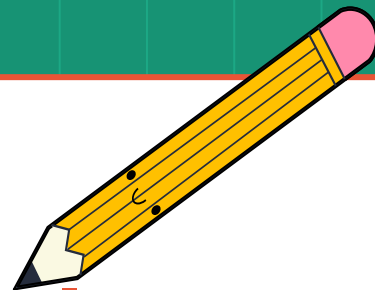




Balam Community Newsletter

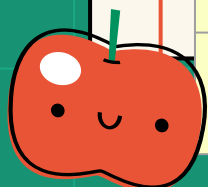


Dear Balam families,

Welcome to Term 4! It has been lovely seeing our friends starting the term with big smiles on their faces. We can't wait to see what our Year 3 students achieve by the end of the year. As it is the last newsletter of the year, we thank you all for a lovely year with our students!

Key Dates

13TH OF OCTOBER	TOGETHER ON FRIDAYS!
27TH OF OCTOBER	TOGETHER ON FRIDAYS!
6TH OF NOVEMBER	STUDENT FREE DAY
7TH OF NOVEMBER	MELBOURNE CUP: NO SCHOOL
10TH OF NOVEMBER	REMEMBRANCE DAY CELEBRATIONS AND TOGETHER ON FRIDAYS
17TH OF NOVEMBER	CURRICULUM DAY: STUDENT FREE DAY
24TH OF NOVEMBER	TOGETHER ON FRIDAYS
12TH OF DECEMBER	STEP UP MORNING!
13TH OF DECEMBER	ACADEMIC REPORTS RELEASED





Reading



This term Balam students will continue to borrow from the community library and read at home for enjoyment. In class, they will build on their knowledge of non-fiction texts. Students will be learning about the different ways a text can be structured to make it more helpful to the reader.

They will be learning about author's craft and tools that an author uses to make a text more enjoyable to read, such as interesting vocabulary and features. Students will identify what makes an author qualified to write about a topic with authority, for example, are they a scientist or historian.



Text Structure		
Authors of non-fiction text organize their writing in a way that is helpful to their readers. The way they choose to organize their text is called text structure.		
There are five main non-fiction text structures.		
Type	Explanation	Key Words
Cause & Effect 	The text shares information about an event and what caused it to occur.	cause, effect, since, then, because, if, when, so
Compare & Contrast 	The text has two or more ideas or topics and the author writes about the similarities and differences.	like, unlike, but both, also, most similar to, different from
Description 	The text provides a detailed description of the topic of the text.	to begin with, for instance, examples of, features include
Sequence 	The text is written in order of events or chronological order.	first, next, then, finally, before, after, during meanwhile
Problem & Solution 	The text includes information about a problem and possible or attempted solutions.	problem, solution, because, since, the issue is, resolved by
Good readers pay attention to the text structure to help deepen their understanding of the text.		

To support your child at home:

- Ask your child to read their take home reader.
- Use the login details in their diary to access the Reading Eggs website.
- Read their community library book with them and talk about different aspects of the book (characters, facts, vocabulary).
- Ask your child questions about the book they are reading, for example, can they summarise it, can they make a connection, and what has the author done to keep them interested?



Writing



In Writing this term, our students will be working on Information Reports. They will research and create their own Information Reports about animals of their choice. Parents can support this by asking questions about what the students have learnt through their research and help our students to be curious learners!

Earlier this term, our Balam friends learnt about poetry. We investigated and created acrostic poems as well as found poetry. Have a go at writing an acrostic poem for HHPS with your child at home!

Acrostic Poem about Australia

A boriginal

U luru

S urreounded by sea

T asmanian devils

R ed soil

A FL

L yrebirds

I sland

A nimals

written by Balam students



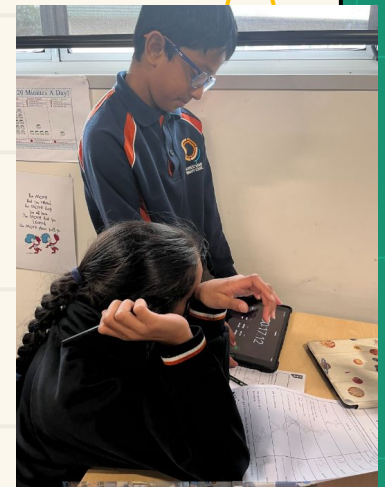
To support your child at home:

- encourage your child to write down tasks that need to be completed at home, e.g. take home reading or making their bed.
- have you child write down interesting information they have found about their Information Report topic.

Numeracy



Our determined Mathematicians have been hard at work challenging themselves in our Numeracy sessions. We have been focusing on the topics of symmetry and time. The students have been hard at work looking at telling time to the nearest minute. Our students have also been focusing on recognising that there are 60 minutes in an hour and 60 seconds in a minute.



Numeracy topics:

Symmetry

Time

Statistics and Probability

Addition and Subtraction
Number Patterns



Mathletics Set Tasks

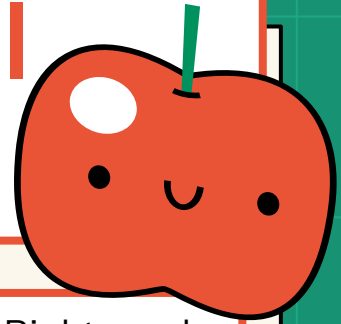
To compliment the Numeracy topics above, students will be assigned tasks to complete on Mathletics throughout the term.

Answer this challenge task with your child at home!

Your sister practised her dance routine for 45 minutes. She stopped practising at 4:50 p.m. What time did she start practising?

#problemsolver

Personal & Social Learning



In Term 4, Years 3 and 4 will explore Topic 7 of the Resilience, Rights and Respectful Relationships learning resource. The main themes explored in Topic 7 – Gender and Identity are:

- Identity - Who Am I? Who can I be? Who am I becoming?
- Gender norms - What influences on behaviour come from social and cultural standards, stereotypes, traditions, role models, media
- Human rights - What is fair? What is respectful?
- Diversity & inclusion - How to respect & include despite diversity & difference.

This unit is research based and developed by experts in education and wellbeing, and aligned with the Victorian Curriculum. All lessons consider age-appropriate content and language. You can find out more by following this link:

<https://www.vic.gov.au/respectful-relationships>

If you have any questions related to your child's participation, please get in touch with their homegroup teacher.

CBL

Students participated in the incursion 'Inform and Empower'. Students learnt about how to be safe online, cyberbullying and how to keep personal information private.

**RESILIENCE
RIGHTS &
RESPECTFUL
RELATIONSHIPS**





Camp

This year the Grade 3s went to Lady Northcote. Students were very excited to jump on buses for the 1 hour drive to the campsite.

They had a ball participating in activities such as the Giant Swing, low ropes, archery, and bike riding.

My favourite part of camp was archery. I got a bull's eye!
- Jack



"My favourite was bike riding and the big swing and archery!"
- Isla



My favourite was the giant swing. It was SO much fun
- Sumehar .





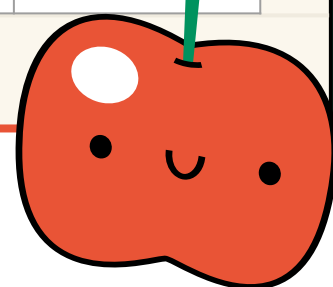
Camp



Specialist Timetable

	3A	3B	3C	3D
Monday	Science	PE	STEAM	Mindfulness
Monday	Pe	Science	Mindfulness	STEAM
Tuesday	STEAM	Mindfulness	Science	Visual Arts
Wednesday (session 6)	Science	Spanish	Visual Arts	PE
Thursday	Visual Arts	STEAM	PE	Science

Reminders



It is recommended that students in Year 3 participate in a minimum of **30 minutes** of home learning per day. Students are expected to read their take home book on a daily basis (or a Just Right Book agreed upon with their teacher) and return it Wednesday and Fridays in their Reading Satchel. On Friday students will not take home a book, but instead they will be encouraged to participate in 'Subscription Weekends'. Online programs to support the curriculum: In your child's orange diary you will find the login details to the following websites:



School diaries & devices: Please ensure these are brought to school daily.

Compass: Please regularly refer Compass for important information, Progressive Report Updates and Absences.

Sunsmart policy: As it is Term 4, student must wear a hat to play outside.