Dear Parents,
Welcome to Term 4 2016. Below is an outline indicating the knowledge and skills your children will focus on in Term 4.

**Term 4 Timetable**

<table>
<thead>
<tr>
<th></th>
<th>Room 18</th>
<th>Room 19</th>
<th>Room 20</th>
<th>Room 21</th>
<th>Room 22</th>
<th>Room 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education / Sport</td>
<td>Wednesday Friday</td>
<td>Wednesday Friday</td>
<td>Wednesday Friday</td>
<td>Wednesday Friday</td>
<td>Wednesday Friday</td>
<td>Wednesday Friday</td>
</tr>
<tr>
<td>ICT</td>
<td>Wednesday</td>
<td>Wednesday</td>
<td>Wednesday</td>
<td>Wednesday</td>
<td>Wednesday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>The Arts</td>
<td>Wednesday</td>
<td>Wednesday</td>
<td>Wednesday</td>
<td>Wednesday</td>
<td>Wednesday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Italian</td>
<td>Wednesday</td>
<td>Wednesday</td>
<td>Wednesday</td>
<td>Wednesday</td>
<td>Wednesday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Language Arts</td>
<td>Wednesday</td>
<td>Wednesday</td>
<td>Wednesday</td>
<td>Wednesday</td>
<td>Wednesday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Library Borrowing</td>
<td>Thursday</td>
<td>Thursday</td>
<td>Thursday</td>
<td>Thursday</td>
<td>Thursday</td>
<td>Thursday</td>
</tr>
</tbody>
</table>

- Each child is expected to have a school hat, art smock and library bag, all clearly named.
- The 5/6 team are unavailable for appointments on Tuesday and Wednesday afternoons due to Professional Learning Meetings. If you wish to meet with us, please make an appointment.

Yours sincerely,

Vanessa Shaw – Room 18
Jessica Terranova – Room 19
Adam Bremner – Room 20
Sara Tsemetzis – Room 21
Sabrina D’Costa – Room 22
Kathryn Barrie – Room 23
| Religious Education | The students will engage in the following unit:  
Unit 1: Mission Impossible  
In *Mission Impossible*, students will develop an understanding of justice in light of the Christian message. They will examine Scripture, which demonstrates how Jesus Christ showed love and justice for all people, particularly the marginalised. Students will choose a current issue of injustice, which they will analyse and evaluate in light of the gospels and Catholic Social Teaching. They will also evaluate their own beliefs about justice in light of new learning from Scripture and the Church’s teaching. Students will prepare and participate in an action that promotes a just way of responding to the issue they have analysed.  
Every Friday morning there is a whole school Mass at 8.30am. This is a wonderful opportunity to pray and celebrate as a community. We encourage the students to attend. |
| --- | --- |
| **Literacy Directions** | **Speaking and Listening**  
- Students will have the opportunity to verbally explain how or why a phenomenon occurs, using precise technical language.  
- Students will listen to guest speakers from “Zen Pencils” and “Wildlife Victoria” and formulate questions to gain further information or clarify information given.  
- Students will take notes of main ideas when listening to guest speakers.  
- Students will plan and present a documentary.  
**Reading and Viewing**  
- Students will be exposed to a range of explanation texts, with a focus on living things, the environment, adaptations and sustainability.  
- Students will identify the structure and language features of an explanation text.  
- Students will analyse the techniques used in documentaries such as spoken words, written captions and visuals.  
- Students will practise skimming and scanning strategies to locate information.  
- Students will further develop inferential comprehension.  
**Writing**  
- Students will understand how to write an explanation text following the given structure.  
- Students will practise writing complex sentences using cause and effect cohesion words.  
- Students will understand and use a range of literacy devices for their documentary.  
The students will continue to be supported at their level of need through teacher focus groups. Some students will participate in small group activities with Learning Support Officers. |
| **Numeracy Directions** | This term, activities will centre on developing understandings of Statistics and Probability, Number and Algebra. Students will learn about collection of data, types of graphs, chance and probability. They will learn to select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimations for these computations.  
Based on data collected throughout the term, students may also receive extra support or extension in small focus groups (tutor groups) according to their need. Some students will participate in small group activities with Learning Support Officers.  
The students will continue to reflect on their mathematical thinking and will be encouraged to apply mathematical skills to real life situations.  
For homework in Mathematics, students will focus on learning the timetables up to and including 12 x 12 |
| **Inquiry Focus** | The Inquiry unit for term 4 is “How on Earth did this happen?”  
In this unit, students will develop an understanding that  
- Life is found in every remote corner of earth  
- Living things can survive in many different places because they have special adaptations suited to the area they live  
- Living things depend on their physical features to obtain food, keep safe, create habitats and reproduce  
Why adaptations occur |
| Social Skills | In Term 4 we will continue to focus on the ‘You Can Do It’ program, highlighting the following areas: confidence, persistence and organization. We will also be focusing on anti–bullying throughout the term. The students will be exploring these topics through circle time, activities and class discussions. |