



HARVEST HOME
PRIMARY SCHOOL

Term 4 | Week 8

Welcome to Killara

Dates to remember:

November:

ICAS Testing 15th – 23rd

Curriculum Day 22nd

Book Fair 25th – 7th

Year 5/6 Camp 29th – 1st

December:

Orientation Day 7th

KABOOM Sports day 15th

Academic Reports 15th

Last Day of Term 4 – 17th
(Early Finish)

Killara = Always There

Term 4, 2021

Term 4 has been another interesting one for the Killara community. We are so proud of the resilience and determination of the Year 5 students during this term. In the lead up to the summer school holidays we are excited for a jam-packed end of year with students participating in Year 5/6 camp to Mt Evelyn, preparing for leadership positions and finishing with the KABOOM sports day.

Students will also participate in a whole school Step Up day on 7th of December, where they will meet their Year 6 teacher in preparation for their last year at Harvest Home Primary School.

Our Principles:

Pride of Place

Showing Kaizen

Legacy

Embracing Pressure

*Better People =
Harvest Home People*



Reading

During Term 4, students used both fiction and nonfiction texts to develop their comprehension skills and explore a range of vocabulary. They explored how technical language and high-quality words can impact a reader's experience and author's intentions. Students inferred the main idea and author's message of a text and

Something Challenging

1 What is the text mostly about? (Theme)
The theme is... about freedom of living a normal life

2 What does the author want you to know about the text?
(Important details that support the theme in the text)
At the start of the video the character kept on saying stuff about himself that would make him sound as if his 'master' was brainwashing him about who he really was.
Later on in the video when the character started singing, he mentioned words such as: freedom, normal, life. And he mentioned that he wanted to be down there with all the 'normal life villagers'.

Extra evidence to support the message
32 – 36 seconds – This is the scene where the 'master' makes him say: 'I am deform and I am ugly'

3 What is the problem in the text?
– The problem in the text is that the character isn't able to live like the normal villagers that live down below him, while he is stuck in the tower because of some reason.

4 How is the problem solved?
– The video isn't up to the part where the problem might be solved, but at least he knows that he isn't free or else he would be brainwashed not knowing that he is not free.

5 What do you learn from the text?
(Message)
– I learnt from the text that we need to know when we feel free, or not in many situations, because then we will be living a life of nothing.
What does the author want us to learn?
(Message)
– The actual message is that we have the right to be free because there is no 'master' that can take over our lives and make us stay things about ourselves that are absolutely false.

made connections to their own lives through a sequence of prompting questions. This enhanced their understanding of the author's craft and text meaning through a deeper level of thinking. Students analysed two types of figurative language: hyperbole and personification. Students were able to identify and analyse the

meaning behind the language of choice and explain its effect on the reader through various texts. Using print and digital texts, students have been developing responding to texts in a detailed way. They have used a three-star rating system to distinguish the level of complexity in their answers.

Extra evidence
2min 46sec- the Mouse is reading to the bird whilst it is unwell.

1 What do you learn from the text?
(Message)
Being kind is for free. You never know when someone will need your help most. It is very important to always help others in need, no matter how afraid you are of them.

What does the author want us to learn?
(Message)
The author wants us to learn that it is important to be kind to everyone to around us. The author shows us that the act of kindness can go a long way. Kindness will lead to a strong friendship where the act of kindness is returned.

2 How did you connect to the text or character/s?
I can connect to the mouse as I am also a kind person. I support my friends when they need help.
I can also connect to the mouse when he was helping the bird with a broken wing. I helped my sister get better when she was younger. I read books to her and played games with her to keep her company until she got better.

Writing

During Term 4, students were given the opportunity to showcase their writing skills through various text types. They followed the 'Writing Process' to plan, draft, revise, edit and publish a range of free-writes. Free write is an experience where students can express their interests and learned knowledge into a writing piece of their choice. This could be a persuasive text, narrative, information report, recount, poetry or biography. It was great to see our students get creative with their imaginations and writer's voice.

Our primary focus for this term has been Explanation texts. Students enjoyed investigating the how and why of various concepts such as, 'Why do we sneeze?', 'Why do we burp?', 'Why

Why do we sneeze

Do you ever wonder why you sneeze?

A sneeze (also known as stertutation) is something that your body does to clear out your nose. The reason this happens is when things like dirt, pollen, smoke or dust enters your nostrils. That causes your nose to get irritated, as a result you sneeze.

There are ~~75~~ special nasal hairs (called cilia) in the olfactory epithelium. They are sensitive to odor molecules that travel in the air. The Which are foreign particles such as dirt, pollen etc.

Brain body
After that your body sends a signal to your brain telling it that you are about to sneeze and your body reacts by preparing itself and it prepares itself by closing your eyes, your tongue moves to the roof of your tongue mouth and your muscles brace for the sneeze.

Now when you sneeze water and mucus shoots out of your mouth and that is the end of your sneeze.

Paragraph 1 and last

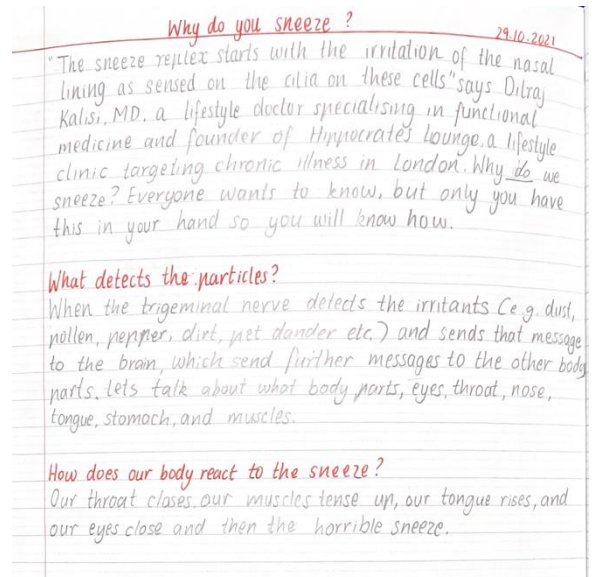
Paragraph 3 Mucus and water your Brain sends signals

Paragraph 2 Foreign particles

do our fingers wrinkle in the bath?', and 'How can we blink?'. Students were able to connect and engage with these writing topics as they were common experiences. Students have developed and used their research skills to create a series of explanation texts. They have investigated the structure and the purpose of writing this genre.

Throughout the term, students focused on sentence fluency, developing skills such as varying the length and styles of their sentences, beginning their sentences in various ways, linking ideas through connectives and including a range of punctuation, all to engage their audience.

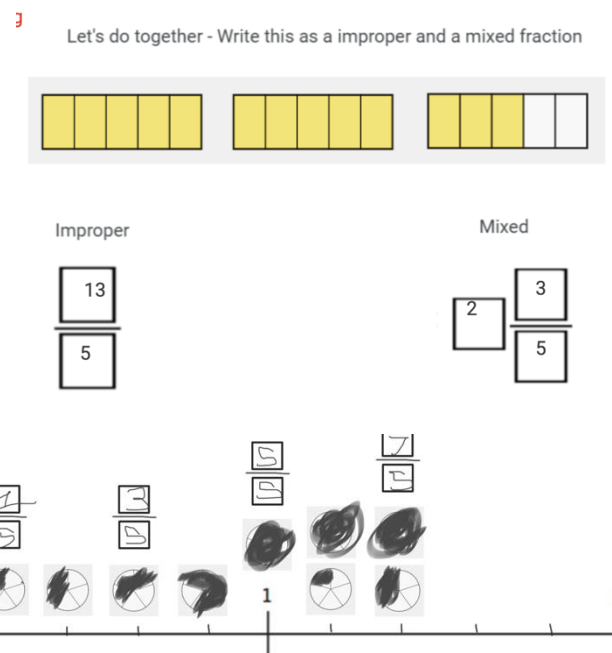
We looked closely at how language influences the feel and mood of our writing. This included a strong focus on word choice and figurative language.



Numeracy

During Term 3, students will learn about the following mathematical topics:

In Number and Algebra, students solved problems that involved decimals. Students read, created, represented, compared and ordered decimals and represented them on a number line. They explored the connection between fractions and decimals up to the thousandths place. Students used strategies to add and subtract decimals, representing their knowledge and understanding in multiple ways. Students have described, continued and created patterns with fractions, decimals and whole numbers.



In Measurement and Geometry, students identified appropriate formal units of measurement for Length, Area, Volume, Capacity and Mass. Students have investigated angles on a straight line, angles at a point and vertically opposite angles and use results to find unknown angles.

In Statistics and Probability, students conducted chance experiments to identify the probability or likelihood of something occurring and listed possible outcomes. They used spinners, dice, cards, marbles and everyday events to represent chance as a fraction to determine the probability.

Personal & Social Learning

Students in years 3, 4, 5 and 6 have an upcoming unit on Growth and Development (Puberty). Throughout these sessions, the following topics will be explored:

- Changes to the Male and Female Body during puberty.
- Acne, Sweat and Body Hair.
- Body parts
- Male and Female Reproductive System

This unit will be taught in line with the curriculum guidelines, as part of the Victorian Curriculum. It is a valuable opportunity for students to understand their body as they begin to mature and change.



Kaizen

At Harvest Home Primary School, we focus on students showing Kaizen everyday they come to school. Kaizen is a Japanese word meaning a little bit of improvement every day.

In Killara we would like to celebrate the students who have received a Kaizen award.

So far in Term 4:

Lance, Anil, Safie, Jermy, Sahaib, Reuven, Sammy, Courtney, Aarin, Annie, Maryam Z, Lora, Agambir, Japjot, Jayden, Mehdi, Sarah, Maya N, Benny and Arush

KAIZEN AWARD

Harvest Home KAIZEN – A little bit of improvement everyday



Student Leadership 2022

Students have commenced applications for student leadership positions. These include school captains, vice captains and subject specific leadership roles. Looking forward to these students shaping our school in 2022 and being the future leaders of our community.



School Leadership Expression of Interest

Due: 9am, Wednesday 17th November

Year 5/6 Mt Evelyn School Camp

Students in Year 5 and 6 will be attending school camp at Mt Evelyn Recreational Camp next week. The camp will be a 2 night/ 3-day outdoor adventure camp where students will develop leadership skills through cooperative activities. The camp has a variety of challenge activities that include a giant swing and flying fox, along with a range of \Environmental and team building activities. Students who are not attending camp will continue attending onsite and complete an alternative camp program.



Home Learning

Some important things to note:

- Students **are expected** to independently read each night for 30 minutes and are asked to record this in their student diary.

To encourage the learners to track their reading we have created a night reading chart where the learners add a sticker to tally the achievements of their reading nights. There will be some rewards for the consistent readers.

- Mathematics will have assigned topics for students to work through at home that will support the concepts being covered at school. These topics will be changed throughout the terms.

There may be certain instances where unfinished or extra class work will be sent home to be completed that will support student learning. Projects or oral presentations may need to be worked on at home, but we will provide more information if this is the case. If you require a Home Learning information sheet, please see your child's Home Group teacher.

Reminders: Absences - If for some reason your child is absent from school, you can explain the absence on Compass or make contact with the school on 8468 9000. Any families planning on taking an overseas holiday are asked to organise a meeting with a member of the Principal Class to arrange a Student Learning Plan.

If you have any questions, please don't hesitate to email one of us via Compass or call the office to arrange a time to pop in for a chat.

Hats- Please be reminded that as we are a 'Sun Smart' school, students are required to wear a hat when outside during Recess or Lunch. Students that do not have a hat will be required to stay in shaded areas.

iPads- As part of our BYOD program, all students in Years 3-6 are asked to bring their own device to school for use during class. These iPads will be taken to various lessons and specialist sessions throughout the week. When outside, students are asked to lock their iPad in the trolleys provided in each home group space.

Stairs- So far students have done a terrific job moving up and down our stairs. We ask that everyone sticks to the left of the stairs at all times to enable traffic to safely pass both ways. Students are also reminded that the stairs are not an area to play or sit during outside times.

Kind Regards, Steph, Jennifer, Jess, Christina, Sheena and Taylah.