

Middle Community Learning Newsletter

Term Four 2020

Creating a learning community, nurturing and integrating faith and life, in a spirit of openness.

We Are Back!

Wow! It is hard to believe that we are in our final term of what has been the most unusual year most of us have ever experienced! We are finally back to onsite learning and now, I am writing this about finishing the year and transition to 2021!

I would like to commend students, staff and families for their amazing commitment, adaptability and resilience to the challenges that 2020 have held for us all. Now, take a deep breath and try to think about a new term...

Highlights of this term, include:

- **Monday 12th October** - Return to school (Green Week)
- **Friday 23rd October** - School Closure - Grand Final Public Holiday
- **Monday 2nd November** - School Closure
- **Tuesday 3rd November** - Melbourne Cup (School Closed)
- **Friday 20th November** - Student Free Day
- **Friday 11th December** - Whole School Transition: Learning Area with new teachers
- **Monday 14th December** - Report sent home
- **Wednesday 16th December** - Last day of Term 4 - Students finish at 1pm.

Please take time to check these dates and add them to your calendars. The weeks will fly by and Christmas will be upon us before we know it!



Please Note:

Any teacher may be contacted using their initial and last name followed by @stellamaris.catholic.edu.au, e.g. cnaraghi@stellamaris.catholic.edu.au

Reading Logs

Just a quick reminder for students to bring their Reading Logs to school each day. These are often needed for passwords, notes or date reminders. It is important that they are in school bags each day. Once a week, teachers will sign them and check for daily reading. Please make sure that students write their home reading and parents sign it at the end of the week.

Thank you for your ongoing partnership in this.



Term 4 - Day 1

We are so proud of how well Middle Community returned to face to face learning on Monday 12th October. After a chance to catch up and settle back in, classes resumed and learning was soon happening across the space.

A giant game of 'tag' in MCA was the highlight of playtime and time to catch up with friends was most people's favourite part of the day.

The quote of the day was:

"I have to get used to eating my lunch out of a box again!"

See below for some first day images:



Wellbeing Adjustments



Hello Everyone!

Welcome to Term 4! The last one for the year and my what a busy term it will be!

Thank you for all your support during remote learning; we couldn't do what we do without you.

We are about to, once again, work with a changing situation as we transition from remote learning back to face to face learning in Term 4. The staff are confident that we can settle the students into face to face learning quickly and with a minimum of fuss.

In these interesting times, we have continued to make adjustments in new and innovative ways to continue to support the needs of our students. Term 3 saw us all pivot in the way we were doing things. We connected with your children in many different ways so that learning kept happening. Our data indicates that the small groups have worked.

Our work in fourth term will include planning for a successful transition for your child.

Transitions

This time of year can seem very daunting for our students (as well as the teachers!). There is lots of change and chatter in the air about 2021, especially for our Year 4 students who will be moving out of Middles and into the Senior Community. Change can be scary but also exciting! Down here in the Middles, we are on top of it!

Our wonderful Learning Support Officers Elaine, Kim Ellis and Sana, along with Julia and Kim have already begun supporting this process with many of our students. We are providing a range of 'supports' including:

- small visits to the Senior community to familiarise students with the area
- opportunities to work down in the space with support
- meeting some of the Senior staff to help develop relationships
- small group and one on one sessions focusing on how things might change or stay the same
- intensive handover coordination between staff



If you feel your child may need some further support in this area, please feel free to make contact with your class teacher, Julia or Kim. We are always here to help !

Go Gently,
Julia and Kim

Discovery and Encounter

SOCIAL JUSTICE @ STELLA MARIS

Principles underpinning catholic social teaching

Human Dignity

We are called to protect the dignity of every person. All people are created in the image and likeness of God.

'Every person has the right to life, to bodily integrity, and to the means which are necessary and suitable for the proper development of life: primarily food, clothing, shelter, rest, medical care, and the necessary social services.' (Pacem in Terris, (Peace on Earth), John XXXIII, 1963, n.9)



Community and the Common Good

We are called to contribute to the good of the whole of society, the common good. How we organise our society, in economics and politics, in law and policy directly affects human dignity and the capacity of individuals to grow in society.

Solidarity

We are called to work globally for justice. We are one human family. Our responsibilities to each other cross national, racial, economic and ideological differences.



Rights and Responsibility

We are called to defend the rights of all people to participate in decisions that affect their lives. All people have a fundamental right to life, shelter, healthcare, education and employment.

Preferential Option for the Poor

We are called to look at decisions in terms of how they affect the poor. The moral test of a society is how it treats its most vulnerable members.

Stewardship of the Earth's Resources

We are called to care for the goods of the earth as stewards and trustees, not only as consumers and users.

"God destined the earth and all it contains for all people and all nations so that all created things would be shared fairly by all humankind under the guidance of justice tempered by charity." (Gaudium et Spes, Vatican Council II, 1965, n.69)



During Term 4 students will be exploring the key understanding, 'As people of faith we can create change through our actions.'

Students will reflect on the lives and impact of religious leaders and evaluate the qualities that make them a leader. They will analyse the actions of the leaders through a social justice lens; looking at how they created change through their choices.

As Christmas approaches, students will be investigating the Advent story; connecting this with the choices that they make within their lives at school and home. They will be given time to reflect, give thanks, spread love, hope, peace and joy.



Discovery and Encounter

This term we are currently looking into the Key Understanding up until the end of Week Four:

"Events and people influence who we are today"

The Middle Community is commencing our Encounter Unit, '**Change Begins With Me**'. Students will be engaged in learning about multiculturalism and develop an understanding of their own stories by gathering information to create something to share with all of the Middle Community in '*Our Story Time*'.

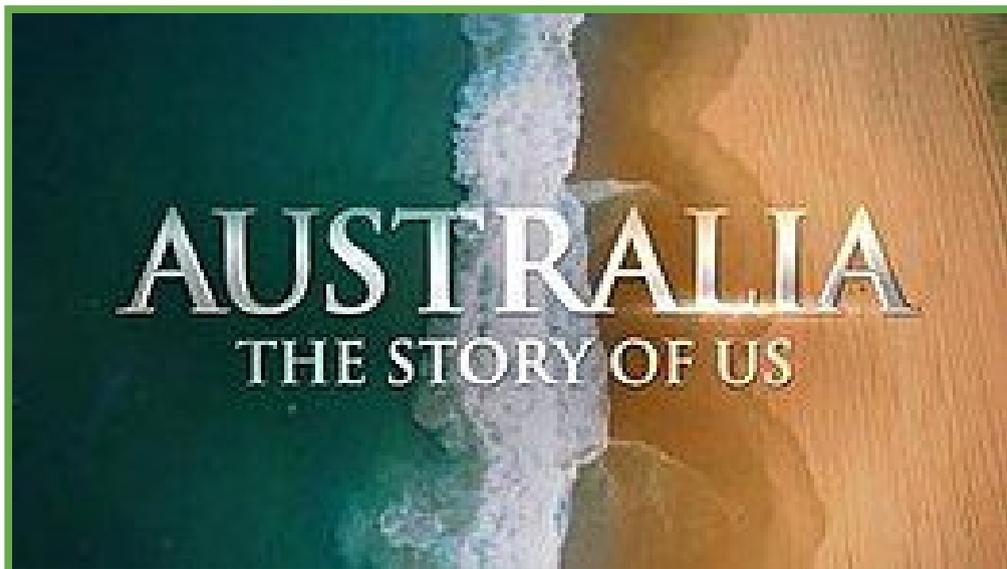
On Week Four Friday, we will have 'Our Story Time' where all of the students will share something from their culture that they have learnt more about or are really proud of. We will use this as a provocation into the next key part of our learning.

At the start of Week Five we will be looking into the Key Understanding:

"Events and people influence change"

Students will be learning about Refugees and Asylum Seekers. They will participate in activities to gain a perspective of what it is like for people who have to leave their homes due to it being unsafe. Students will also be looking into rules and laws, who creates them, and challenge what is 'fair'.

Our students will be given the opportunity to think about how we can create and influence change through actions. They will use our Stella Design Process to plan and create an action by the end of Term 4.



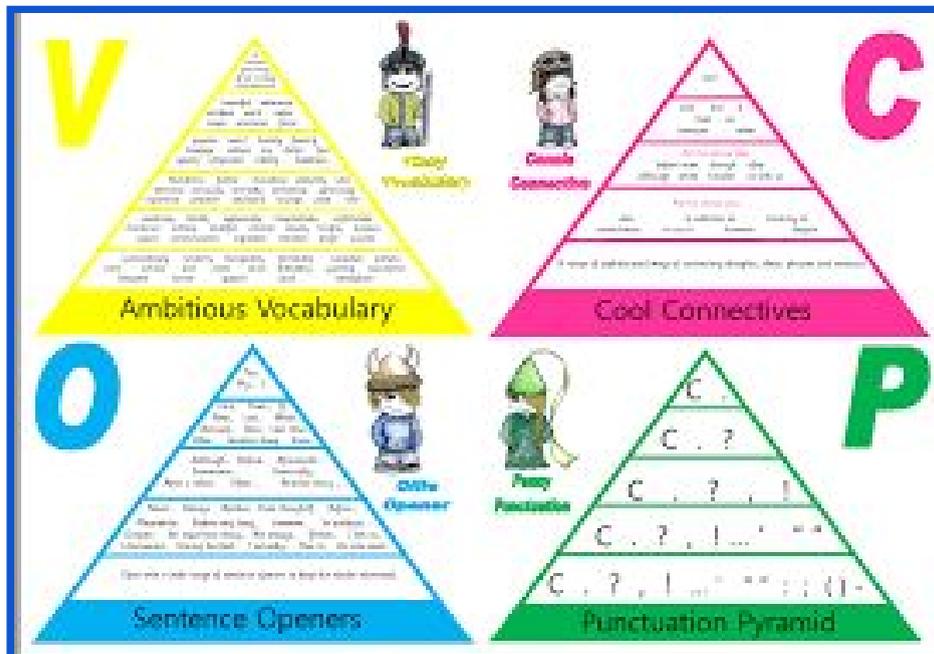
English

Writing

This term Middles will be exploring a new writing structure which will begin in Week 3. This will involve students building on the excellent skills they have developed during online learning when working more independently as well as receiving explicit teaching at the point of need to support children in their return to school. This will include class tutorials, small groups focus and writing clinics to learn aspects of the craft of writing. As part of these sessions, we will be looking at writer's voice, adding supporting detail as well as upleveling using higher order connectives and punctuation.

Big Writes

Big Write will continue to take place every fortnight. Students will be given a stimulus to bring home and enter into 'Big Talk' about the given stimulus. Big Write will be drafted over the course of the fortnight during the daily writing sessions. Please remind students to share their Big Write ideas with you at home in preparation for their work at school.



Reading

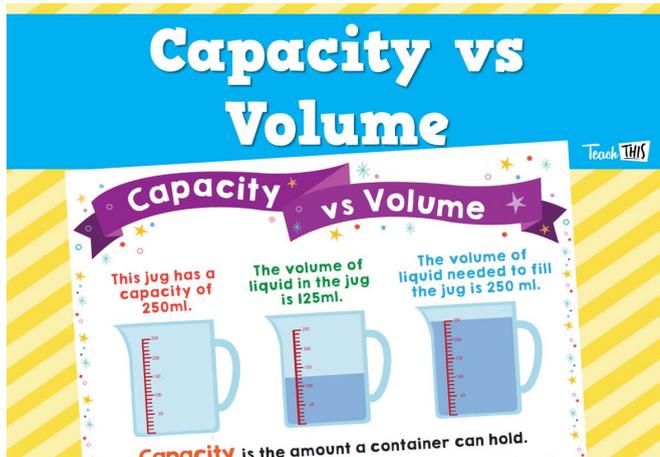
This term we will be developing strategies for reading through our Discovery topic. Students will be developing research skills such as skimming and scanning, paraphrasing and considering effective research questions. Students will be exposed to authors' craft, purpose and text structure. Other skills will include:

- Clarifying
- Inference
- Summarise
- Evaluate

Students will be taught how to become independent with these skills so that they can work on the area that they feel they need most practice.

Please ask your child to explain these strategies to you so that they can work on them as part of their home learning.

Maths



Volume and Capacity unit is going to kick start the term for us in Middles. Students will use formal units and scaled instruments to measure, order and compare objects using familiar units of volume and capacity.

A **Multiplication and Division** unit will follow on, in which students will be developing and using efficient mental and written strategies to represent and solve problems. Students

will be investigating number sequences involving multiples of 3, 4, 6, 7, 8, and 9.

In the **Fractions and Decimals** unit, students will explore different representations of fractions and investigate the relationship of fractions and decimals. Students will learn to recognise that the place value system can be extended to tenths and hundredths.

We will then follow this with our unit of **Chance**. Students will be exploring a range of vocabulary involved in chance and make connections with numbers to represent the probability of events occurring. We will be exploring and using words like certain, likely, impossible etc.

Our final unit of this semester is **Time**, students will then explore the different formats and units of time. This will include reading analogue and digital clocks and exploring the relationship between hours, minutes and seconds.

Addition and subtraction workshops will be run throughout this term to further develop students' understanding and use of efficient strategies of addition and subtraction.

We encourage students to access **MFacts**, an online learning tool, at home. It is a strategy based approach to learning multiplication, where the learning intention is for students to fully understand the concept of multiplication, rather than just rote learning the facts. Please help your child to see that multiplication is 'groups of', such as 5 groups of 3 is 15. Students can complete practice tests and watch strategy videos. The online program has assessment activities that will be conducted during school learning time.

<http://mfacts121.com/>

An expectation by the end of the year is that Year 3 students are able to recall multiplication facts of two, three, five and ten. Year 4 students should be able to recall multiplication facts up to 10 x 10.

Mathletics is another fantastic resource that students may continue to use at home, please see Reading Logs for 'log-in' information.

<http://community.mathletics.com/signin/#/student>

