



Mawson Lakes School

W21 Newsletter

Term 4, Week 2



We all belong in some way. We just need to change our fixed mindset to a growth mindset.

Zeke W21 2020

Welcome to the beginning of Term 4.

The purpose of this newsletter is to highlight the curriculum areas we will be covering this term.

School Times

- 8.40am – School starts
- 10.55am – 11.15am – Recess
- 12.40pm – 12.50pm – Lunch eating
- 12.50pm – 1.30pm – Lunch
- 3.00pm – Home time

Japanese, The Arts, Health and PE

Monday	Tuesday	Wednesday	Thursday	Friday
Japanese 1.30pm Lauren TR1	Health/PE 1.30pm Des Gym	The Arts 10.10am Abbey TR7	Japanese 12.00pm Lauren TR1	Health/PE 9.25am Des Gym

Class Website

Please check the class website regularly for information about upcoming events, what we are doing in class and homework.

www.2020w21.weebly.com

DIARY DATES

Gatherings

Weeks 3, 6, and 9

Week 2

Friday – Book Week Parade

Week 3

Thursday – Year 7 Market Day
Friday - Pupil Free Day

Week 4

Wednesday – Outdoor Classroom Day

Week 9

Friday - Last day of school
2pm Dismissal

Mathematics

In Mathematics this term, students will continue learning how to think like a Mathematician, assigning specific aspects of the curriculum into one of the five drawers of Mathematics.

Year 4

- Chance – Describe possible everyday events and order the chances of them occurring, identify everyday events where one cannot happen if the other happens and identify events where the chance of one will not be affected by the occurrence of the other.
- Patterns and Algebra - Explore and describe number patterns, solve word problems by using number sentences and find unknown quantities in number sentences.
- Location and Transformation – Interpret information contained in basic maps, create symmetrical patterns, pictures and shapes, compare and classify angles.

Year 5

- Chance – List outcomes of chance experiments involving likely outcomes and recognise that probabilities range from 0 – 1.
- Patterns and Algebra – Describe continue and create patterns with fractions, decimals and whole numbers and find unknown quantities in number sentences.
- Location and Transformation – Describe locations and routes, identify translations, reflections and rotations, apply the enlargement transformation to two- dimensional shapes and explore the properties of the resulting image compared with the original.

All students will continue to develop efficient mental and written strategies and apply appropriate digital technologies to solve problems. We will use estimation and rounding to check the reasonableness of answers and calculations. The recall of multiplication and division facts will be a regular routine in the classroom.

English

This term our class text focus is Examining Characters in animated films. In this unit students listen to, read, view and interpret a range of animations including film and digital texts. Students present a point of view about personal conflict and ethical dilemmas faced by fantasy characters through a panel discussion. They produce an animated story exploring a character's behaviour when faced with an ethical dilemma. Poetry will also be a focus, with students interpreting and experimenting with sound devices (rhyme, alliteration) and imagery (figurative language). The students will engage in modelled 'Think Alouds', Shared 'Think Alouds', Guided Reading and independent reading. The students will also participate in a group 'Book Club'.

HASS

This term, students will be focusing on Civics and Citizenship. They will participate in tasks and discussions on the process of democracy and the decisions that support their local community while shaping their identity.

Year 4

- Students develop questions about the society in which they live and locate and collect information from different sources to answer these questions. They examine information to distinguish between facts and opinions, identify points of view and to draw conclusions. They share their points of view, respecting the views of others, and identify the groups they belong to. Students present ideas and conclusions using discipline-specific terms in a range of communication forms.

Year 5

- Students develop questions for an investigation about the society in which they live. They locate and collect information from different sources to answer these questions. They examine sources to determine their purpose and identify different viewpoints. They interpret information to suggest conclusions based on evidence. Students identify possible solutions to an issue as part of a plan for action and reflect on how they work together. They present their ideas, conclusions and viewpoints in a range of communication forms using civics and citizenship terms and concepts.

Science

Physical Sciences

Year 4

- Forces can be exerted by one object on another through direct contact or from a distance.

Year 5

- Light from a source forms shadows and can be absorbed, reflected and refracted.

Child Protection Curriculum

The focus area for this term is “Recognising and Reporting Abuse”.