



D7 Term 4 Learning Overview 2022

Welcome back everyone!

Wow! Term 4 is here already. We have a very busy term to end the school year and I look forward to seeing our amazing team members consolidate their learning.

This term our learning will be supported by Ms Coral, Ms Danielle, Mr Steven, Ms Jane, Ms Vera and Miss Mackenzie. We will be using Seesaw more regularly this term, to keep updated with news from D7. If you haven't already, please download the Seesaw app onto your smart device. A 'how to' guide will be sent home for those unable to connect as yet.

Here are some important dates for Term 4!

9th November: Disco

15th-22nd November: Scholastic book fair

18th November: Colour run

21st November: Pupil Free Day

29th November: D7 & D8 Excursion- The Hahndorf Farm Barn

9th December: Last day of school - End of term celebration

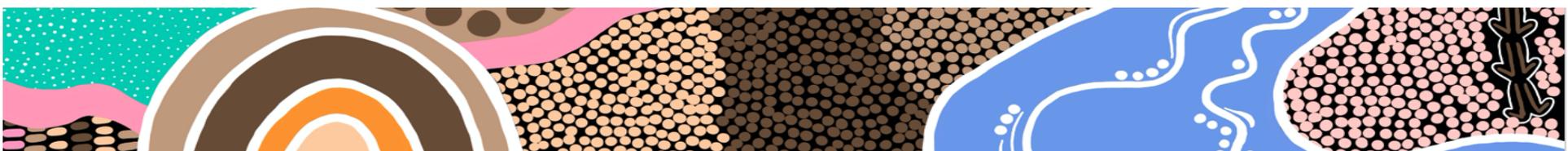
English: Reading, Writing, Oral Language

Students will continue to build a love of reading as they listen to, read, view and interpret high quality, spoken, written and multimodal texts. They will build literal and inferred understanding, identify text structures and language features and participate in rich classroom discussions with peers.

Students will create a range of imaginative, informative and persuasive texts using varied sentence structure and an increasing understanding of grammatical features.

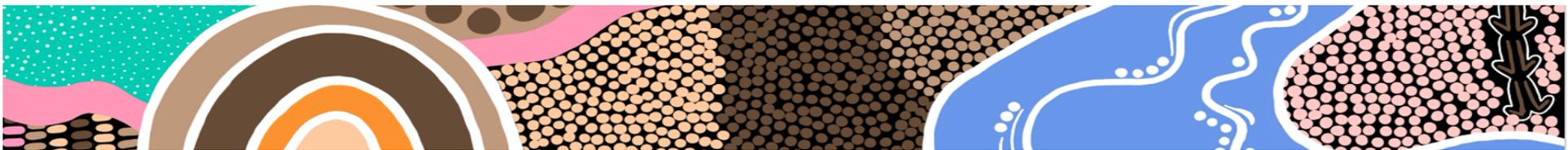
Maths: Number, Place Value, Fractions, Money.

Students will continue to strengthen understanding of number and place value including investigating number sequences, partitioning numbers up to 10,000 and exploring strategies to solve addition, subtraction, multiplication and division problems. They will use metric units for length, mass and capacity, and tell time to the nearest minute. Students will conduct chance experiments and list possible outcomes. They will identify symmetry in the environment and create simple grid maps. Students will investigate the effect of one-step slides and flips and identify and describe half and quarter turns.





<p>All students participate in Read, Write, Inc, a structured phonics/spelling program. Students learn through explicit instruction, small group rotations, 1:1 conferencing and Dialogic talk strategies. Daily 5 pedagogy is embedded in classroom practice.</p>	<p>Students will learn through explicit instructions, small group rotations and 1:1 conferencing, using lessons, activities and strategies influenced by Big Ideas In Number, Back to Front Maths and Natural Maths.</p>
<p>HASS: History Using I see, I think, I wonder, students will form inquiry questions as they investigate their local community and identify changes over time of their community and individuals. They will use timelines to sequence information about events and the lives of individuals in chronological order. They will compare objects from the past and present including toys. Students will locate, collect, represent and interpret data to help answer their inquiry questions. Students will identify the importance of different celebrations and commemorations for different groups. They will compare artefacts including toys from different groups.</p> <p>Civics and citizenship Students will investigate the importance of making decisions democratically, who makes rules, why rules are important and the consequences of rules not being followed. They will investigate why people participate within communities and how they can actively participate and contribute.</p>	<p>Science Physical Sciences Students will investigate how a push or a pull affects how an object moves or changes shape. They will explore how different strengths of pushes and pulls affect the movement of an object. Students will investigate toys from different cultures including traditional indigenous toys that use the forces of push or pull. Students will explore how heat can be produced in many ways and can move from one object to another.</p> <p>Chemical sciences Students will investigate how a change of state between solid and liquid can be caused by adding or removing heat. They will pose questions, plan and conduct fair tests, collect and represent data to suggest possible reasons for their findings.</p>
<p>PE (Mr Kyle) This term students will be participating in activities which have a focus on the sports soccer (Weeks 1-5) and basketball (Weeks 6-9). Students will</p>	<p>Health (Mr Kyle) This term students will begin a unit on Personal Safety and Injury Prevention which also explores caring for others and exploitative</p>





participate in rotational based play where 3-4 activities will be set up and students will rotate between each within a lesson. Each rotation station will provide a way for students to practice their skills such as kicking, bouncing, passing, and shooting. Students will work together in small groups to overcome challenges presented in each rotation. A major focus will be students' participation level rather than students' ability to perform the skill.

behaviours. Throughout this unit students will be learning about safety rules at home, at school and in our community. A major focus in this unit is for students to understand what they can do when they are in times of need, as well as where and who they can go to for help. Students will be working in groups to collaborate their understanding of safety rules.

The Arts: (Drama, Dance) (Ms Rose)

In Drama we will be doing a unit of work to explore how we build and perform a character. We will be using a variety of games and exercises to develop an understanding of how characters can be understood and creative ways to demonstrate it. We will be developing a scripted scene with each person having a developed character using their body and voice to demonstrate their chosen character.

In the second half of the term students will be learning dances from different styles of music, country, hip hop, latin and pop. we will be practising and performing these dances in informal settings

Auslan

Students will be strengthening their understanding of basic Auslan signs and gestures including fingerspelling, letters and numbers, simple greetings and farewells, simple songs and the Learning Code using a multimodal approach.

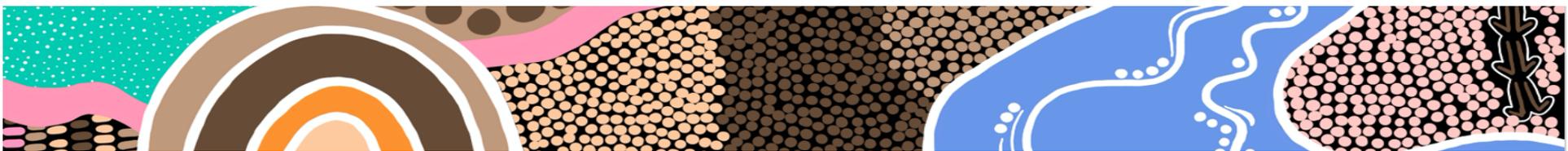
They will recognise Auslan signs may vary depending on the area people are from.

Digital Technologies (Ms Vivian)

This term we will be learning about hardware, software (digital systems) while exploring data. Students will collect and sort data creatively by recording information in graphs, charts and tables. Students will work collaboratively discussing, brainstorming problem solving with fun activities such as a gallery walk, jigsaw and round robin games.

Kitchen Garden

This term in the Kitchen Garden students will be out in the garden, weeding, planting, mulching, watering and fertilising to assist the main growing season. Students will be cooking beef and vegetarian sliders, coleslaw, muffins, and potato wedges. Our focus for the term will be quality kitchen hygiene and ensuring kitchens are reset correctly with utensils in the correct locations.





Wellbeing

Following Berry Street pedagogy, students practise mindfulness using breathing techniques, yoga, and movement breaks. They learn to understand The Zones of Regulation as they develop various strategies to help them regulate their emotions. Students will understand the importance of being safe; their rights and responsibilities; healthy relationships and forming trusted networks through activities from the Keeping Safe:Child protection curriculum.

Homework

Decodable readers will soon be sent home. Students are to read to someone using 'Fred talk' which they have learned during Read Write Inc lessons.

Reminders

Students must wear a sun safe hat during outside play. A **bucket hat** or **legionnaires hat** is acceptable. (*Bucket hats can be bought from the front office.*) Please remember: **caps are not sun safe!**

Students should be encouraged to bring water bottles and healthy food each day to school.

Please contact the school or myself (via Seesaw) if your child is unwell or unable to attend school.

