



TERM FOUR

# Level 3 and 4 Term Four Newsletter

## Welcome back!

Welcome back to the Level 3 and 4 community! We hope you all had a wonderful break full of fun and that you got to spend some quality time with your families.

It's Term 4 and we can't believe how fast the year has gone! We have an extremely busy term including two excursions, Working Bee for Level 3s and all the end of year festivities. Our Teaching and Learning programs will continue throughout the term and will culminate in creating an ERP. We will also be conducting assessment in all areas of the curriculum so we can track all student achievements to report their progress.

Learning, including revision and preparation for next year, continues into the final weeks of term so daily attendance is very important. A number of transition activities have been planned for later in the term so students are prepared for next year. They will become familiar with new learning spaces, teachers and expectations of the new year level. Please consider the importance of the

final weeks of term when planning family events and holidays.

We are very proud of every Level 3 and 4 student and we have enjoyed being part of their academic and social development.

The Level 3 and 4 Staff are always happy to meet with you to discuss your child's learning and to support you in any way we can.

### KEY DATES

- 9 Oct. Level 4 and 5 Japanese Tour  
Parent info evening @ 6pm**
- 10 Oct. Teeth on Wheels**
- 18 Oct. Level 3 and 4 MCG Excursion**
- 20 and 21 Oct. Father/Child Camp**
- 22-26 Oct. Woorabinda Camp**
- 26 Oct. Level 3- Wilko Science Session**
- 1 Nov. Outdoor Classroom Day**

**6 Nov. Melbourne Cup Day Public Holiday.** Students do not attend school.

**8 Nov. Remembrance Day Assembly**

**11 Nov. Remembrance Day**

**13 Nov. JSC Fundraiser- Fitness Day for Diabetes**

**16 Nov. Learning Task Available to view on Compass**

**16 Nov. Level 3- Wilko Science Session**

**22 Nov. Market Day**

**23 Nov. Level 3 and 4 PP Day for Teachers**

**25 Nov. Level 3 Working Bee 9-11am**

**30 Nov. Curriculum Day. Students do not attend school**

**7 Dec. Level 3 and 4 Coach Approach Excursion 9:30- 12:50pm**

**21 Dec. Term 4 concludes (1pm assembly, 1:30pm dismissal)**

**Keep an eye out for other dates throughout the term.**

## WALKER LEARNING: EDUCATIONAL RESEARCH PROJECTS (ERP)

Key Principles:

- Children's interests are expanded, scaffolded and supported for ongoing engagement through project based learning experiences.
- The students will continue to run weekly class meetings.
- Focus students will continue to share their learning and goals during tuning in sessions.

This term, students ERP work will be connected to health.

ERP sessions not only give students the opportunity to demonstrate their learning through their interests, they also allow students to develop life skills of organisation, self-monitoring and motivation and working in teams. The students in Level 3 and 4 have experimented with working independently and in small groups, setting short term goals and the many skills involved in researching a topic. They have reflected on the positives and negatives of these decisions and skills and have strived to improve each term. It is important that as teachers and parents we encourage this experimentation and facilitate the reflection so our students take responsibility for their learning and improvements are made.

## HEALTH SUBJECT FOCUS TERM FOUR

The Levels 3 and 4 curriculum further develops students' knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. Students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They also develop a further understanding of how their bodies grow and change as they get older.

The content explores knowledge, understanding and skills that support students to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing.

The Levels 3 and 4 curriculum also provides opportunities for students to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision making.

Some of the focus areas to be addressed in Levels 3 and 4 include, but are not limited to:

- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- safety

Students will be exploring the following learning intentions:

LI 1: I will be able to demonstrate understandings of the importance and impact of physical activity on the human body.

L2: I will be able to compare healthy and unhealthy foods and understand the effects of these foods on our mental and physical selves.

LI 3: I will be able to understand and practise ways that help me to stay safe at home, at school and in the community.

LI 4: I will be able to identify and implement strategies to develop my own and others' mental health and well-being.

## SOCIAL AND EMOTIONAL LEARNING AT SEPS

**PLAY IS THE WAY "Be the Master, not the Victim of your feelings"**

Play is the Way is the backbone to SEPS' social and emotional teaching and learning. Students develop personal and social capabilities using guided play, classroom activities and empowering language. The key concepts of Play is the Way are:

- Treat others as you would like them to treat you
- Be brave- participate to progress

- Pursue your personal best no matter who you work with
- Have reasons for the things you say and do
- It takes great strength to be sensible

### RIGHTS, RESILIENCE AND RESPECTFUL RELATIONSHIPS

SEPS has been nominated as a Leader School in the State of Victoria to teach the Rights, Resilience and Respectful Relationships Curriculum. The learning material focuses heavily on personal and social capabilities. Lessons incorporate explicit teaching, group work, partner sharing and personal reflection. The core concepts that will be taught include:

- Emotional Literacy
- Personal Strengths
- Positive Coping
- Problem Solving
- Stress Management
- Help Seeking
- Gender and Identity
- Positive Gender Relations

Everyone in a school community has a role to play in helping children become independent, mature, socially competent, emotionally intelligent and successful human beings. Parents are encouraged to reinforce and value these concepts at home as well. *Play is the Way* and *Rights, Resilience, and Respectful Relationships* will complement each other and will be taught to support students' social and emotional learning.

### REFLEX MATHS

SEPS has recently applied and won a grant that supports students to build their maths fluency skills. The Victorian Curriculum defines fluency as:

Students are fluent when they:

- \* make reasonable estimates
- \* calculate answers efficiently
- \* recognise robust ways of answering questions
- \* choose appropriate methods and approximations
- \* recall definitions and regularly use facts,
- \* can manipulate expressions and equations to find solutions.

When students do not have fluency, they end up using their working memory calculating facts rather than on understanding concepts that are more complex. This can result in students not making the expected growth or developing an attitude of self-doubt and negative/fixed mindset towards maths.

In term 3, children were selected to participate in the program. In order to give value to the program, students are expected to spend a minimum of 3 sessions/week. On average, a session will last 15-20 minutes. If your child is doing Reflex Maths, they may want to go on longer as the games are enjoyable and challenging, however, research shows that the brain can only learn a certain number of facts at one time and that is why they suggest sessions shouldn't be longer than 15-20 minutes. Students will know when they have reached their daily goal, as a green light will appear.

In place of Mathletics/Essential Assessment tasks for homework, your child will be expected to go onto the program for a minimum of 2 sessions/week – recorded and signed in their homework book.

If you have any further questions regarding the Reflex Maths Program, please make a time to see Trudy Gau.

## LEVEL 3 & 4 TERM FOUR SPECIALIST TIMETABLE

	ART	PERFORMING ARTS	PE	LOTE JAPANESE
3A	Tuesday-odd weeks	Monday	Monday	Tuesday- even weeks
3B	Tuesday-even weeks	Monday	Monday	Tuesday- odd weeks
3C	Monday-odd weeks	Tuesday	Tuesday	Monday-even weeks
4A	Monday- even weeks	Tuesday	Tuesday	Monday- odd weeks
4B	Tuesday- even weeks	Thursday	Monday	Tuesday- odd weeks
4C	Monday-odd weeks	Tuesday	Tuesday	Monday- even weeks

**\*Please Note: All Level 3 and 4 classes attend library each Thursday.**

### REMINDERS

- When your child has been absent from school it is essential that an absent note is given to your child's teacher upon return. It is not acceptable to write a note in your child's diary as these are a legal requirement and as such must be sent to the school office.
- Please ensure your child's clothing and other belongings are clearly labelled so they can be easily returned.
- School Assembly takes place on a Monday morning. School commences at 8:50am on Mondays and 9:00am every other weekday.

### EXPECTATIONS

- All students are expected to wear a hat during Recess and Lunch times in accordance with our **Sun Smart Policy**. Students understand that with **No Hat there is No Play**.
- Head lice can be a problem so please keep checking your child's hair and remember to tie up long hair. Please inform the class teacher if your child has head lice.
- Children should arrive at school 15 minutes before bell time unless asked to come earlier for a special occasion e.g. School excursion. Parents are required to sign in children who arrive late to school in the book at the front office and collect a late arrival slip to give the teacher.

## Visual Art:

The fun continues in art for term four as we continue to enjoy more 'Magic' and 'Creatures with Features' at Hogwarts, our new art room. To this we will add the provocations of 'Into the woods' and 'Fun and Feelings'. Level 3 and 4 students will continue to extend drawing skills with a focus on whisper lines and create with the elements of shape and tone, and the principles of pattern and focus. They have been using art created in term one in a project to enhance skills and techniques in contrasting colour and modelling in 3D, with a focus on displaying art for an audience.

Students will be encouraged to identify and describe how their ideas are expressed in their art, reflecting on, and documenting how they were successful with the relevant learning intentions. As part of our Emotional Literacy in Visual Art Program we will be exploring mindfulness and feelings through art. This term level three and four will have fun developing skills in 3D, in their special Visual Art Learning Task. Lumos!

Julie Van Etten

## PE

### Level 3

It will be another busy term for Level 3 students with the continued focus of striking and fielding games before moving onto invasion games in the latter half of the term. During our invasion games focus, we will be using modified games of European Handball to practice running, catching and throwing skills along with attacking; defensive and evasive strategies. This game was chosen as it challenges students to transfer skills from other invasion games, such as soccer, football, lacrosse and hockey into a new sport, using new equipment.

### Level 4

It will be another busy term for Level 4 students with the continued focus of striking and fielding games before moving onto invasion games in the latter half of the term. During our invasion games focus, we will be using modified games of European Handball to practice running, catching and throwing skills along with attacking; defensive and evasive strategies. This game was chosen as it challenges students to transfer skills from other invasion games, such as soccer, football, lacrosse and hockey into a new sport, using new equipment.

Looking forward to a great term!

Dave Richardson.

## Performing Arts

Welcome back to another exciting semester of Performing Arts at SEPS. After their term 3 exploration of circus and acro-balance, term four sees our level 3 & 4 students focusing on Dance; exploring a variety of movement traditions, with a focus on non-verbal storytelling and the physical interpretation of music. The students will perform and compose a variety of choreographed and improvised movement pieces, which will form the basis of their final assessment.

Excelsior!

Mr Scherpenhuizen

## Japanese

Using a map of Japan, students will learn about famous places people like to visit. New language will focus on asking and answering questions such as 'Where are you going?', 'When are you going?' and 'How will you get there?' Students will consolidate their ability to read and write hiragana and use known vocabulary to create their own sentences.

Josie Briggs