IMPORTANT TERM DATES

Wednesday 14th April	Term 2 Begins
Friday 26th June	Term 2 Ends – 2.30pm dismissal

WELCOME TO TERM 2

Welcome to Term Two

Hopefully everyone was able to take time to relax and enjoy the break. As we begin this very different Term 2 the 3/4 Team would like to thank both the parents/carers and the students on their wonderful start to remote and flexible learning. Over the past weeks we have seen all 3/4 students understand Edmodo and the processes involved when accessing and submitting their learning. We are looking forward to many more learning experiences this term.

REMINDERS

- The upcoming day's Learning Schedule is sent through COMPASS the afternoon prior, please ensure you are reading this.
- Teachers are still recording daily attendance, students are marked as present if they are in contact with their teacher through the Edmodo platform and submits a learning task set by the teacher each day.
- In the upcoming weeks you will notice the order of subjects has changed, for example on a Tuesday, Maths will occur at 9am. This is to give students the opportunity to experience different lessons at various times throughout the day.
- Please remind your child that any feedback from their teacher will be through the 'messages' function on the top toolbar on the Edmodo page, or attached to some of their assignments.
- Each Friday a Virtual Assembly is posted through COMPASS and on the school website. This is a good opportunity for students to feel connected to the CWPS School community.

TERM 2 INQUIRY

In Term 2 Inquiry, we are focusing on Government and Laws. We are identifying features of governments and describing democratic values. Students will understand how rules and laws are made and why they are important. We will then focus on the roles of local government and the services they provide. For their end of term project, students will plan and design their own community with rules and laws made by them. They will need to explain why and how these rules are important to their community. Students will draw, label and discuss what services will be provided and why.

TERM 2 ENGLISH

READING

Students will continue to learn and practice a range of reading strategies and skills to support their learning. The students will do this by exploring a variety of reading materials including fiction and non-fiction book and electronic media sources. Some areas that we will continue to focus on include exploring vocabulary, making inferences, generating questions and skimming, scanning and reviewing.

Students will continue to read independently to enable new knowledge and strategies to be put into practice and continue to apply their learning goals.

WRITING

This term students will explore narrative and persuasive texts using the writing process of Planning, Composing, Recording, Revising, Editing, Publishing and Conferencing. Students will continue to take part in formal grammar and spelling sessions to build their knowledge and understanding of how to use the English language to communicate effectively. Weekly spelling lists of words to learn for will continue to be practiced each week. The lists will still be based on learning a sound or letter pattern to assist students in their everyday written work.

TERM 2 MATHEMATICS

ADDITION

During the beginning of term two in Numeracy addition concepts will be revised and formal recording of the addition algorithm will be explored using real-life problems to support understanding of renaming (regrouping or trading are other ways of saying this). Addition Facts to 20 should be automatic and will need further revision at home if not already learnt.

SUBTRACTION

During term two in Numeracy we use mental computation strategies to assist calculations and solve subtraction problems. Links will be made to real life problems and worded problems. Students will be extended from their current knowledge, ultimately being able to use an increasingly wider range of numbers to complete subtraction algorithms.

Students are **strongly encouraged** to have **automatic number facts to 20 in both addition and subtraction**. This is vital as it "frees" up the working memory of the students and allows them to focus on more complicated thinking (e.g. 53 can be renamed into 4 tens and 13 ones) and recording algorithms appropriately. Parents can support this process of learning number facts. Once learnt then children's speed of recall can be developed. Revision sheets are located on the CWPS website, under the Maths Learning Page. See how many you can answer in 1 minute or see if you can improve over time. Googling "addition/ subtraction facts to 20" will provide more revision if necessary.

Takeaway Concept:
Most students find subtraction much more complex than addition. In subtraction, we teach the concept of take away firstly. Then we revise the subtraction strategies learnt previously and make direct links to addition. Students use appropriate strategies such as counting on 1, 2, 3, 0, tens facts, doubles and near double facts and bridging back over the ten, for example 13 - 4 is thought as 13-3 to get back to 10 and subtract one more is 9. Place value knowledge is used to complete formal written algorithms. In subtraction, we ask the students to find the part left when a part is taken from the whole. In addition we join two parts to make a whole.

Missing part:
We then teach students the concept of the 'missing part' and the concept of 'difference'
I need $85 to buy everything I want from Smiggle but I have only saved $29. How much more do I need?

Difference:
I am 128cm tall but you big sister is 158cm. What's the difference between our heights?
Both of these questions are answered by using subtraction and will be explored in class.

MULTIPLICATION

Towards the end of the term all students will be working on multiplication. Work is based on understanding the concept and developing arrays (placing items formally in rows and columns). Once the basic addition and subtraction facts are automatic, then multiplication fact tables can be learnt in strategies. Only after they are learnt can random facts be developed to increase speed. We will be teaching various strategies to learning their multiplication facts and revision at home is essential. This allows students to work with more complex multiplicative thinking concepts in class if students are working on smaller numbers at home. It is vital multiplication facts are learnt as future division and fraction work extend from this knowledge.

For those that are ready for the basic facts, below are some examples of the mathematical thinking and language that your child will be exposed to at school. The facts are taught in the order below with links made between strategies, such as 2, 4 and 8 facts are all based on doubles.

Example	Strategy	Mathematical Thinking
4x10	Groups of ten	I know 4 tens is 40 (place value)
2x4	Doubles	I know 2 groups is doubling
3x4	Doubles and 1 more lot	I know 3 groups is double the number four and then one more group of four
1x5	1 group of	I know 1 group of 5 is 5
5x1	Groups of 1	I know 5 groups of 1 is 1
3 x 0	Groups of zero	I had 3 money boxes without coins in any of them. I had no money.
0x3	Zero groups	The musical trio didn't arrive, so there were no musicians.
4 x 6	Double Double	4 groups is double and double again. Double 6 is 12 and double 12 is 24.
4 x 5	Half of 10 times	5, 10, 15, 20
6 x 3	5 times plus one more lot	5 groups of 3 is 15 + 3 is 18
9 x 7	10 times – 1 more row	10 times 7 is 70 – 7 is 63
8 x 6	Double double double	Double 6 is 12, double 12 is 24, double 24 is 48
7 x 3	5 times + 2 rows	5 groups of 3 is 15 +3, +3 is 21

GEOMETRY AND MEASUREMENT

Students will recognize 2D and 3D shapes. They are to use mathematical name for shapes and discuss features, including vertices, edges and faces. Students will explore transforming shapes involving flips, slides and turns. They will investigate symmetry of shapes and location features on a map, such as grid references, following directions, interpreting scales and finding locations.

Finally the students will use informal units and scaled instruments to measure length, area and perimeter. They will be exposed to conversion between units of measurement, for example cm to m and g to kg. Students will revise data interpretation of graphs if they need further work.

We are excited to see our 3/4 students learn and grow in Term 2!
Regards,
The 3/4 Team.