

Wednesday 7 February 2024

## 4R CLASS NEWSLETTER 2024

Dear Parents / Carers,

I am delighted to be teaching your child this year with Ms Julie Hill teaching 4R on Fridays. I am so proud of the maturity and sense of responsibility already demonstrated by the students as they begin their journey into Primary School.

This note provides information to your child's routines and learning. More details will be shared at the Parent Information Night on **Monday 19<sup>th</sup> February commencing promptly at 6.20pm and concluding by 7:00pm in our classroom.** Please also ensure you refer to the school newsletter.



### Terrey Hills Vision:

Children are the only future the human race has; teach them well.

- Provide them with a sense of love and belonging
- Enable them to be powerful
- Create freedom for them to choose
- Inspire them to have fun
- Ensure they have everything they need to survive and thrive.

Terrey Hills Public School is committed to ensuring that how we teach your child is based on what we know makes the biggest difference to their learning.

Our teaching practices are based on current research and evidence. These are:

- High expectations
- Explicit teaching
- Effective feedback
- Use of data to inform practice
- Assessment
- Classroom management
- Wellbeing

'What Works Best: 2020 update'

In our classrooms we show **respect** to our classmates, teachers, staff and visitors; we use positive and appropriate language; we are polite and demonstrate good manners; and we accept the rights of others. We are **responsible** by demonstrating appropriate behaviour; we are in the right place at the right time; we are responsible for our own learning and always strive to achieve our personal best. We value our **learning** by understanding that effort leads to achievement, participating actively in all school settings and never giving up.

## Equipment / Resources

Please ensure your child is wearing the appropriate uniform and has all necessary equipment.

## Class Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
PE, Sport and Fundamental Movement Skills <b>(Sports uniform required)</b>	Scripture (2.00 – 2.30)	Music with Ms Jaimie Deakin	Italian – Signora Leroux Kitchen Garden – Mrs Cathy MacNamara Homework due (Will commence from Week 4)	Ms Hill Home Sport / PSSA <b>(Sport uniform required)</b> Assembly (every second week) Homework distributed

## English



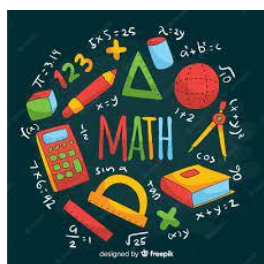
This term we will be exploring Persuasion and Narratives. Using various quality texts, students will participate in a variety of activities which are based on the NSW Syllabus. Our focus text initially is 'Fantastic Mr Fox', written by Roald Dahl, encouraging students to explore the meaning of vocabulary and various writing devices.

Students will also be working on their personal literacy goals during guided reading and writing groups.

Spelling is explicitly taught. Differentiated activities will focus not only teaching children how to spell but importantly on how to transfer this to their writing.

In Term 1, reading skills will focus on developing the Super Six Reading Strategies. Students will use guided, modelled and independent activities, supported by a range of resources.

## Mathematics



Mathematics lessons will take place daily. Lessons will cover 'Number and Algebra', 'Measurement and Geometry', 'Statistics and Probability', 'Working Mathematically' with content being integrated into each of these strands. Supporting their learning, students will focus on developing a sound understanding of 'Number Sense' and 'Whole Numbers.'

## High Potential Gifted Education

At Terrey Hills teachers differentiate learning to cater for all student's individual needs and our HPGE programs are underpinned by evidence-based research. A variety of opportunities will be offered this year to cater for HPGE students across all domains (intellectual, creative, physical and social-emotional). This can take the form of differentiation by your child's teacher, learning adjustments, support in the classroom, enrichment groups or specific programs and opportunities.

## Science

Students will be exploring the living world unit: 'Producing Food and Fibre' (Year 3 and 4). These lessons will focus on, 'How do we create food and fibre products from animals and plants?' The unit will investigate the interrelationship between the environment and the survival of a range of flowering plants and the humble bee, connecting this with their Kitchen Garden experiences with Cathy MacNamara. They will be given the opportunity to design and produce a product or system or environment to support the growth of a plant and/or animal that could be used in a healthy meal.



## Kitchen Garden

As part of the Science unit, 'Living World' students in Stage 2 will be working in the Kitchen Garden on Thursday morning in Term 1. Students will discover different creatures that live in the garden and how they play an important role in that ecosystem. Students will also explore how we grow food from plants and will participate in activities such as planting, harvesting and creating food from what they have grown.



## History

This term we will be studying the Stage 2 Unit: Community and Remembrance. In this unit, students will study identity and diversity in both a local and broader context. Students explore the historical features and diversity of their community. They examine significant local, state and national symbols and emblems and celebrations and commemorations, both local and international.

## Personal Health and Development

Our health and well-being focus will be based on the Bounce Back program – Friendship, Smiling Minds and PE, Sport and Fundamental Movement activities on Monday. This will be a whole school focus aimed to enable students to understand the importance and types of friendships.



## Library

We are excited to welcome students back to the library in 2024! This term during library students in years 3 & 4 will be learning about the organisation of the library. They will be learning about how books are categorised into fiction and non-fictions and begin to explore the Dewey Decimal System as a method of organising non-fiction books by topic. They will use Orbit library catalogue to search for and locate reading material.

We will be reading a selection of fiction and non-fiction books and explore concepts such as theme, genre, character, setting and main idea. Students will compose books reviews and will learn how to publish their reviews in Orbit.

Borrowing: This year stage 2 students can borrow THREE books at a time. The loan period is two weeks. Students will need a library bag to protect the books they borrow from being damaged. Students will not be able to borrow without a library bag or if they have outstanding books at home.

## Premier's Reading Challenge

All students at THPS are encouraged to participate in the Premier's Reading Challenge. In stage 2 students are expected to complete the challenge independently. They will have access to a broad selection of PRC in the classroom and library and will be provided with time to engage in silent reading. Students continue to learn how to access PRC website and will receive adequate time during library to manage their Personal Reading Logs. Further information will be communicated via School Bytes when the challenge commences at the end of February.

## Homework



The Terrey Hills Public School homework policy has been developed in accordance with the guidelines as suggested in the Department of Education Homework Policy: [DoE Homework Policy](#). Homework will consist of reading, mathematics, spelling and assignments. Specific expectations

about homework and the newly revised THPS Homework Policy will be discussed during the Parent Information Evening scheduled for **Monday 19<sup>th</sup> February**. Homework should not take longer than 20 to 30 minutes each evening including reading. Any concerns or questions, please speak to your child's class teacher.

## General Information

### Fruit break

Fruit break will occur during the morning session. Children may bring in a small piece of fruit or some vegetables to eat during this time.

### Food

There are students that have food allergies, so please be mindful not to bring foods that contain nuts / or traces of nuts to school. Students are discouraged from sharing food.

### Birthdays

If students wish to celebrate their birthday with their classmates, ice block and popcorn packs are available to purchase from the canteen. Please let me know prior to the day as we have students with specific dietary needs. Thanks in advance for this.

### Absences

If your child has been absent from school, please provide written notification to explain the absence either via the school office or using the school app within 5 days of your child's absence.

Parents and carers are reminded that students **must not** attend school if they are unwell. Please notify the school if your child has tested positive to COVID.

## School Information and Communication – School Bytes App

It is highly recommended that all families at the school have the school app. The app is used for emergency and general communication sharing, it is also how all permission notes for excursions are distributed. The following functions are also available from the app:

- Report absences
- Report changes of addresses / phone details
- Link to school newsletter via Parent Calendar



## Key Dates

**Monday 19<sup>th</sup> February** – Parent Information Evening (in your child’s classroom from 6:20-7:00pm)

**Wednesday 21<sup>st</sup> February** – Leadership and SRC Assembly (9.30 – 10.40am)

**Wednesday 28<sup>th</sup> February** – School Swimming Carnival (Ku-ring-gai Sports and Aquatic Centre)

**Tuesday 2<sup>nd</sup> April – Wednesday 5<sup>th</sup> April** – Healthy Harold Life Education

Please continue to check the school newsletter for updates.

## **Pick and Drop Off Procedures**

Staff are on duty from 8.50am. Students need to drop off their bags at their classroom and go to the 3-6 playground from 8:50am. In the afternoon, students will meet their parents at either Ted’s Shed or around near the K-2 playground in the case of meeting a younger sibling.

## **COVID Updates**

Parents and carers are reminded that students must not attend school if they are unwell, even with the mildest of symptoms. Students must return a negative COVID-19 test and be symptom free prior to returning to school. Updates regarding COVID Safe procedures will be sent out via the School App and newsletter.

## **Health Alert**

A student in our school is currently receiving treatment for a chronic illness which results in a lowered immune system, this means, the student is more prone to getting ill from infections. This student is not contagious but, it is important he/she participates actively in the day-to-day school program without any major limitations.

A major concern is that if this student develops measles, chickenpox, whooping cough or influenza, he/she could become seriously ill. I seek your cooperation in preventing this situation. If your child has or may have chickenpox or measles, we ask that you please:

- Do not send them to school
- Notify the Office and Principal as soon as possible
- Take them to your GP or medical centre to confirm the diagnosis if possible.

## **Communication**

To ensure **concerns or queries regarding your child are actioned it is important that the school office be contacted either by phone or email**. This is to ensure that messages are received and passed on to the appropriate person (whether that be a teacher or your child).

Please ensure that, if you do email your teacher through the school office, you put the teacher’s name in the subject line.

Normal school office hours are **8.30am – 3.30pm** and messages will only be forwarded during these times.

If you have any questions, please do not hesitate to contact your child’s teacher via the school email: - [terreyhillp.school@det.nsw.edu.au](mailto:terreyhillp.school@det.nsw.edu.au) or phoning the school office. We look forward to working collaboratively with you, to enable your child/ren to reach their academic and social potential.

Regards,

Talei Robinson

Tony Watson 3W Stage 2 and 3 Assistant Principal

Adrienne Bruce – Principal

## Curriculum details

### Curriculum Reform Years 3-6

As part of the Curriculum Reform, 3-6 students will be engaging with new English and Mathematics syllabuses this year.

### Making connections through related content K-6

Many connections exist between the focus areas in English and Mathematics. Knowledge of and skills for focus areas often develop in an interrelated manner and are therefore best addressed in parallel.

Within the context of the syllabus this means teachers will be teaching:

- **Multiple focus areas at the same time**
- **Related content in a sequential manner**
- **Application and knowledge, understanding and skills through interrelated focus areas.**

Addressing outcomes in parallel enables teachers to efficiently teach and assess essential concepts within the syllabus content while supporting students to make connections with their learning.

### English 3-6

The organisation of outcomes and content for the English K-6 syllabus highlights the role and connection that Understanding Texts and Creating Texts have across all areas of English. The organisation of outcomes and content reflects the essential knowledge, understanding and skills that students are expected to learn, including the study of a wide range of literature.

### 3-6 Focus Areas

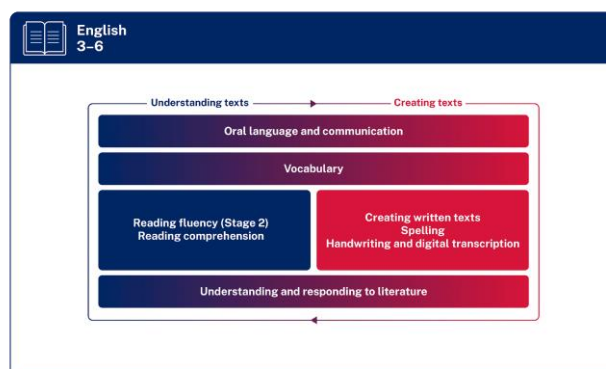
The focus areas for each stage support students' growing knowledge and understanding in the areas of:

- Oral language and communication
- Vocabulary
- Reading fluency
- Reading comprehension
- Creating written texts
- Spelling
- Handwriting and digital transcription
- Understanding and responding to literature

Evidence highlights the importance of oral language, reading and writing and as such the syllabus reflects the importance of strong foundations in the early years across oral language, reading and writing is highlighted. The organisation of the syllabus supports the development of early literacy knowledge and skills, while continuing to acknowledge the importance of learning about and enjoying literature.

Students' knowledge and understanding about language will grow and deepen as they engage with increasingly complex texts across a range of modes. Students continue to develop their understanding of how language use at word, sentence, paragraph and whole text-level is determined by context, audience and purpose.

The development of students' vocabulary and background knowledge can be supported by them engaging them in rich discussion and analysis of a range of texts, including those widely regarded as quality literature. This can support students' comprehension and has the potential to expand their ideas and experience of both their own world and the world of others. As students deepen their knowledge of



language, they can apply new understanding to purposefully communicate their ideas, with increasing confidence and efficacy.

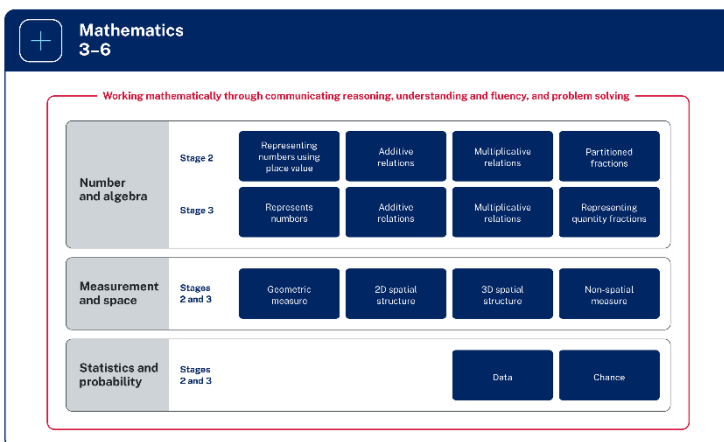
## Mathematics 3-6

Overview of the syllabus structure across Stage 2 (Years 3 and 4)

Mathematics K-6 outcomes and their related content areas are organised in:

- **Number and Algebra**
- **Measurement and space**
- **Statistics and probability**

Stage 2 learning areas include:



### Number and Algebra

- Representing numbers using place value
- Additive relations
- Multiplicative relations
- Partitioned fractions

### Measurement and space

- Geometric measure
- 2D spatial structure
- 3D spatial structure
- Non-spatial measure

### Statistics and probability

- Data and Chance

The overarching Working mathematically outcome is the same across the K–10 Mathematics syllabus it describes the thinking and doing of mathematics.

The Working mathematically processes are embedded within the concepts being taught. Embedding Working mathematically ensures students are able to fluently understand concepts and make connections to other focus areas. The mathematics focus area outcomes and content provide the knowledge and skills for students to 'reason about', and contexts for problem solving. The overarching Working mathematically outcome is assessed in conjunction with the mathematics content outcomes. The sophistication of Working mathematically processes develops through each stage of learning and can be observed in relation to the increase in complexity of the mathematics outcomes and content.

A student develops understanding and fluency in mathematics through:

- Exploring and connecting mathematical concepts
- Choosing and applying mathematical techniques to solve problems
- Communicating their thinking and reasoning coherently and clearly.

The mathematics focus area outcomes and content provide the knowledge and skills for students to 'reason about', and contexts for problem solving. The overarching working mathematically outcome is assessed in conjunction with the mathematics content outcomes. The sophistication of working mathematically processes develops through each stage of learning and can be observed in relation to the increase in complexity.

(NSW Curriculum: NSW Education Standards Authority)