

NEWSLETTER

WELCOME TO 3J

with Ms Johnston

A LITTLE BIT ABOUT ME

I have spent my entire career working with young children and my job never feels like work. Beginning in childcare immediately after leaving school and progressing to Primary teaching in my mid-twenties. My career has also consisted of roles as a swimming coach, tutor and a Playgroup Plus coordinator. I have been teaching at Thornlands State School since 2012. My time here at Thornlands has been in early childhood, teaching Prep to Year 3. I absolutely love the early years of schooling as this is where the magic of learning begins.

Personally, I love spending time with my family, camping, going on picnics, bushwalking and days on the beach. I have 3 children aged 15, 16 and 23. I keep active by going to the gym, cycling and playing touch football.

Email is the easiest option for communication. I usually send reminders and additional information via email throughout the term. If you have not already received any communication from me via email please send me a message.
anola29@eq.edu.au



GENERAL INFORMATION

If for any reason your child is going to be away from school, please ring the 24 hour school absence line on 3821 8181 and leave a message. Alternatively you can notify the school via text or QParents.

Money collection days are Tuesday and Thursday before 10am at the office.

Tuckshop is open Wednesday, Thursday and Friday (first break only).

All children are required to wait under A Block until the first bell rings at 8.45am. Children are not permitted on playground equipment at any time before or after school.

Connect to QSchools, Facebook and/or our website for further information, school calendar, events and reminders.

Brain Break - students may bring a water bottle and fruit or vegetable snack into the classroom each morning.

WHAT WE ARE LEARNING...

ENGLISH

Writing

We will begin with narrative texts, learning about :

- The author's use of descriptive language in the construction of a character.
- How to analyse characters, their traits, feelings etc.

We will then move onto persuasive texts, exploring:

- Paragraphs with one main idea.
- Topic sentences and supporting details.
- The use of positive and negative language that can be used to show feelings and emotions.
- How verbs and adverbs can enhance our writing and show the likelihood of something occurring e.g will/won't/may/might/should/could/definitely/always/never.
- Persuasive devices—How you can persuade your reader to agree with your viewpoint or argument.

Reading

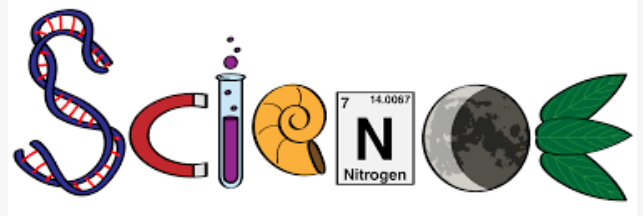
- We will read, view and analyse persuasive and narrative texts.
- Develop comprehension strategies to build literal and inferential comprehension skills.



MATHS

Students will be:

- Using a calendar
- Representing hours and parts of an hour
- Telling time to five minute intervals
- Matching time representations
- Representing, matching, comparing and ordering numbers
- Identifying odd and even numbers
- Measuring length in metres
- Recalling addition and subtraction facts
- Adding using the jump strategy with 2 and 3 digit numbers
- Exploring and recalling multiplication facts (0,2,3,5 and 10)
- Exploring chance
- Collecting and resending data



Students will justify groupings of living and non-living things according to observable features and recognise once-living and products of living things. They will make predictions, observations and record data about living and non-living things in their environment. Students will recognise the use of science knowledge in their lives and how this knowledge helps people to understand the effects of their actions.



HASS

Humanities and Social Sciences

Semester One

Our unique communities

- Students will:
- Identify a point of view about the importance of different celebrations and commemorations to different groups.
- Identify individuals, events and aspects of the past that have significance in the present.
- Identify and describe aspects of their community that have changed and remained the same over time
- Explain how and why people participate in and contribute to their communities.



HEALTH

Good friends

In this unit students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships; examine the qualities we look for in a friend; as well as their roles and responsibilities.

Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.



TimeTable

Monday

Parade 2:20-3:00

Wednesday

Library 9:40-10:20

Students - bring your satchel to protect your library book, return your book before school.

Thursday

Music 9:40-10:20

PE/swimming 10:20-11:00

Technology 1:00-1:40

Friday

Homework due Separate homework information will be glued into the front page of your child's homework book.