



Ainslie School

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Year 3/4 - Term 3, 2024

Dear 3/4 Families,

Welcome back after a well deserved break for everyone. Last term saw many wonderful and unique experiences for our students, and we are looking forward to another exciting term together. The break saw some of us travelling to Adelaide to participate in the National ALEA (Australian Literacy Educators' Association) Conference. Over three (3) days we were privileged to be part of this experience of highly professional collaboration focussed on literacy development and learning. Our school presented our Purposeful Play focus with the 2023 Inspired by Hamilton student directed production. Others spent time with family and friends locally and around the country. We have enjoyed hearing all about your adventures as well.

As we reconnect with our school environment through class boundary walks and class meetings, we will also revisit school expectations around before and after school times (9:00am and 3:00pm). The general guidelines for before school is that all children are outside buildings/classrooms and leave their bags on the tennis court ready for line up at 9:00am (except Monday morning gatherings). This encourages children to connect with each other prior to the start of the learning day, as well as keeping everyone safe. Children can enter buildings with an adult (usually for meetings with teachers or going to the front office). We appreciate your support communicating this expectation with your child/ren. At the end of the day, we ask that your child/ren knows your pick up routine (i.e. meeting place, Afters, etc.). We understand many children enjoy playing together on the Junior Playground after school, however, we would like families to keep in mind the duty of care of children in Afters as this area becomes increasingly populated by many children and their siblings. We thank you in advance for your understanding.

During the term break work started in the main building which saw a room relocation for some classes. This term 3/4GA are learning in the upstairs planning room. We know that they will enjoy their new space, and through rotations and community walks will stay connected with their peers. The 1/2 small class will be learning in the 3/4 corridor at this time in Room 7. In Week 1, classes have explored how this looks, feels and sounds, we will communicate any changes throughout the term. During this time, our beautiful parquet flooring is being protected and we encourage everyone to minimise walking in the cardboard areas. A social story was posted on class Seesaw pages yesterday with photos and alternative routes around the main building to the 3/4 learning areas.

We will be holding an online forum on **Thursday 1 August 5:30pm - 6:00pm via Google Meet**. This is an opportunity for us to come together to chat and discuss any questions you may have about the term ahead. Please use the following link to access the forum via Google Meet: <https://meet.google.com/rse-ahaz-pio>.

Assemblies continue to be held in even weeks. We are starting with a House Captain's Athletics Carnival Assembly in Week 2, where we will congratulate our ribbon award recipients. 3/4CR and 3/4LM will be hosting the whole school assembly in Week 10 of this term. Further information for families and friends will be communicated closer to the event.

In Week 7 (Monday 2 September to Wednesday 4 September), we have our 3/4 camp at Birrigai Outdoor School. Birrigai means 'laughter' in the language of the Ngunnawal people and we envisage lots of laughter on camp! Notes will be going home shortly, and we ask for these to be returned as soon as possible to support the administration and organisation of the event. If you have any questions, please contact Carolyn Macleod, or your class teacher.

Later in the term in Week 9, we are hosting Student-Led Conferences on Wednesday 18 September (3:00pm - 5:00pm) and Thursday 19 September (8:00am - 9:00am). These conferences are in 30 minute blocks where children showcase their growth at school. Please book a time with your class teacher. There are five (5) places in each block.

This term we continue Japanese with Nara Sensei, Walks on Country to Haig Park, Literacy Workshops and Numeracy Workshops.

We remind families with loved and valuable family pets who are part of walking routines to and from school that dogs, other than assistance animals, must remain outside of the boundaries of our preschools and Primary site at all times. For further information please visit: <https://www.cityservices.act.gov.au>.

We look forward to another successful term of growth together.
Kind regards,

3/4 Education Team
July 2024

<p>Mathematics</p> <p>How can we collect data and display it in ways that help us to find answers?</p> <ul style="list-style-type: none"> - Students will further develop their understanding and skills when collecting and organising information to make sense of patterns in data. <p>How can we break numbers down into smaller parts?</p> <ul style="list-style-type: none"> - Students recognise equivalent fractions and make connections between fractions, decimals, and percentages. <p>How can we identify and communicate the chance of events happening?</p> <ul style="list-style-type: none"> - Students conduct chance experiments and order the likelihood of their outcomes. <p>What is the financial value of things and how can we budget to meet our needs?</p> <ul style="list-style-type: none"> - Students make estimates and determine the reasonableness of financial decisions. 		<p>English</p> <p>What makes a text factual?</p> <ul style="list-style-type: none"> - Students will look at the difference between text types. - Students will identify the features of a fact text. <p>How do we make our reading make sense?</p> <ul style="list-style-type: none"> - Students will look at decoding the words to gain meaning. - Students will identify what will help our understanding of the words. <p>How can we better understand a text quickly?</p> <ul style="list-style-type: none"> - Students will learn to identify the parts of factual texts. <p>How do we decide what parts of what we read are important when taking notes?</p> <ul style="list-style-type: none"> - Students will identify the audience for their texts. - Students will identify and prioritise information from read texts. - Students will look at strategies for summarising facts. <p>How do we apply our understanding of spelling strategies in our writing?</p> <ul style="list-style-type: none"> - Students will explore phonemic elements of language for word building. - Students will explore strategies for building words from bases using prefixes and suffixes. <p>How do we structure our writing logically using paragraphs, extended sentence forms, and connected ideas?</p> <ul style="list-style-type: none"> - Students will draw from, and apply, their understanding of text structure in the creation of their own information texts. - Students will explore the grammatical structure of compound and extended sentences for application in their writing.
<p>Japanese</p> <p>How do we create sentences in Japanese?</p> <ul style="list-style-type: none"> - Students will explore the Olympics and learn the names of the countries, languages spoken and nationalities. - Students will learn the names of the sports in the Olympics and express what sports they like/dislike. 	<p>CORE QUESTION</p> <p>Who are we?</p> <p>What is our story?</p> <p>How are we connected?</p>	
<p>Science and Technology</p> <p>How is one set of data different from another?</p> <ul style="list-style-type: none"> - Students investigate types of data in different concepts and how they are different from one another e.g. numerical/categorical. <p>How can we represent data to draw conclusions and identify patterns most efficiently?</p> <ul style="list-style-type: none"> - Students construct different data representations that apply specifically to concepts. <p>How does data give us information for the future?</p> <ul style="list-style-type: none"> - After construction of data representations, students will investigate to recognise patterns, relationships, and conclusions which they use to compose future improvements. <p>Why are different materials used for different things?</p> <ul style="list-style-type: none"> - Students will explore different materials and how their properties relate to their uses. 		
<p>Health and Physical Education</p> <p>How can we improve our fundamental movement skills to enhance our game play?</p> <ul style="list-style-type: none"> - Students will participate in a range of specific fundamental movement skills (kicking, dribbling, jumping, running and passing a ball). - Students will play soccer rounds in teams of five. <p>How are we influenced by stereotypes?</p> <ul style="list-style-type: none"> - Students will explore assumptions around gender, ability and differences. <p>How can we strengthen our relationships?</p> <ul style="list-style-type: none"> - Students discuss how they can support other students. - Students discuss how they have cooperated and included others to participate in physical activities. <p>How is my health influenced by others?</p> <ul style="list-style-type: none"> - Students explore a range of media that influence health choices. 	<p>The Arts: Drama</p> <p>How do different drama elements such as voice, movement, and space contribute to the effectiveness of a drama performance?</p> <ul style="list-style-type: none"> - Students identify and demonstrate the elements of drama in stories they experience, create or perform related to themselves, their world and teamwork. <p>How do Olympic ceremonies incorporate drama and performance to celebrate diversity and cultural heritage around the world?</p> <ul style="list-style-type: none"> - Students explore where, how, and why drama was created and how it is incorporated in different countries and cultures. - Students identify other areas where performance elements are used in the Olympics. <p>How can drama be used to test the stories behind our Olympic athletes?</p> <ul style="list-style-type: none"> - Students link the elements of drama when exploring and communicating social/emotional concepts and perspectives associated with winning, losing, teamwork, perseverance, and resilience. <p>How does collaborative teamwork impact athletic success?</p> <ul style="list-style-type: none"> - Students explore how collaboration in a variety of contexts can be enhanced by the elements of drama, and in turn, how drama communicates ideas, perspectives and meaning. - Students research an Olympian of their choice and explore the story behind and the characteristics that contribute to becoming a team player and world-renowned athlete. - Students collaborate and share their research through a performance. 	
	<p>country As teacher</p> <p>What Earthkin live in Haig Park and how are they related?</p> <ul style="list-style-type: none"> - Students continue exploring Haig Park and draw relationships between the living and non-living through their noticing, wonderings and research. <p>What changes are happening in Country?</p> <ul style="list-style-type: none"> - Students identify how different Earthkin behave and change in Springtime. 	

Learner Assets

At Ainslie School, we support students in considering how they learn. In doing so, they develop skills and dispositions that are important assets - in school and beyond. "Learner Assets" are skill and disposition sets that are required of us as learners: thinking, communicating, self-managing, researching and collaborating. We encourage you to use this language with your child/ren when describing their learning experiences and would love to hear and see examples you notice.

Self Manager	Communicator	Researcher	Collaborator	Thinker
<ul style="list-style-type: none"> Listen to and act on feedback from others Take risks and challenge ourselves Manage our impulses and think before we speak 	<ul style="list-style-type: none"> Express ourselves in new ways Select the right communication form for the purpose or context Keep an audience engaged when we are communicating our ideas 	<ul style="list-style-type: none"> Record the information we gather in efficient and effective ways Understand the difference between fact and opinion Be organised in our research 	<ul style="list-style-type: none"> Make wise choices when forming partnerships and teams Share our ideas respectfully when we are working in a group Use different roles when working in teams 	<ul style="list-style-type: none"> Analyse information gathered from different sources and look for patterns and trends Record our thinking in new ways Plan ahead and think through a task before we begin it

Kindness - Respect - Responsibility - Excellence - Community

A snapshot of Term 3

We have enjoyed re-engaging in our inside and outside learning spaces.

We look forward to more wonderful experiences together this term.

