



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

30<sup>th</sup> August 2021

*"God speaks in the silence of the heart. Listening is the beginning of prayer."*

*Mother Teresa*

**To** All In Our Learning Community,

*This term we have been engaged in reading and interpreting the Pentecost Story from the Acts of the Apostles (2:1-11 NRSV). This story tells us of the Apostles waiting and anticipating together in Jerusalem for the coming of the Holy Spirit as Jesus had earlier instructed them (Acts 1:1-5 NRSV). Through our prayer gatherings on Microsoft Teams, I have listened to this story many times over the last week and have been reflecting on my own interpretations of it, in light of our current circumstances of lockdown and the pandemic.*

*At this time it may seem that we are constantly waiting. Waiting for lockdown restrictions to lift, waiting to see family and loved ones and waiting to engage in events and opportunities we enjoy. As I reflect on this and the sense of anticipation that waiting brings, I find myself making connections and wonder if those Apostles had similar feelings. Waiting is challenging and finding the patience we need can be even more so. However, while we may find this time challenging, the resilience and enthusiasm which our children bring with them each day to their learning, can be a reminder of the positive outcomes that this period of remote learning has brought. Their willingness to engage in online learning opportunities including; author and illustrator workshops, Kids Helpline, the Jewish Museum and Murrundindi and the many children who volunteer to read and participate in Whole School Prayer, talks to me of a world of where there is hope to be found while we continue to reach out and connect with each other. As one staff member reflected on the scripture, "This text talks to me of a world in which we are renewed in our faith and our openness to others through a continual seeking of connection to one another."*

*This Sunday is the Feast Day of St. Teresa of Calcutta, the patron saint of our learning community. Throughout this week there will be opportunities provided for children and their families this week to discover more about her life and what her work means for us as a Catholic Dialogue School. While we continue to wait for the time where we will be able to gather together in person, Friday will provide us with the time to connect as a community through prayer on Microsoft Teams and gather together, albeit remotely.*

Kind regards and stay safe,

*Amy*

## ***This Week's Happenings***

### ***Monday 30<sup>th</sup> August***

*Online workshops with Murrundindi 5/6*

*Online workshops with Michael Wagner  
Foundation-2*

*Online workshops with Adam Wallace 5/6*

### ***Tuesday 31<sup>st</sup> August***

*Online workshops with Murrundindi 3-6*

*Online workshops with Adam Wallace 5/6*

### ***Wednesday 1<sup>st</sup> September***

*Indigenous Literacy Day*

*Online workshops with Michael Wagner*

*Foundation-2*

*Online workshops with Adam Wallace 3-6*

*Online workshops with Jane Godwin 5/6*

### ***Thursday 2<sup>nd</sup> September***

### ***Friday 3<sup>rd</sup> September***

*Saint Teresa Feast Day Celebrations*

*Online workshops with Michael Wagner:*

*Foundation - Year 2*

### ***Sunday 5<sup>th</sup> September***

*Feast Day of St. Teresa of Calcutta*

### ***QR code, Masks and 1.5 social distancing***

Please note you are required to register through using our QR code when you enter our school building. During the day access is only possible via Windrock Ave and our reception area where a QR code is also located. Masks are required to be worn inside and outside.

*Your ongoing support of our learning community for the health and welling of all in our community is appreciated.*

### ***Re-enrolment 2022***

In order to plan effectively for our 2022 school year, families are asked to complete and return a reenrolment form that can be accessed via our Skoolbag App. The re enrolment process is an important one as it assists in preparation for learning spaces particularly given that we have demand for places in a number of year levels for 2022.

If you are an existing family with a child preparing to start school next year, you would have received a letter of offer via email last week, for Foundation enrolment for 2022. If you have not already done so could you please sign and email your acceptance to [info@motherteresa.catholic.edu.au](mailto:info@motherteresa.catholic.edu.au).

### ***Foundation – School Nursing Program Forms***

Families with a child in Foundation this year recently received an invitation for their child to be seen by a nurse from the School Nursing program. These forms can be returned to school when we return from the current lockdown.

### ***Lockdown ~ Remote learning***

We continue to engage in remote learning until announcement of the conclusion of our current lockdown as directed by the State Government. Staff will continue to engage with children online for check ins and focus groups via Microsoft Teams during this time. Daily learning will continue to be forwarded 5pm each night for the following day.

### ***Confirmation and Eucharist Celebrations update***

Due to current lockdown restrictions, celebrations for the Sacraments of Confirmation and Eucharist have been postponed. We hope to be able to celebrate these in November, pending on State Government announcements. Details confirming times and dates for these Sacraments will be forwarded once confirmed in Term 4.

### ***Where to find mental health support during this lockdown***

*“Just because no one else can heal or do your inner work for you doesn’t mean you can, should, or need to do it alone.” — Lisa Olivera*

The Royal Children’s Hospital have made available webinar’s to support parents and carer’s help their children during the pandemic. Please take the time to read the information below;

### **How to support your child's mental health through the pandemic**

#### **Webinar recording from Wednesday 25<sup>th</sup> August 2021**

<https://www.youtube.com/watch?v=y1DizMUOeng>



The COVID-19 pandemic has challenged all of us, including children. The RCH Facebook Live session on Wednesday 25 August 2021 brought together an expert panel to discuss this important topic, with lots of practical advice, and you can watch the replay through the link above. Hosted by Dr Anthea Rhodes (Paediatrician) with special guests Dr Ric Haslam (Director, Mental Health), Dr Alice Morgan (Clinical Psychologist) and Prof Harriet Hiscock (Paediatrician), it offers a wealth of knowledge and advice which may help support your family.

The link below will also take you to a fact sheet:

[Supporting your child to cope with the COVID-19 pandemic](#)

## ***Free Meditations in Arabic***

Smiling Mind is a unique tool developed by psychologists and educators to help bring balance to your life. It can take as little as 10 minutes a day. There are now available meditations in Arabic. You can find these meditation under 'Other languages'.

Smiling Mind is free to use and can be downloaded from the **App Store** or **Google Play**.

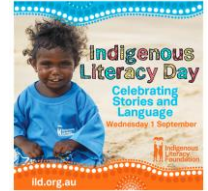
<https://apps.apple.com/au/app/smiling-mind/id560442518>

[https://play.google.com/store/apps/details?id=com.smilingmind.app&hl=en\\_AU](https://play.google.com/store/apps/details?id=com.smilingmind.app&hl=en_AU)

## ***Indigenous Literacy Day***

Wednesday 1<sup>st</sup> September is Indigenous Literacy Day. In the past Mother Teresa Catholic School has supported this day by holding the Great Book Swap. The Mini Vinnies group hope to hold this event later in the year again, COVID restrictions pending.

To mark the day and support the development literacy rates amongst Indigenous peoples, this year we will have the opportunity to participate in the story time event streamed on demand from the Sydney Opera House. A link will be forwarded as part of daily learning as part of our Mother Teresa Feast day celebrations Friday 3<sup>rd</sup> September.



## ***Child Safety***

National Child Protection Week takes place from September 5<sup>th</sup> to September 11<sup>th</sup>. This week raises the responsibility of community's collective responsibility for the ongoing care, safety and wellbeing of children and young people. Mother Teresa catholic Primary School remains committed to the safety of all children and is a supporter of White Balloon Day on September 10<sup>th</sup>. For ways to talk to your child/children about their safety, you can read some safety tips [here](#).

## ***Mini Vinnies – Drop in and Chat outreach***

The Mini Vinnies leaders have been meeting over the last few weeks on Microsoft Teams. Through their dialogue they have been organising ways for students across our learning community to be able to meet, to extend outreach to others. Below is a message from Keana on behalf of Mini Vinnies about the Drop in and Chat sessions they will continue to run during lockdown.

### **A chance to catch up**

As all of you know, the lockdown that we are currently in gives students less of a chance to talk and communicate with friends. As a result, the Minnie Vinnies group has come up with a solution.

What we are organising is a Microsoft Teams meeting that allows students and their friends to jump onto, and at these meets they will be playing games and chat. We believe that will definitely be something that students will enjoy, as many students don't have any way of communicating with their friends besides with the Microsoft Teams meetings we already do.

Each meeting will be about 30 minutes long, and the students can chat and socialize with each other, while still following the Agreed Ways. To run effectively we are limiting the meetings to about 15 students. To register you must **complete a Google Form** that will be sent out by Mrs Leahy via email. This week we will be running the **Drop in and Chat** on Thursday for Years 3 and 4.

A Minnie Vinnies member and Mrs Leahy will be there the entire time, running games and facilitating chat. This will be a fun opportunity for all to talk, chat and have fun! If you have any questions, please contact Mrs Leahy – [amy.leahy@motherteresa.catholic.edu.au](mailto:amy.leahy@motherteresa.catholic.edu.au)

# What's Happening in the Learning Spaces

*“Parents should be educated in the language of schooling, so that the home and school can share the expectations, and the child does not have to live in two worlds – with little understanding between the home and the school”. John Hattie, 2009*

## Foundation - Year 2 Learning Spaces

*“Listening and questioning are the basis for positive classroom interactions that can in turn shape meaningful collaboration, which can then build a culture of thinking. At the heart of these two practices lies a respect for and interest in students' thinking.” – Ron Ritchhart, 2015*

As **readers**, we are continuing to engage in remote learning opportunities via **Microsoft Teams focus groups** and **PM eCollection**. These provide time and opportunity each day, for us to practise a number of **reading strategies** and build our knowledge of **sight words**. Reading strategies that we are focusing on are highlighted in daily learning and we check our bookshelf on PM eCollection for the texts we can continue to practise reading. As **writers**, we are continuing to be inspired by the environment around us to spark our **thinking** and **purposes** for writing. While we are in remote learning, there are many opportunities for students to continue to develop themselves as writers through seeds, reflections and Faith and Life inquiry.

As **mathematicians**, we are **sorting out** our discoveries about **statistics** and **probability**. We will continue to explore the language of probability, including terms such as **impossible, unlikely, possible, likely and certain**. We will further identify the likelihood of specific events happening, and we will sort out our thinking about all the ways, and reasons why, data can be represented.

As **historians**, we have been finding out about our compelling question, ‘**How and why play has changed over time?**’ This week, we will have the time and opportunity to **take action** by **planning and creating a game or toy of our own**. We will be **resourceful** by using items and materials we find in our homes and gardens. As learners in a **Catholic Dialogue School**, we will continue to explore the story of **Pentecost Sunday**. We will use the **Hermeneutical** prompt ‘**interpreting texts and symbols**’ to **interpret and make meaning** about the **symbol** of **fire**. As members of the Mother Teresa Faith Community, we will be celebrating **Mother Teresa Feast Day** on Friday the 3<sup>rd</sup> of September. We will be participating in many learning opportunities to **find out** about the **story** of **Mother Teresa** and reflect on what she means to our learning community.

## Year 3 – 4 Learning Spaces

*“It’s not about how much you do, but how much love you put into what you do that counts”*

*(Mother Teresa)*



As part of our **Faith and Life Inquiry** and in **connection** to **Mother Teresa’s Feast Day** this coming Friday 3<sup>rd</sup> September, we will have **time** and **opportunity** to **engage** in the **thinking routine Think Puzzle Explore**. As part of **tuning in** to **Mother Teresa** and the **significant impact** she had on the world we will use the **key thinking moves activating** our **prior knowledge, formulating wonderings** and **consider** and **plan** ways we can **further extend** our **thinking**. As **hermeneutical learners**, we will **interpret text and symbols** while watching a clip about the life of Mother Teresa from the book ‘Little People, Big Dreams’. We will **explain** and **make connections** between our **thinking** of the statues and the clip that we listen to.

As part of **Writer’s Notebook** we will be **describing, observing closely** and **interpreting** an **image** of our **Mother Teresa** statues placed at the entrance of our **learning community**. Some of us



will engage in the **3 levels of thinking** where we will be **encouraged to engage in deep level thinking**; while others will **engage** in the **thinking routine See-Think-Wonder**. As **writers and thinkers**, one of the **important ideas** of **Writer's Notebook** is **identifying the purposes for independent writing**. We need to ask ourselves *'What do I want my audience to know, feel, learn, think about picture in their mind...'*

As **readers and viewers** and as part of **finding out and sorting out** our **Faith and Life inquiry**, **"How have explorations of the past impacted our lives today"** we will have **time and opportunity** to **view** various articles on **Kids News** and clips on **BTN**. Through this **learning opportunity** we will **extend** our **thinking** about **different points of view and perspectives** of **explorations and explorers** and the **impact** they have made on us today.

As **mathematicians**, we will be **focusing** on and **building** our **understanding** of **statistics and probability and fractions**. As inquirers we will **find out and sort out** our thinking as we **develop** an **understanding** of **how ideas** are **connected** and **represent** our **thinking** in different ways. As **thinkers**, we will **recognize and analyse data, make inferences and evaluate** the **likelihood** of different **probability investigations**.

### **Year 5 – 6 Learning Spaces**

*"The goal of hermeneutical learning is to find and expose effective interpretations of the world, in order to achieve a better understanding of things from within, in this case religions and philosophies of life."*

*-Didier Pollefeyt 2020*

As part of Faith and Life inquiry we will have the time and opportunity to engage in a workshop with Aboriginal Elder Murrundindi. We will be **tuning in and finding out** about about rituals from Indigenous culture and spirituality. As **hermeneutical learners** part of a Catholic Dialogue school, we will make connections to Catholic traditions and rituals. This coming week, we will also have the time and opportunity to engage in a variety of learning opportunities to find out more about our patron, Saint Teresa of Calcutta, and as we prepare to celebrate her feast day on Friday.

As **curious and open minded learners**, some of us will have time and opportunity to engage in a writing and illustrating workshop expert **Adam Wallace**. We will have time to ask Adam **questions** about being an author and illustrator and also some of our **wonderings** about the characters within texts he has published. We will also have the opportunity to be creative and persistent learners as we engage in the opportunity to develop our illustrating skills.

As writers we are continuing to **engage** in learning opportunities from **Michael Wagner's - Description Journal**. We are engaging in the thinking moves **activating prior knowledge, connection making, identifying new ideas** and **wondering** through a variety of thinking routines to assist us to shape our thinking. We are using the images from our Description Journal as 'seeds' in our Writer's Notebook as well as to practice our shaping our purpose for descriptive writing. Through a reading lens we will continue to explore the biographies of inspirational people including **Jesse Owens, Frida Kahlo and Michelle Obama**. These people have through their lives made an impact on our world today. We will engage in the thinking moves **identifying new ideas, connection making** and **raising questions** through the thinking routines **Connect-Extend-Challenge** and **Think-Puzzle-Explore**.

As **curious and flexible** mathematical thinkers some of us are engaging in learning opportunities related to algebraic thinking and some of us will be engaging in learning related to adding, subtracting and multiplying fractions. As mathematical thinkers we are engaging in the thinking move **reasoning with evidence**, and thinking about the strategies we are using to help us solve the questions and as part of documenting our thinking showing the **strategies** that we use to help us.

## Visual Arts

Over the past week, learners had the opportunity to **tune in, find out** and **sort out** about drawing portraits through the lens of an artist.

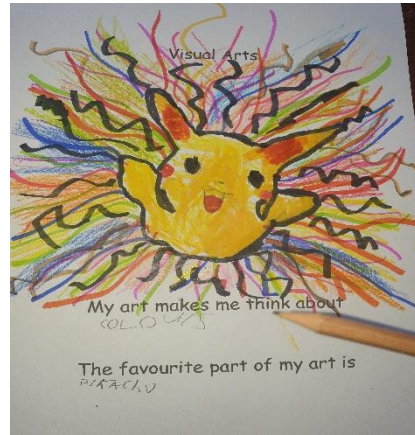
### Faces and feelings Foundation – Year 4

As artists used colour with feeling;

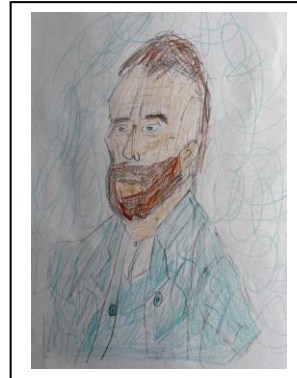
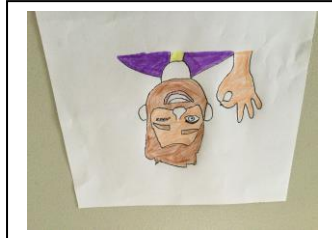


A success for me was finding a feeling which was silly a particular challenge for me was drawing a picture of my little sister's face! Hayden

and shape to make a portrait and create a face



I enjoyed this as I took my time and effort to draw this today I had decided to try and draw a very happy person. My inspiration was a character from an animation movie. A happy person is good to draw when you are also happy. Sometimes drawing is the

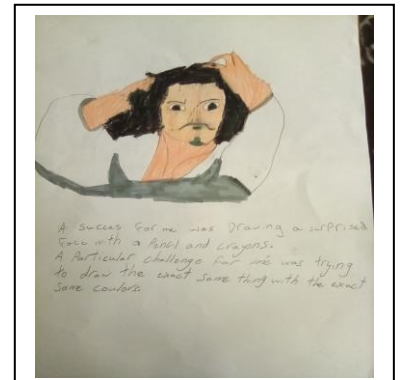


A success for me was getting the face shape right. It took a couple of goes but I was happy with how it looked at the end. A particular challenge for me was getting the facial



My art makes me think about a person that I like to play with. The favourite part of my art is the skin because it looks beautiful. Asher

A success for me was the way I paid attention to the blending. A particular challenge for me was thinking of the emotion. Lyandra



My art makes me think about all the times I've been angry. The favourite part of my art is how it shows the person I'm angry. Kamali

## Single line portrait collage from Years 5/6

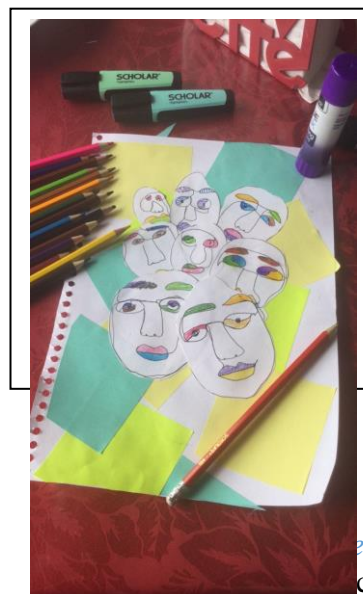
- As artists we **explored** and **discovered observational drawing techniques** in creating a **collage of abstract portraits**.
- We **practised single line blind drawings** multiple times and use these drawings to create a collage.



A success for me was that I didn't take my marker off the page as I drew.  
A challenge for me was that sometimes I did look down at my page but when I didn't my drawings looked better.  
Jacinta



A success for me was learning that too much color didn't particularly look good but a little bit of color and a variety of different colors looked very nice.  
A particular challenge for me was to stop looking at my page while drawing because I wanted to have full control over where each delta went so it was hard for me to look at the mirror and stop thinking about how I was drawing.  
Joven



*el for your brain”*

Education remote learning opportunities this week, we will be engaging in learning and inquiring into **Gymnastics**. In Foundation to Year Two we will be practicing different types of individual and partner balances. We will also practice some different gymnastics jumps. Using these balances and jumps, we will then **sort out** our thinking to create own gymnastics routine.

For Year Three and Four, we will also be practicing similar partner and individual balances and jumps. We will be challenged to spell our names using only our bodies. We will be **going further** by encouraging our families to take on the challenge as well and invite them to participate.

In Year Five and Six we will also be **finding out** about these partner and individual balances and jumps, they will also be **sorting out our thinking** by designing a small circuit that incorporates different jumps and balances using different locomotor movements (ways of moving e.g. - run, walk, crawl etc).

Last week we were **finding out** and **sorting out** our thinking about skipping. When **reflecting** on how her body feels after skipping, **Daniella** said, *“My body feels really tired, puffed out and my legs feel like they are burning when I am skipping. It is really hard to do but it is a really good workout”*.

When asked how skipping could help us with other sports **Alyssa** said, *“Skipping is really hard and makes you puffed out and become fit. I did some **research** and skipping helps improve your cardio and good cardio means better fitness which helps you with other sports”*.

When reflecting on what learning asset or disposition he used while skipping **Tawonga** said, *“A disposition I demonstrated was **persistent** and **risk taker** and **what makes me say that is, I kept***

going even though my arms got tired and I also pushed my limits and kept pushing myself to do more”.

### **Sustainability Learning & Stephanie Alexander Kitchen Garden**

*“...young people have a new ecological sensitivity and a generous spirit, and some of them are making admirable efforts to protect the environment...” (Pope Francis, Laudato Si #209)*

Throughout the week our Sustainability learners have continued to engage in various learning opportunities. These include gardening, preparing lunches, dinners, healthy snacks and researching indigenous plants. Our learners have **sorted out** their thinking and **made their discoveries visible** in a variety of interesting and creative ways. Thank you to all our Sustainability learners for the reflective learning that has been presented and look forward to continue reading all the wonderful reflections that have been sent. Below are reflections and learning from Ethan and Kiara.



**KEEP CALM  
AND  
DRINK  
JILUNGIN TEA**



Do you need calming and relaxation?

Do you need a deep restful sleep?

Jilugin Tea is for me!



**KEEP CALM  
AND  
STAY CLEAN**

The bark of the Blackwood when soaked in hot water makes the perfect pain killer. This will ease pain when rubbed into sore muscles or as a bath for aching joints.

The Blackwood leaves make an awesome natural soap. Take some fresh leaves, add a little water and rub hands together until they are all soapy, wash with water and voila germs gone!!!

These natural chemicals will clean your hands.



*This week I chose to do research on Jilugin and Blackwood. I found out lots of interesting information but this week I wanted to do something fun so I made bookmarks.*

*I also discovered some interesting facts about the Emu bush. The most interesting thing I discovered was how it is being researched in SA as a steriliser for hip replacement parts.*

*I am going to print, laminate and use my bookmarks at home in my books because I think they are super funny.*

*Ethan*



# NATIVE STRAWBERRY

BY: LAUREN YANG

The fruit is heart shaped and red and looks prickly on the outside

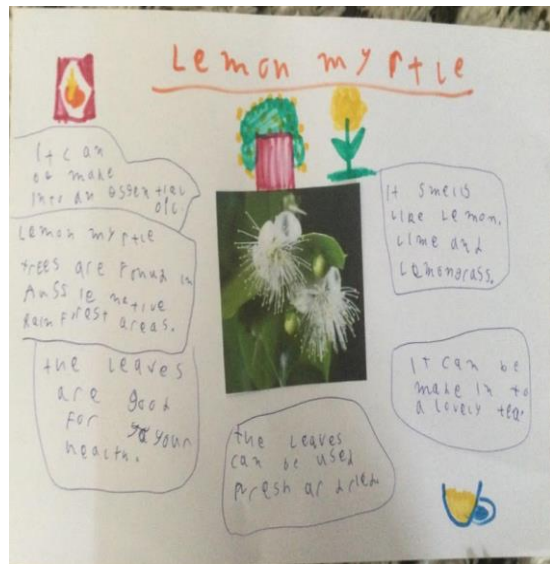


The plant has white flowers

You use the fruit to make jam



The leaves are used to make tea. Leaf has vitamin C.



I decided to do my learning on a plant that we learned with our Murrindinidi workshop.

When I was doing my research about the lemon myrtle tree, I learned it can be a delicious tea. What makes me say that is it is also good for your health and your body? And the leaves are good for food and is very healthy for you.

Kiara

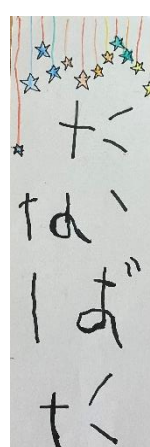
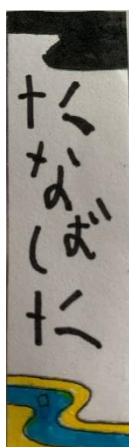
## Japanese

In **Foundation, Year One and Year Two** we will explore reading and writing hiragana characters. As **thinkers** we will focus on words for **fruit** and what these look and sound like in **hiragana characters**. We will learn that each hiragana has its own sound and that these can be combined to make words. We will engage in being **persistent** as we use stroke order to trace and copy the hiragana characters we are learning.

In **Year Three and Year Four** we will explore reading and writing hiragana characters. As **thinkers** we will focus on words for **hobbies** and what these look and sound like in **hiragana characters**. We will learn that each hiragana has its own sound and that these can be combined to make words. We will engage in being **persistent** as we use stroke order to trace and copy the hiragana characters we are learning.

In **Year Five and Year Six** we will explore reading and writing hiragana characters. As **thinkers** we will focus on words for **hobbies** and what these look and sound like in **hiragana characters**. We will learn that hiragana can be combined to make words and that some hiragana have alternative sounds created by adding extra strokes or markings. We will engage in being **persistent** as we use stroke order to trace and copy the hiragana characters we are learning.

## Tanabata Wish Strip Decorations



## Cyber Safety



As part of remote learning in **Foundation - Year 2** we engaged in **finding out** about accessing a known website (eSafety For Kids ([esafety.gov.au/kids/be-an-esafe-kid](https://esafety.gov.au/kids/be-an-esafe-kid))) then searching for information on the site about the four aspects of being safe online for kids **Be Safe, Be Secure, Be Kind** and **Be Curious**. Below are some of the reflections using Kath Murdoch's reflection stem; *The most important thing I have learned is...*

- **The most important thing I have learned is** to not keep your camera up or people will spy on you. (Kiara)
- **The most important thing I have learned is** not to share if you are not sure. (Lauren)
- **The most important thing I have learned is** to be secure. (Lourd)



Using the **Cybersmart Hero** video (<https://www.esafety.gov.au/educators/classroom-resources/cybersmart-challenge/cybersmart-hero>), in **Years 3 & 4** we engaged in learning about what is cyberbullying, the ways it can affect other people and why people engage in cyberbullying. Below are some reflections using Kath Murdoch's reflection stem; *I am still wondering...*

- **I am still wondering** if the best thing to do in this situation is get advice from your friends or straight away go and tell an adult or teacher. (Christian)
- **I am still wondering** why people would ever cyber bully/bully anyone. (Ruthresh)
- **I am still wondering** why people still cyberbully. (Nathan)

In **Years 5 & 6** we engaged in learning about social media and the positive and negative effects that sharing photos and information can have on us and on others using the **BTN** video **Internet Safety** <https://www.abc.net.au/btn/classroom/internet-safety/10521968>. We reflected using the reflection stem, **I could learn more about this if/by**, below are some reflections.

- **I could learn more about this by** researching on the internet. (Polus)
- **I could learn more about this by** being a researcher to find out more of what can happen to people under 13 using apps that aren't for their age. (Alannah)
- **I could learn more about this by** researching more about how people can get others' personal information and I can use the research to my advantage and make sure that I don't get tracked online and leave digital footprints for people to track me. (Yuvraj)

### Parent Webinars

The last opportunity to access a free webinar on eSafety's **Parent Guide to Popular Apps** is on Tuesday 31 August 7.30pm to 8.30pm. To register go to;

<https://register.gotowebinar.com/rt/1521578272517430029>

## Digital Technologies

*“Measuring programming progress by lines of code is like measuring aircraft building progress by weight.” – Bill Gates*

In **Years Foundation-2** we will be **thinkers** and continue the **choice** that they made between **two different learning opportunities**. We will focus on moving through the next set of activities in the **lesson**. Through the **lens of coding**, these activities will teach students use the **repeat function to repeat a section of code** and to create **loops**. **Max** from **LS3** shared his thinking about coding from last week’s learning:

*“Now I know how to use the repeating code properly. What makes me say that is when I’m using the repeating code I shorten the challenges.”*

In **Years 3 and 4** we will be **thinkers** and continue to **explore** the **Code.org** site. We will be **sorting out** our thinking about the next set of activities of our chosen level of **challenge**. These activities focus on building the skill of **continuing to create events and behaviours using code**.

**Alessandra** from **3/4-3** shared her **reflective** thinking on last week’s learning:

*“I was proud of the way that I did the coding game and got up to 9 in the first one. What makes me say that is I got confused. It was interesting when I did step by step. What makes me say that is so I can get the pig!”*

For **Years 5 and 6** we will be **thinkers** and will engage in **finding out** about **creating sprites** on **Code.org**. We will **explore** how to **add text and prompts** to their **code**. This will enable us to **add questions and instructions** to the **programs** that we **create**. **Melissa** from **5/6-1** shared her thinking on last week’s learning about code:

*“Now I know how to code a little bit and what makes me say that is this learning opportunity is teaching me more every time I engage in digital technologies and that is because I was never really experienced in coding.*

*Something I did well was putting the codes in order and what makes me say that is we have to have the right order for the coding to work. This learning made me think about scratch, what makes me say that is, in this learning task we had to do coding where all different coloured and what makes me say that is in scratch we use different types of coding to make the cat move or do a certain thing. It was challenging when the codes were different colours it was confusing.”*

## Performing Arts

*If children hear fine music from the day of their birth and learn to play it, they develop sensitivity, discipline and endurance. They get a beautiful heart.*

*Shinichi Suzuki*

This week in Foundation, Year 1 and year 2 we will have the time and opportunity to develop further our inquiry into different music styles and use the thinking moves **building explanations** as we continue **sort out their thinking** about the song, **When the Saints go Marching In**. Students will then share their **thinking** and **wonderings** in **connection** to the piece of music. The Students **make their thinking visible** by drawing a picture of some people that could use this as their theme song.

This week the in Year 3 and year 4 will engage in an active listening activity. We will continue listening to a performance by Elvis Presley, 'Blue Suede Shoes'. We will then share their **thinking** and **wonderings** in **connection** to the piece of music. To reflect on their thinking they will consider what connections they can make to the music and the artists of today and **justify their thinking** using the thinking routine, **What makes me say that**.

This week in Years 5 and 6 we will listen to the song ‘Oye Come Va’. We will then share their **thinking** and **wonderings** in **connection** to the piece of music. We will **make connections** between this song and the music we like to listen to.

# After School Care at Mother Teresa Primary School

*Watch this space throughout the term for regular updates from our Extend team!*



## Term Three Dates

Friday 3<sup>rd</sup> September

Mother Teresa Feast Day

Friday 17<sup>th</sup> September

Term three concludes

*The following dates are correct at the time of printing. Please read the newsletter each week and note the weekly happenings particularly in light of COVID-19 health advice.*