Dear families,

Please find below some general information regarding the classroom program your child will be engaged in during Term **1** of this year. Please feel free to make contact by phone, email or by arranging a meeting to discuss your child's progress at school.

Teacher: Mrs Christine Elmore   **Class:** 3 Turtle   **Email:** admin@wellingtonpointss.eq.edu.au
School Office: 3286 0666   **Student Absences:** 3286 0660

Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.50-9.00	Set up for day	Set up for day	Set up for day	Set up for day	Set up for day
9.00-11.00	English HEALTH	English	English	English	Parade English Maths
11.00-11.40	**First break**				
11.40-1.10	CHAMPS MUSIC	Maths HASS	Digital Tech PE Digital Tech	Maths Visual Art	Science Maths
1.10-1.50	**Second break**				
1.50-2.00	Roll marking	Roll marking	Roll marking	Roll marking	Roll marking
2.00-3.00	Maths	HASS	Maths	Visual Art	Enrichment Activities

Homework Expectations- checked each Friday

- **Reading** – reading for pleasure (10-15mins each day). Bring the JOY to reading at home.
- Reading Eggs or Epic is encouraged but optional.   Reading out loud, read books, recipes, game instructions, listen to digital books, read to your child. Read poetry, jokes, find your favourite author or series of books.

In-Class Support

There are always students who work through tasks easily and accurately and those who need extra support and guidance. All students are catered for in our classroom, with a selection of activities:

- Guidance and Wellbeing Officer- Mrs Ainslee Cheung
- Inclusion Support: Mr Eric Bilginer
- Teacher Aides: Literacy and Maths Group Support
- Smaller ability/focus groups.
- One-on-one feedback to pinpoint needs and set learning goals.
- Teacher, teacher aides and Learning Support staff to support all individual needs.
- Range of technologies to assist in learning.

Curriculum Focus

English (Inquiry) Examining Imaginative Texts

Students engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers' reaction to the text. They read, view and comprehend imaginative texts that support and extend their independence as readers, including picture books, chapter books, rhyming verse, poetry and dramatic performances. Through texts, students explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to enhance meaning.

Students engage in shared and independent writing and/or learning experiences in response to texts, and to create their own texts using imaginative texts as models.

COURTEOUS	**H**ONEST	**A**IM HIGH	**M**ATESHIP	**P**ROUD	**S**AFE

Students use interaction skills when engaging in discussions about texts, using language to express appreciation of these texts. They use more formal language and specific vocabulary when delivering oral presentations to an audience.

HASS (Inquiry) How and why is your celebration/commemoration significant for different groups?
Students:
• identify individuals, events and aspects of the past that have significance in the present
• identify and describe aspects of their community that have changed and remained the same over time
• explain how and why people participate in and contribute to their communities
• identify a point of view about the importance of different celebrations and commemorations to different groups
• pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions
• sequence information about events and the lives of individuals in chronological order
• communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms

Mathematics:
As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they:
• recognise that mathematics has conventions and language that enables communication of ideas and results through the mathematical proficiencies
• manipulate numbers by partitioning and regrouping using physical and virtual materials to build an understanding of place value in the base-10 number system
• develop, extend and apply their addition and multiplication facts, and related facts for subtraction and division through games and meaningful practise
• explore maps and determine key features of familiar spaces and use these when creating spatial representations
• undertake a statistical investigation that is meaningful, allowing decision-making about the use and representation of data and communicate findings

Science:
Students will learn that living things all have certain characteristics. They will use these characteristics to differentiate between living and non-living things and group plants and animals by their observable features.

The Arts:
Students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas

Health and Physical Education: Health: Good Friends

Students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.

Health and Physical Education: Physical Education:
Gameplay – Students will develop collaboration and gameplay skills. They will apply rules and fair play practices to activities and games in small and larger groups.

COURTEOUS	HONEST	AIM HIGH	MATESHIP	PROUD	SAFE

Technologies: What digital systems do you use?
In this unit, students will explore and use a range of digital systems, including peripheral devices, and create a digital solution (an interactive guessing game) using a visual programming language. They will:
• identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data
• define simple problems and identify needs
• develop technical skills in using a visual programming language to create a digital solution
• describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language
• implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game
• explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs
• develop skills in computational and systems thinking when solving simple problems and creating solutions.

Special Events/Excursions
Please see last page

How can parents/carers help
- Ensure homework is completed regularly and support them in their tasks.
- Read with them regularly. Get them to talk about what they are reading and ask questions.
- Ensure your child arrives to school on time and discuss their day with them.
- Communicating regularly with class teacher and keep up to date with newsletters and notes.

Work with honour

COURTEOUS	**H**ONEST	**A**IM HIGH	**M**ATESHIP	**P**ROUD	**S**AFE

Special Events/Excursions: Term 1, 2025

WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
1 27/1 – 31/1	AUSTRALIA DAY PUBLIC HOLIDAY	• First day students return to school			• First Whole School Parade 9am
2 3/2– 7/2	• Class information sheets and management plans emailed to families				• Whole School Parade 9am
3 10/2 – 14/2		• Parent Information Sessions 3:30pm and 4:15pm (finish 4:45pm)		• Wake Up with Wello Starts 8:15am	• Captains and Peacekeeper Parade – Whole School 9am • Wellbeing Friday Enrichment Programs start
4 17/2 – 21/2				• Wake Up with Wello • Bravehearts P-2 9am	• Whole School Parade 9am • 2025 Captains Morning Tea with Leadership Team • Wellbeing Friday Enrichment
5 24/2 – 28/2	• HALOGEN School Captains Day - Excursion		• Student Council Free Dress Day	• Wake Up with Wello	• Whole School Parade 9am • Wellbeing Friday Enrichment
6 3/3 – 7/3			• CHYMS Good Mental Health Rocks – Year 6: 9-11am	• Wake Up with Wello • Tooth Fairy Visit 9am	• Whole School Parade 9am • International Women's Day (March 8) • Wellbeing Friday Enrichment
7 10/3 – 14/3	• Tooth Fairy Van week 7-10 (Admin carpark)		• NAPLAN (Year 3 & 5)	• Wake Up with Wello • NAPLAN (Year 3 & 5)	• NAPLAN (Year 3 & 5) • School Photos Day • NO Parade Today
8 17/3 – 21/3	• NAPLAN (Year 3 & 5)	• NAPLAN (Year 3 & 5)	• NAPLAN (Year 3 & 5)	• Wake Up with Wello • NAPLAN (Year 3 & 5) • Chappy Subway	• NAPLAN (Year 3 & 5) • Cross Country 9am – 1pm • NO Parade Today
9 24/3 – 28/3	• NAPLAN • Year 6 Camp	• Year 6 Camp	• Year 6 Camp	• Wake Up with Wello	• Whole School Parade 9:00am • Wellbeing Friday Enrichment
10 31/3 – 4/4		• HARMONY DAY • Parent Teacher Conversations 3:10pm - 6:30pm			• No Parade Today • Easter Hat Parade P-2 9am • Student Council Easter Disco

COURTEOUS	**H**ONEST	**A**IM HIGH	**M**ATESHIP	**P**ROUD	**S**AFE