

2024

MATONG NEWSLETTER

TERM 3

We have kicked off the term with great success. We are continuing to develop positive role models and leaders across the school through showing Pride of Place and Kaizen every day.

Our Year 5 students have had a wonderful start participating for the first time ever in Interschool Sports and borrowing from our community library every Monday afternoon.

IMPORTANT DATES



REMINDERS

The roll is marked by 8:50. If students are late, please ensure they notify a teacher and receive a late pass from the office.

Check students are wearing full school uniforms for every day of the week, this includes navy track pants or leggings

| | |
|------------------------------------|---|
| Week 2-9 | Year 5 Interschool Sports Hoop Time Basketballs* 6th of September |
| 12th of August - 14th of August | Book Fair |
| 21st of August | Book Week Dress Up |
| 29th of August | Father's Day Stall |
| 11th of September | Parent Teacher Interviews |
| 18th of September | Family Showcase |
| 20th of September | Last Day of Term 2.30pm |

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READING



'TODAY A READER, TOMORROW A LEADER'

In Term 3

GOAL #1

Term 3 Reading Goal

Matong is learning to:

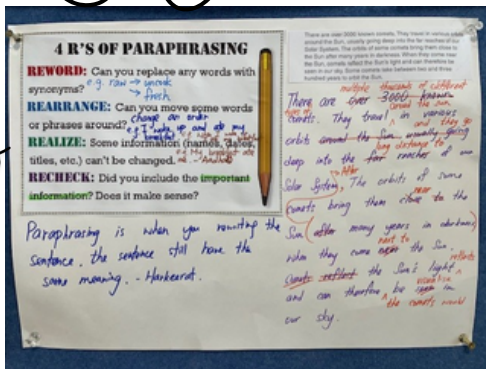
- identify, use and understand information included in a non fiction text

Skills we are focusing on that you can help with are:

summarise each book with your child after they had read

- ask promoting questions so your child can better understand the text
- draw a picture of what each paragraph or chapter is mainly talking about
- paraphrase paragraphs in the text
- record reflections after reading each text, e.g. what you liked best about the book and why
- define key words or topic words to make meaning of the text properly

Teachers model clearly



Prompting QUESTIONS

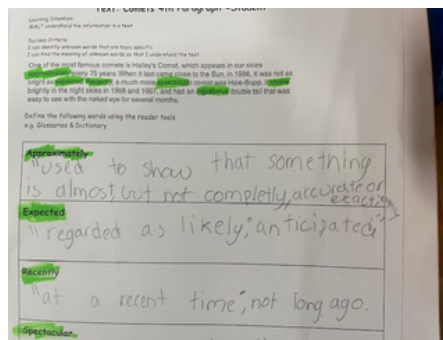
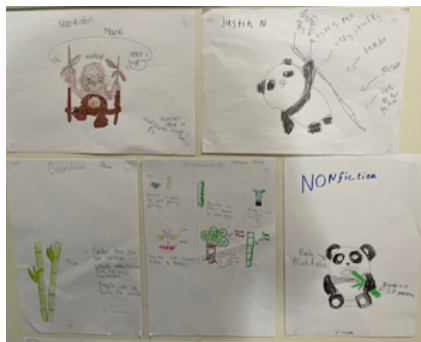
What was the most important information in the text?

List 5 interesting facts and put them in your own words

List the features in the text?

What are the key words in the text and define them?

Student Work



Reading at home



It is important that students are completing Independent Reading at home for 30 minutes each day. We encourage students to discuss their individual reading goal with a family member at home so they can talk about the strategies they are using and share their success.

We celebrate Independent Reading through a Reading Night's Wall display. Here, students can track how many nights they have read and it is displayed right here in our community.

WRITING

Life Story



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GOAL #2

Term 3 Writing Goal

Matong is learning to:

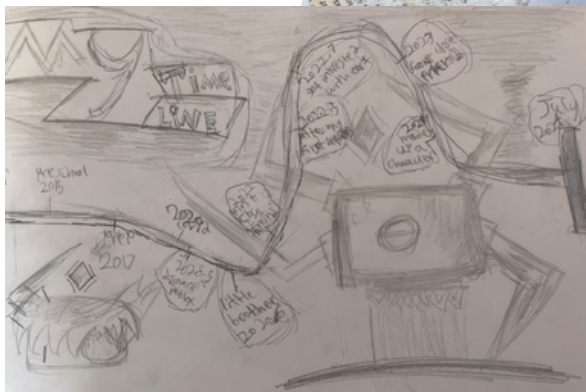
- create an autobiography that reflects important moments in life

Students have been working extremely hard writing an autobiography about special memories in their lives. Each child has recorded memories using different genre types. We are so proud of how passionate everybody has been whilst completing their writing tasks.

Scrap Book

Verse

Digital





NUMERACY

GOAL #3

Term 3 Numeracy Goal

Matong is learning to:
- connect multiplicative thinking to fractions

In Numeracy this term:

Our goal is to foster a positive attitude towards learning mathematics by encouraging a growth mindset.

- focus on an essential concept that can significantly enhance your child's learning journey: Growth Mindset in Numeracy.
- Embrace Challenges: Students with a growth mindset see challenges as opportunities to learn rather than obstacles.
- Persist in the Face of Setbacks: They understand that mistakes are part of the learning process and use them to improve.
- Effort and Strategies: They believe that effort and the right strategies can lead to success.
- Enjoy Learning: A positive attitude towards learning makes the process enjoyable and less stressful.

Maths Timeline for Term 3

Our Goal is to connect multiplicative thinking to fractions

Week 1-2:

Fractions: *Order and compare common unit fractions and locate and represent them on a number line.*

Week 3-4:

Fractions: *Addition and subtraction of fractions with the same denominators.*

Week 5-6:

Transformation & Symmetry: *Translations, reflections and rotations of 2D shapes. Identify line and rotational symmetry.*

**Post Test for Fractions*

Week 7-8:

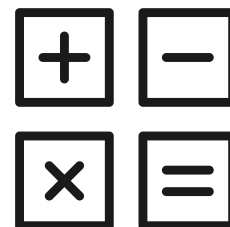
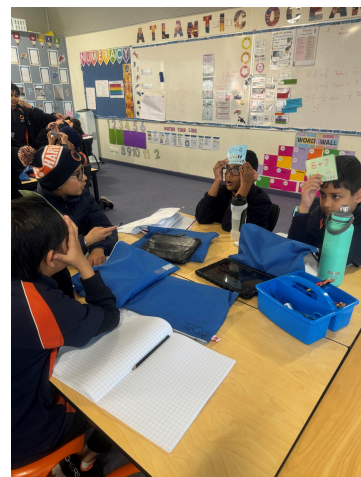
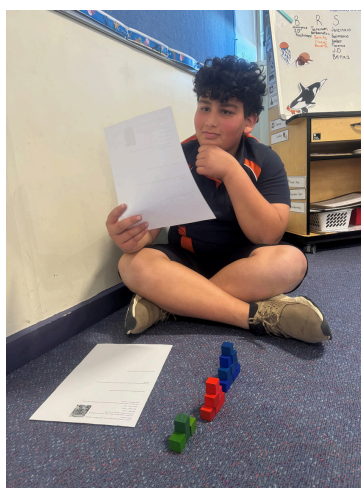
Angles: *Estimate, measure and compare angles using degrees and construct angles using protractor.*

**Post Test for Transformation*

Week 9-10:

Data: *Data can be collected in different ways for different purposes. Data displays should be chosen based on what you want to show. Describe and interpret*

**Post Test for Angles*

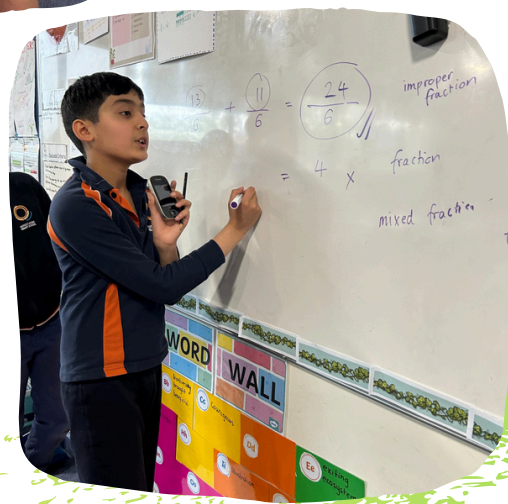
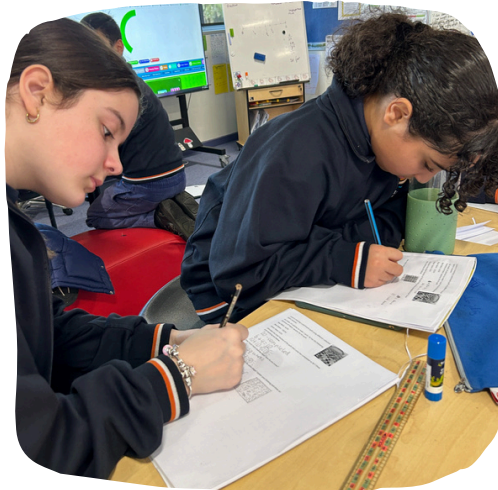
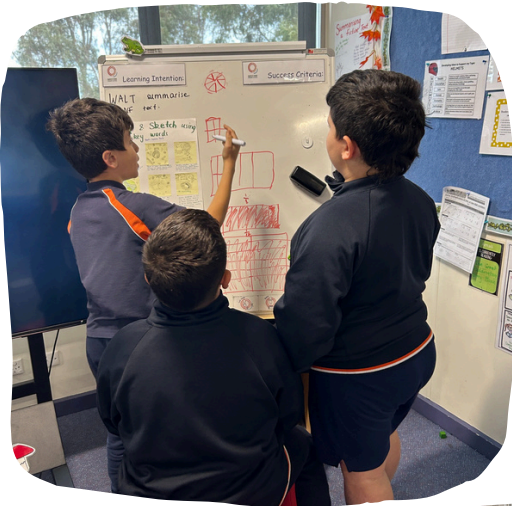
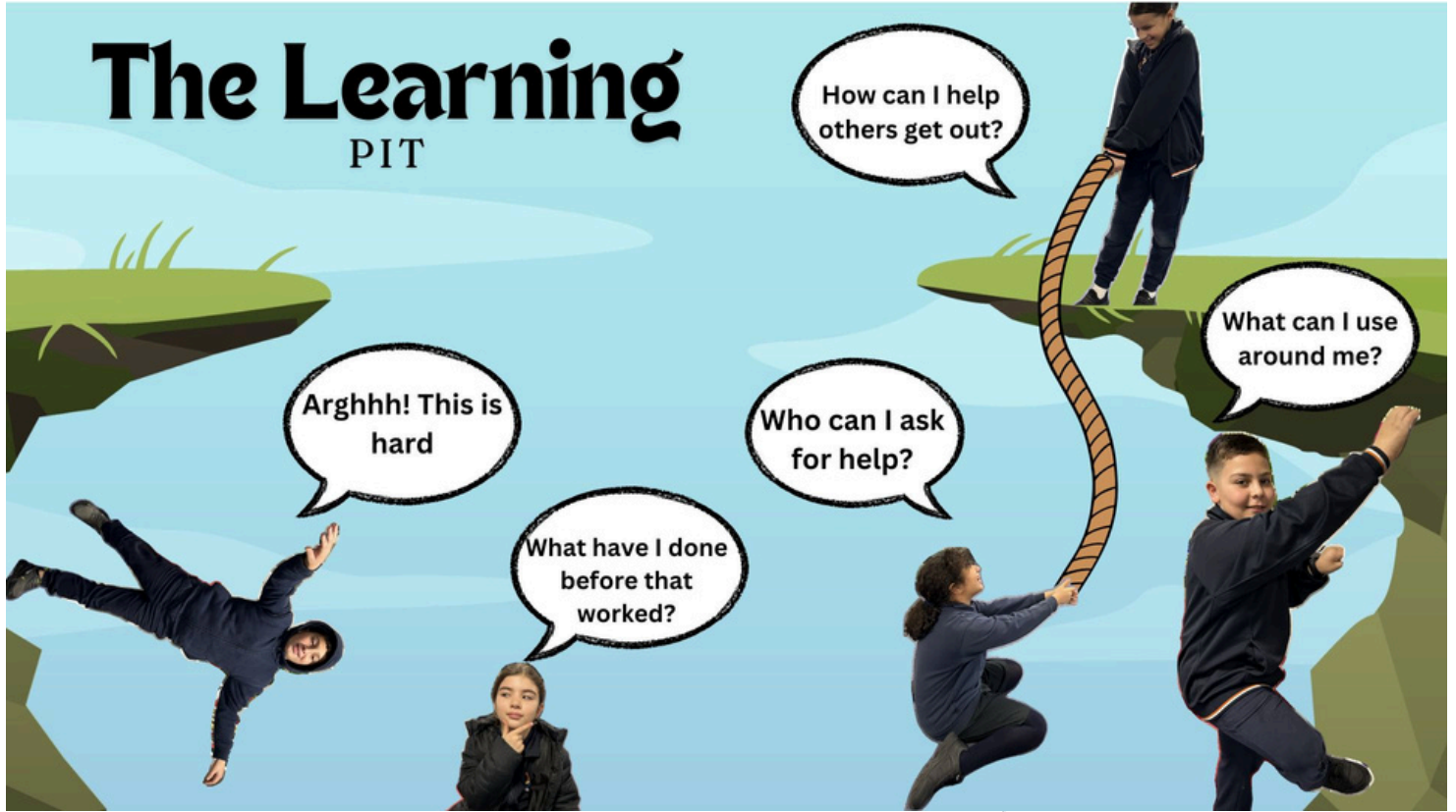


How to support at home:

If your child still have any counting goals, please support them to practice actively at home.

You will also see on your child's Home Learning Module under the Year 5 Home Learning Module topic. These Google Slides are to support students to practise and revise the same topics they do at school. The timeline on the slides support when we will teach the topics and includes videos and anchor charts to support your child. It is strongly recommended that if they haven't finished the Term 1 module, to please go back and revise these topics. If your child has any questions, they may ask their Numeracy teacher for support.

LEARNING IN MATONG





INQUIRY

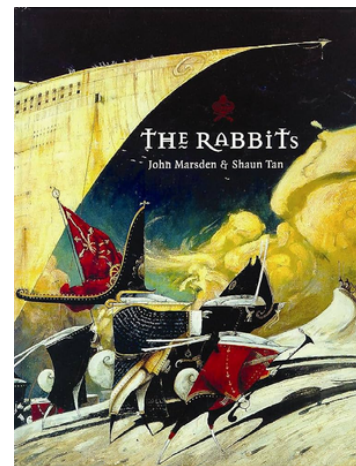
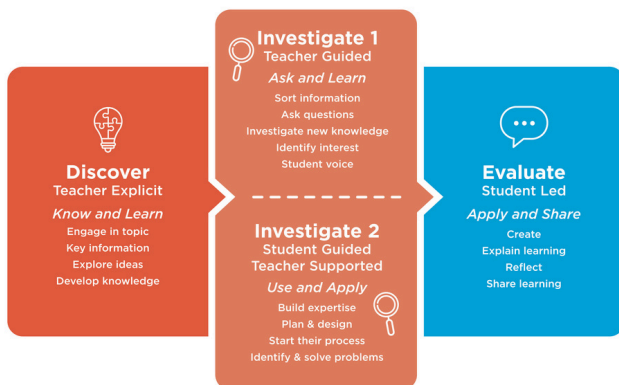
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In Inquiry this term, Year 5 Students will investigate the significant events and impact colonisation had on Australia. Using the specific events in chronological order, students will describe what led to the colonisation of Australia. Students will investigate how life and the situation at the time in Europe, impacted on and caused the migration of people to settle in Australia.

We started our investigation by reading *The Rabbits* by Shaun Tan and John Marsden, which is a fable about colonisation, told from the viewpoint of the colonised.

HHPS Inquiry Model



Personal and Social



In Term 3, students in Years 5 and 6 will explore Topic 8 of the Resilience, Rights and Respectful Relationships learning resource. The main themes explored in Topic 8 - Positive Gender Relations are:

- Safety - different types of violence (physical, verbal, psychological) and methods (face-to-face, digital)
- Relationship between negative gender norms and gender-based violence
- Respect - identify rights of others within interpersonal relationships
- Peer support & help-seeking - proactive measures in response to gender-based violence

This unit is research based and developed by experts in education and wellbeing, 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.