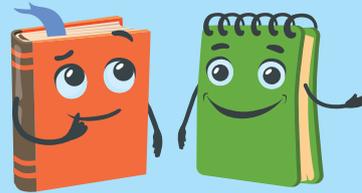
Hi everyone and welcome to Term 4. I feel honoured to have been selected to take over the role as Head of Inclusion at Murgon State School / Barambah cluster, and thank Mr Warren for the hard work he has put into this space.

I have worked in the Darling Downs South West region for the last 9 years in primary and secondary schools and am very passionate about supporting students to reach their full potential. I look forward to meeting and working with parents as we support students to strive in all areas.

Finally, thank you to staff and students of Murgon State School and staff from the Barambah cluster for their warm welcome. I am really blessed to be part of a wonderful team.



Warm regards,  
**Regina Birchley**  
Head of Inclusion



*Inclusive education means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies to meet their individual needs.*

## Head of Learning (Curriculum P - 6)

Our whole school implementation of "Teach like a Champion" continues this Term with a focus on questioning techniques. Teachers are working on ways to be inclusive when asking questions and getting responses. Traditionally, teachers ask a question to the whole class and seek the answer from one or two students. Students are clever in thinking 'if I wait long enough someone else will answer!'

By providing additional 'wait time' students are given extra thinking time and are then encouraged to extend their answers. This is particularly important in questions that seek explanations, for example, why do you think Plant A grew better than Plant B? Another technique is 'cold call' on students, regardless of whether they put their hand up or not. This requires some work around building confidence, creating supportive environments where it is okay to be wrong or fail, and encouraging to have a go. Teachers are working on being explicit with their questioning for a purpose which is not always just about getting an answer.

**Tracy Flavel, Head of Learning (Curriculum P - 6)**



## Chappy Chat

Hi everyone! I trust you all had a wonderful break and created fun memories.

**Girls Group** started this week. We made bracelets and enjoyed some yummy cupcakes. We discussed the funniest mistakes we've made, things we do to encourage ourselves not to quit, and what we'd say to someone that was feeling sad. The girls spoke about teeth hygiene which is why I thought to give them a toothbrush and toothpaste to take home as well. If you would like your daughter to be part of the program, please ask them to pick up a parental permission form from the Chappy Room Mondays or Tuesdays so they can join in as well.

**Activities** have also started in the Chappy Room. Below are some pics of some of the fun that is had. What you can't see or hear is the laughter, the guessing games, the 'roll a dice to do an action while the next person rolls' (I did a lot of star jumps!), the chatter and sharing... our students are a treasure.



Take care and have a great weekend!

**Chappy Deb**



See Chappy Deb for a permission form

**PETITE SISTERHOOD**

YR 5/6 GIRLS PROGRAM  
TERM 4 WKS 2-10  
SECOND BREAK TUESDAYS

**CHAPPY ROOM**

WITH CHAPPY DEB




As part of our School's wellbeing program, we have a Chaplaincy service.

Part of the role of the School Chaplain is to provide spiritual support for any students or families who request this.

If you value accessing this service in the season we find ourselves in, or you would like our Chaplain to pray for you or your family, you can email Chappy Deb on: [deborahh1@chappy.org.au](mailto:deborahh1@chappy.org.au)

## Engagement Officer

Welcome to Term 4 everybody! This Term we will be focusing on checking into your zones, understanding your emotions and developing strategies to cope with these emotions in the Zone Room. We will also continue to focus on wellbeing and continue conversations on how the students can be the best version of themselves. A main priority this Term for me is to support students to achieve success in any way possible.



**Chantelle Filjak**  
Engagement Officer

**50 Coping Skills for kids**

- Ride a Bike OR SKATEBOARD
- ASK FOR HELP
- Color Paint Draw
- Listen to MUSIC
- PLAY a BOARD GAME
- MAKE & PLAY WITH SLIME
- Practice Gratitude
- WEAVE, KNOT or CROCHET
- Use Kind & Compassionate Self-Talk
- Make a Scrapbook or Collage
- PRACTICE YOGA
- Hug or Climb a Tree
- KICK BOUNCE OR THROW a BALL
- JOURNAL or WRITE a LETTER
- Take Slow, Mindful Breaths
- Cuddle or Play with Your Pet.
- Drink Water
- Smile & Laugh
- EAT Healthy
- Use Aromatherapy
- Cook or Bake
- Get Plenty of Sleep
- TAKE A SHOWER OR BATH
- STRETCH
- SAY Positive Affirmations
- Take GOOD CARE of the Earth
- Look At or Take PHOTOGRAPHS
- Garden or Do Yardwork
- Go on a Hike, Walk or Run
- Try or Learn Something New
- READ a Book or Magazine
- DRINK A WARM CUP OF TEA
- USE a STRESS BALL (or other fidget tool)
- DO a PUZZLE
- Cry
- Clean, Declutter or Organize
- Create ORIGAMI
- Get a HUG
- EXERCISE
- Play Outside
- JUMP on a Trampoline
- Rest, Take a Break, or Nap
- Do Something Kind
- BUILD Something
- TALK to Someone You Trust

## Guidance Officer

Term 4 brings with it a great deal of excitement and stress. School fatigue has kicked in, assessments are ongoing, and the long summer break is just around the corner. Take a look at the following resources. They might be of use in this last term of schooling for the year.

**Triple P** is making available a self-paced parenting program for parents with anxious children. This program is developed by Dr Vanessa Chobham, a Clinical and Advanced Psychologist with Child and Youth Mental Health Services at Children's Health Queensland.

[Follow this link](#) to access the program. It is free.

October is **Dyslexia Awareness Month**. Dr Sharon Boyce from the Institute of Inclusive Education and Research at USQ, Toowoomba shares the following information and tips for identifying symptoms of dyslexia in your children.

Does your child show a combination of the following symptoms?

1. A noticeable difference between your child's ability and their actual achievement.
2. Family history of learning difficulties.
3. Difficulties with spelling.
4. Spelling correctly one day and then totally wrong the next day.
5. Clumsiness.
6. Confusion over left and right.
7. Writing letters or numbers backwards.
8. Problems with maths.
9. Problems organising themselves.
10. Messy work.
11. Having trouble following two or three-step instructions.
12. Mixing of words or numbers.
13. Changing words.
14. Children describing words moving around the page.

Talk to your child's teacher or contact me if you have concerns about your child.

Next week (9<sup>th</sup> – 17<sup>th</sup> of October) is **World Mental Health Week**. This provides a great opportunity to discuss the importance of mental health with your family. If you are seeking resources to help you as a parent/caregiver, [follow this link](#). Some basic but important things you can do to improve your mental health include, getting outside for some sunshine each day, eating plenty of fruit and vegetables, going for a walk or being active each day, and ensuring you get enough sleep each night.



Have a great week!  
**Sean Wicks**  
A/Guidance Officer

## Learning Together Overview - Prep M

Welcome families to Term 4. I hope you all enjoyed your break and I am so excited to have you all return for another 10 weeks of fun filled learning.

### English

In English, students will be exploring and studying the text *Click, Clack, Moo Cows That Type* by Doreen Cronin. For their assessment task, students will brainstorm, draw and write a new event that could occur in the story as well as create a new ending. Students will engage in a series of writing and thinking activities to explore audience, purpose and context. The cognitive verbs covered this Term in English are create, write, respond, draw, recall and retell.

### Mathematics

Students will study numerals, number names and quantities 1-20. Students will be taught how to count and connect numerals to and from 20, count on orally on from random numbers, write numbers and number words 0-20, use 10s frame to show numbers, draw and create number collections and connect numbers in real life situations.

### Reading Rotations

Reading Rotations are group based where students are learning a number of reading skills, strategies and initial reading behaviours. Reading activities are linked to our fortnightly reading strategies that are across our whole school.

Our Rotations are:

Guided Reading – Miss Mobbs

Reading Comprehension – Mrs Schultz

Sentence decoding and writing – Ms Trish

Handwriting revision – Independent.

### Design and Technologies

Students are studying the design of character puppets with moving elements. They will explore materials, technologies and designs to create and make a moving character puppet to use in a puppet show.



### Science

Students will explore biological sciences. They will study the environments of living things and identify the needs for survival. Students will be assessed through observations, collection of work and their Science portfolio.



### HASS

Students are continuing their study of important events celebrated in their lives, and identify how people and objects help them to remember. They will be making a memory box to fill with significant objects that remind them of an important event they have celebrated in the past.



Miss Madison Mobbs

## Learning Together Overview - Prep/1 D

Parents and Carers of Prep/1,

Welcome back to our final Term of 2021. This Term, as usual, our learning adventures are aplenty... full of exploration, experimentation and discovery. This is what we will be learning about in our Key Learning Areas of the curriculum.

### English

We are retelling a cultural story. *Alfie's Big Wish* is about a little Indigenous boy who wishes for a true friend. This book is a beautiful tale of how important friends are. We will learn that stories have a beginning, middle and an end and that when we retell it we use time words such as first, next, then, after that and finally. We will be presenting our story retells to the class.

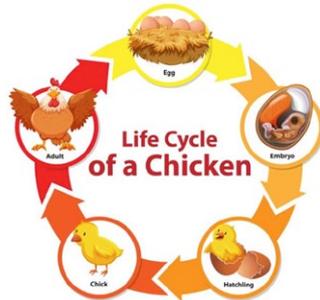
### Mathematics

We are learning about Australian coins. We will explore the physical features of coins and their value. We will also be learning about fractions. We have set up a dramatic play space set up as a pizzeria where children can make a **whole** pizza (from playdough) and cut it into **halves** and **quarters**.



### Science

We are exploring growth... we will be learning about life cycles and stages of life in many creatures.



### HASS

In HASS we are learning about important places where students identify and reflect on special places in their lives.



### Design and Technologies

We will be creating puppets and performing a puppet show for our class mates.



### Physical Education

In PE with Mr Searles we will be going to the pool to practice our swimming skills. I know the students are really looking forward to this.

Please feel free to contact me at time if you have any enquiries.



Miss Nardia de Bruyn



## Learning Together Overview - 1/2C

### English

Students will analyse and create an innovation of the poem *Five Little Owls*. They will make changes to characters, vocabulary and repetitive patterns to make the poem their own. They will present their innovation to the class. To prepare for their assessment, students will be investigating poetry features such as lines and syllables and language features such as alliteration, rhyme and repetition.



### Literacy Rotations

Literacy Rotations are group based and will focus on reading skills and reinforcing literacy skills such as writing dot points, identifying rhyme and writing detailed explanations and descriptions. These lessons occur for 1 hour, twice a week in 3 x 20 minute rotations.



### Science

Students will explore biological sciences this Term, investigating plant and animal life cycles. We will be planting and observing the growth of bean plants, noting the changes we see over 5 weeks.

### Mathematics

Students will study money as a unit of measurement. They will identify Australian currency and explain the value of each coin and note. Students will use their knowledge of money to determine the value of a group of coins and explain whether a collection of currency would be enough to purchase a given item. Students will also be assessed on their knowledge of number, sorting collections and creating and continuing patterns.

### Design and Technologies

In Design and Technologies we are exploring why farms are important and looking at what they produce e.g. wool for clothing, crops for food, wood for building etc. We will be investigating procedure and making a fruit salad following a procedure we have created.

### HASS

In HASS, we are looking at how technology changes over time and the reasons why it needs to change to suit our changing lifestyles. We are also investigating an important place in our community and discussing why certain places are considered important.

Miss Lauren Coutts

## Learning Together Overview- 2/3 K

### English

Students will explore texts and examine ways persuasive language features are used to influence an audience. They will write their own persuasive letter. They will use language features such as modal verbs, noun groups, emotive language and exaggeration to influence the audience.

### Literacy Groups

Literacy Groups are designed to target reading, writing and spelling through four rotation activities, Guided Reading, Guided Writing, Spelling and Soundwaves. These activities align with this Term's English genre, Persuasion, while also focusing on writing behaviours and weekly spelling units.

### Science

Students will explore biological sciences. They will investigate the life cycle of various living things. They will describe the life stages of different plants and animals. They will compare similarities and differences of life stages of living things.

### Mathematics

Students will explore money and fractions. Students will be taught how to represent money using a variety of combinations. They will count different amounts and work out the correct change to a transaction. Students will learn about halves, quarters and eighths. They will represent fractions and work out fractions of an amount.

### Design and Technologies

Students will explore the purpose of familiar products, services and environments and how they meet the needs of users. They will describe needs, technologies and designed solutions for a farm. They will sequence steps to prepare a healthy food.



### HASS

Students will explore European exploration and colonisation in Australia and life for Indigenous Australians pre- and post-contact. They will examine the purpose of laws and distinguish between rules and laws. They will explore the diversity of different groups in the local community.



Miss Teilha Keehn

## Learning Together Overview - 3/4 A

### English

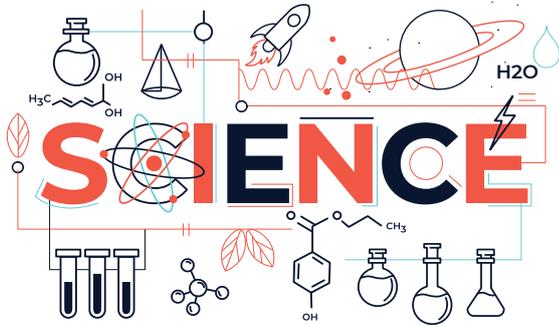
Students are learning to read historical recounts, answer comprehension questions and identify language features used to engage the audience. Students will explore text structures and language features consistent with recount writing. Students will also perform an oral presentation based on a chosen character.

### Mathematics

Students are learning to perform simple purchasing problems including calculating change. They will also be working on understanding involved with equivalent fractions and connecting fractions to decimal notation.

### Science

Students will investigate life cycles and sequence key stages in the life cycles of plants and animals. They will examine relationships between living things and their dependence on each other and on the environment.



### Reading Rotations

Reading Rotations are run four times a week and focus on vocabulary and comprehension activities linked to different forms of recounts, aligning with HASS and English assessment tasks.



### Design and Technologies

Students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will repurpose a clothing item with other recycled materials to create a stuffed toy.



### HASS

This semester we have finished exploring our own community and personal identity. Students are now turning their focus to the impacts of explorers and colonisation on Australia's first peoples.

Mr Bradley Edwards

## Learning Together Overview - 3/4 B

A huge welcome back to students and families for our fourth and final Term of 2021! I hope that everyone had a safe and enjoyable school break. We have some very exciting activities and events coming up this Term, including 3-Way Meetings and Year 3 camp! Below is an overview of our learning in each subject for Term 4.

### English

We will be exploring characters, settings, events and experiences of those present around the time of the First Fleet. We will learn about the structures and language features of a historical recount and a literary historical recount. Students will then write a literary historical recount from the perspective of a child present at the time of the First Fleet, and present it to the class as a spoken presentation in the role of their chosen character.

### Mathematics

In Mathematics this Term we will be learning about money and fractions. We will learn how to identify and count Australian notes and coins, then move into learning how to solve purchasing problems that involve calculating change. We will learn how to recognise and compare fractions of an object or a collection and solve real-world problems that involve fractions. Year 4 students will also move into converting between fractions and decimals.



### Reading Groups

We will have four reading rotations per week with four different activities that focus on strategies for reading and comprehension. These activities will also link in with our learning in English and HASS, and support students in their spelling and word knowledge.



### HASS

This Term we will continue our learning that we started in Term 3. Our HASS topic links directly with our learning in English, as we will be learning about the history and experiences of people present at the time of the First Fleet. We will learn why the First Fleet came to Australia, what the journey was like, and the impact it had on those who were involved.

### Science

Science for Term 4 focuses on biology. We will be exploring the life cycles of living things and how they change. We will also be learning about the relationships that living things have with other living and non-living things and how these might impact on their survival. We will be exploring the life cycles and needs of plants, butterflies, frogs and turtles to name a few. Students will also make and grow their very own grass-head plant. We will care for these and watch them grow throughout the Term, and students can take them home at the end of the year.

### Design and Technologies

Our Design and Technologies unit for Term 4 focuses on repurposing. We will be exploring how different items or components of items can be changed and/or reused for different purposes. We will explore strategies that are used for reshaping and joining different materials. We will learn about the properties of different materials and why they may or may not be useful for certain purposes. Students will then use everything they have learnt to turn an old piece of clothing into something new, such as a pencil case or a stuffed toy.

### Homework

All students have a reading log and are required to complete 10 minutes of reading each day as part of their homework. All students also have a spelling booklet and are required to complete a look-say-cover-write-check practice of their spelling words for the week. This can be completed independently or with a family member. Students who bring their homework folder to school will also be given 1-2 pages of Maths homework to complete. This will link in with our Maths topic in class for the week. Homework will be checked every Monday and students will receive 20 VIVO's for completing and returning their homework.

If you have any questions or would like to check in with how your child is going at school, please do not hesitate to contact me. I do look forward to meeting with you all face-to-face during our three-way meetings.



**Miss Sam Bouveng**

## Learning Together Overview - 4/5 C

### English

In English, students will be stepping into the role of a journalist for the Larossa Bay Times. In their role, they will discover that there are different points of view about how to best manage a colony of flying foxes inhabiting an area close to residential land in Larossa Bay. Students will write a multimodal feature article that presents a point of view about the appropriate management of the local flying foxes.

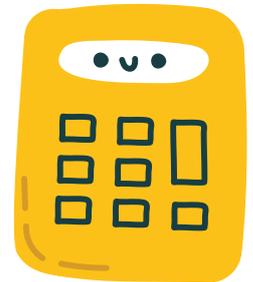


### Mathematics

In Mathematics, students in 4/5C will explore two units: Fractions and Decimals, and Number and Algebra.

In the Fractions and Decimals Unit, Year 4 students will learn how to solve simple purchasing problems, including the calculation of change. Year 5 students will use computation strategies to solve money problems and plan and calculate simple budgets.

In the Number and Algebra Unit, Year 4 students will learn how to recognise common equivalent fractions and demonstrate and explain the connections between fractions and decimals to hundredths. Year 5 students will learn how to add and subtract fractions with the same denominator.



### Literacy Rotations

Students participate in four Literacy Rotations throughout the week. These rotations are designed to enhance students Literacy skills to help them achieve greater learning outcomes across all key learning areas.

### HASS

In HASS, Year 4 students will investigate factors that shape identity, the importance of laws, the significance of Cook's exploration, and impacts of the First Fleet. Year 5 students will investigate how Australia became a federation; explore the three levels of government; and how citizenship rights have changed for different groups.

### Science

In Science, students are exploring Biological Sciences. Year 4 students will explore how relationships of living things impact on their life cycle. Year 5 students will develop a question and design an investigation into simple cause-and-effect relationships. They will collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.

### Design and Technologies

In Design and Technologies, students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area.

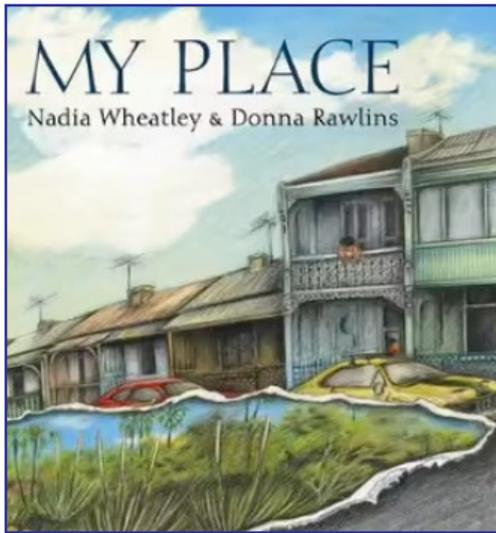


Miss Chloe Cremen

## Learning Together Overview - 5/6 A

### English

Students will study *My Place* by Nadia Wheatley and then write a letter to a future Year 5 or 6 student at Murgon State School in 2052. Students will engage in a series of writing and thinking activities to explore audience, purpose and context. The cognitive verbs covered this Term in English are listen, contribute, describe, select, demonstrate, create, expand, apply, manipulate, take account and convey.



### Mathematics

Students will study fractions and decimals and explore using units of measurement (money). Students will be taught how to count in and add/subtract fractions, including those with unlike denominators. They will study extended fraction place values to help them order decimals. They will also create financial plans to help them understand how businesses generate profits.



### Reading Rotations

Reading Rotations are group based and take place 2 times per week. Reading activities provide students with opportunities to practise reading and comprehending at or above their level. Reading rotations also provide opportunities for learners to engage with texts that support their learning across the key learning areas.

### HASS

Students will study the three levels of government to develop an understanding of which responsibilities apply to each. They will learn about the path of a bill to understand how laws are created in the Australian democracy.

### Science

Students will explore biological sciences. They will study the conditions for life for a range of plants and other lifeforms. They will investigate the conditions for life by conducting a fair test which isolates particular variables. They will study mould.

### Design and Technologies

Students will construct habitats that can support life in our school garden. They will design and construct a model using a range of fastening techniques and suitable materials.

Mr Adrian Trost

## Learning Together Overview - 5/6 B

Welcome back parents and caregivers. I trust that your holidays were enjoyable and relaxing. It is hard to believe that we are in Term 4 - this year has flown by! Our class is certainly going to finish the year on a high. Fasten your seatbelts – this Term is action packed!

### English



Students will be exploring the language features of a letter in English this Term. We will be specifically focusing on the language features used to evoke emotion. Students will be required to write a letter to a future student at Murgon State School in 2052. To help promote students' knowledge and understanding of the language required to evoke a sense of emotion, students will explore a range of texts, including *My Australian Story*.

### Mathematics

Students will study two units in Mathematics this Term. Our first unit will explore money, and in particular financial plans, including profit and expenditure and how to calculate a percentage discount (a particular favourite of Mrs Ridder's!) During our second unit, students will continue to build on their knowledge and understanding of fractions and decimals to solve a variety of problems.

### Literacy Rotations

After our outstanding success in reading last Term, momentum is high and set to continue. Literacy Rotations take place twice a week – on Wednesday and Friday afternoons. The four activities that student take part in include

1. Guided Reading with Mrs Ridder. Students will be reading a range of texts associated with citizen groups that relate to our HASS unit.
2. Literacy Directions with Miss Trish. Students read and respond to a variety of fiction and non-fiction texts.
3. Literacy Demands Activity with Mrs Schultz. Students will use their senses to describe and write about everyday objects in preparation for their English Assessment.
4. Reading Box Comprehension Cards – students complete this activity independently.

### HASS

During HASS, students will be learning about the citizenship groups we have in Australia. Students will be learning about the purpose and rights of the citizenship groups. Students will identify how a citizenship group has changed over time and identify a key issue that the citizenship group continues to face today. A key component of this unit, will be student's ability to develop an appropriate question and then use a range of sources to accurately answer their question.



### Science

Students will explore biological sciences during Term 4. Students will explore micro-organisms, specifically mould, to identify a suitable environment to store bread to minimise mould growth.



### Design and Technologies

Term 4 Design and Technologies will require students to develop their knowledge and understanding of wildlife environments and the needs of wildlife. Students will be required to plan, design, create and evaluate a product that supports wildlife to co-exist with humans in the school environment. This unit will have a particular focus on our very own Wellness Garden located at school.

As always, if you have any questions regarding your child at school, please do not hesitate to contact me.



**Mrs Sarah Ridder**