



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

October 25<sup>th</sup> 2021

*"Never worry about numbers. Help one person at a time and always start with the person nearest you" -*

*Mother Teresa*

**To** All In Our Learning Community,

*We are thrilled to know that all children can return to school on Monday 1<sup>st</sup> November<sup>l</sup>.*

*The part-time return remains this coming week, with all children having the opportunity to engage in learning onsite (See the timetable below). Last week the children who returned to onsite learning did so without a problem! Thank you to the staff for their planning and preparation for the return to onsite learning. This planning has included the revisiting of our health and safety procedures – washing and/or sanitising hands, mask wearing safety, ensuring air flow inside and accessing outdoor learning spaces. Minimising the transition of COVID-19 means we are committed to the 'Three V's of Vaccination, Ventilation and Vital COVIDSafe Steps, these include:*

- ensuring any workers and visitors on site meet the current vaccination requirements*
- taking all steps possible to maximise external air flow and good ventilation*
- wearing and encouraging the wearing of face masks*
- reduce congestion at the beginning and end of the school day*
- maintaining physical distancing between staff and, where possible, students*
- maintaining strong hygiene practice. (Melbourne Archdiocese Catholic Schools Ltd)*

*Many learning opportunities will be possible outdoors in the coming months. While the weather forecast for the beginning of the week is for wet weather later in the week we will be able to access our beautiful grounds for learning. Access to outdoors learning spaces is possible for all in our community with a number large trees providing some shade.*

*Plans are also in place to further enhance our outdoor learning spaces through accessing the Victorian Government's shade sail funding of \$25,000 available for developing outdoor learning spaces. As a school we will allocate additional funds to provide more shade sails and to purchase outdoor furniture. A number of our children will be investigating the best options.*

*Thank you to all in our community for your cooperation and support of our safety practices enabling us to return to school and open. Our well wishes are extended to members of our community who are currently unwell.*

*Kind Regards,*

*Chris*

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

***Monday 25<sup>th</sup> October***

*Foundation – Year 2 Author Michael Wagner online*

***Tuesday 26<sup>th</sup> October***

*Year 5 -6 Author Michael Wagner online*

*Professional Learning –Reporting*

***Wednesday 27<sup>th</sup> October***

*Kid Helpline Year 5 -6 Foundation children onsite learning*

*Year 5 -6 Author Michael Wagner online*

*Professional Learning –Reporting*

***Thursday 21<sup>st</sup> October***

*Year 5 – 6 ACMI online*

*Professional Learning –Writing Deb Sukarna*

***Friday 22<sup>nd</sup> October***

*Year 5 – 6 ACMI online*

*Professional Learning –Mathematics*

## ***School Timetable 25<sup>th</sup> October – 29<sup>th</sup> October***

### ***Foundation children***

Foundation children will be onsite Monday 25<sup>th</sup> October – Wednesday 27<sup>th</sup> October

Foundation children will engage in remote learning Thursday 28<sup>th</sup> – Friday 29<sup>th</sup> October

### ***Year One & Year Two children***

Year 1 and Year 2 children will engage in remote learning Monday 25<sup>th</sup> October – Wednesday 27<sup>th</sup> October

Year 1 and Year 2 children will be onsite Thursday 28<sup>th</sup> – Friday 29<sup>th</sup> October

### ***Year 3 – 4 children***

Year 3 -4 children engage in remote learning Monday 25<sup>th</sup>, Thursday 28<sup>th</sup> & Friday 29<sup>th</sup> October

Year 3-4 children onsite Tuesday 26<sup>th</sup> October & Wednesday 27<sup>th</sup> October

### ***Year 5 – 6 children***

Year 5-6 children engage in remote learning Monday 25<sup>th</sup>, Tuesday 26<sup>th</sup> and Wednesday 27<sup>th</sup> October

Year 5-6 children onsite Thursday 28<sup>th</sup> October & Friday 29<sup>th</sup> October

## ***Full-time return to onsite learning***

All children will return to full-time onsite learning Monday 1<sup>st</sup> November.

## ***Public Holiday***

Tuesday 2<sup>nd</sup> November is the Melbourne Cup Day holiday. There will be no school on that day.

## ***Sick children & families***

We extend our well wishes to families in our school community who are unwell at this time.

We ask that all families are aware of the requirement to remain in isolation as per health directives if they are COVID positive or in contact with a tier one exposure. You are required to await clearance from the Department of Health before returning children to school.

Children who are unwell are NOT to be sent to school. Please seek medical attention or access COVID testing if you are unwell.

## ***School Fee Accounts ~ payments due by this Friday 29<sup>th</sup> October***

Our school relies on the payment of school fees for operational costs. If you have not finalised your term 3 account please do so by Friday 29<sup>th</sup> October.

School fee payments can be made via credit card, cheque or cash. A direct debit arrangement can also be made. The school account payment details are:

BSB 083 347

Account 82676 1906;

Mother Teresa Catholic Primary School, NAB.

Please ensure you place your family name and/or account code to the transaction so we can match your payment!

## ***QR code, Face 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. QR codes are also placed at each entry to our school.

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.*

## ***Face masks***

Adults and Year 3 – 6 children are mandated to wear a mask at school. Year 3-6 children are required to wear this during learning time not at play. Foundation to Year 2 children are encouraged to wear a mask. Staff will provide learning opportunities for children to inquiry in to the purpose of masks. Please find below a video clip from Chief Health Officer Brett Sutton explaining how to wear a mask. Note the clip does talk of a scarves or bandanas, which are no longer to be worn.

<https://www.youtube.com/watch?v=1j4Ru6ltJgo>

<https://www.youtube.com/watch?v=ZSOnBh7-SEA> This clip is an Arabic translation

Please see below the RCH another video re face masks.

### ***Transition back to school***

The **Royal Children's Hospital (RCH)** Melbourne recently presented a videoconference with an expert panel on helping Year F-2 children return to school. The panel included professors of medicine, developmental paediatric specialists, and an educational and developmental psychologist. [Click here to view the recording](#). The key messages include the need to be positive with the transition back to school and to validate your child's feelings as they return to school. Transition will be different for everyone and the majority of children are very resilient. The recording has some great practical advice for things you can do as a parent to get your child used to wearing a mask.

The **RCH Melbourne** has made a video to explain why mask wearing for children is needed. [Click here to view the recording](#).

Margaret Canny

Learning Diversity

### ***Being Sun Smart – Hats and Sunscreen***

A reminder that all children need to wear their school hat during recess and lunchtimes. Please ensure your child has their school hat in their bags. Many parents include sunscreen in their children's bags. Please ensure your child knows how to apply sunscreen for themselves.

### ***Drop off and Pick up***

Parents are required to drop children off at the school gates and to let children know which gate they will be collected at the end of the day. Parents asked not to enter the school grounds.

Staff will be located at gates in both the morning and afternoon.

In the afternoon staff will accompany children to the gates at the end of the day.

Parents are asked to maintain 1.5 metres social distance and wear masks while waiting for their children.

### ***Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS): October 7<sup>th</sup> - 28<sup>th</sup>***

Please refer to your personal email letter regarding school improvement surveys. Links to the survey, along with a personal pin were sent out to families last week, inviting you to take part.

The feedback is invaluable to our progress as effective school communities and is backed by evidence-based research and best practices.

## **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***

*Cooperation, interaction and mutual respect enhance opportunities for learning. We learn from and with others. (Kath Murdoch, 2015)*

As **inquirers**, we are **finding out** about the understanding, **‘Individuals connect to artworks in different ways’**. We have extended our thinking about the arts by extending our thinking beyond story books and drawing. We have discovered that the arts can be miming, videos and songs. We will continue to inquire in to what else is expressed through the arts.

As **people of a Catholic Faith Community**, we are **finding out** about the **nativity stories**. As hermeneutical learners we are currently finding out about the infancy narrative from Luke 2:1-14, by identifying key events and documenting our thinking using a storyboard. We have also had the opportunity to engage in Morning Prayer and listening in particular to the **Alleluia** verse:

**Alleluia, Alleluia**

Good news and great joy to all the world.

Today is born our saviour, Christ the Lord.

**Alleluia, Alleluia**

As **thinkers**, we will read the verse and **activate our prior knowledge** by sharing our first thinking about what it means to us.

As readers we will continue to engage in author studies. This week will find out about the author, Matt Cosgrove. We will use Story Box Library to listen to and view a variety of his picture story books. As thinkers, we will use our comprehension skills to reflect on the characters in the text, along with what has happened in the story. Each day we will also continue to engage in at least 10 minutes of independent reading using PM eCollection to build our reading behaviours. Some of us will continue to persist with learning our sight words every day! By the end of Term 4, it is expected that children in Foundation can automatically read and recall the 307 sight words.

As readers, we will also continue to use PMe Collection at home every night to strengthen a variety of reading strategies including, breaking words into parts, looking at initial sounds, blending words and identifying onset and rimes, digraphs and blends.

As mathematicians we will make sure that we are continuing to practice our individual counting focuses that are recorded on our counting sheets each day. As thinkers we are finding out about the concept of shape. We will be learning about different 2D shapes and their names, along with describing them. We will also be identifying and describing 3D objects and using our senses to describe its faces, corners and edges.

### ***Remote Learning:***

As learners we are continuing to be persistent and flexible as we engage in remote learning and onsite learning.

Foundation children will be onsite Monday, Tuesday and Wednesday, and will be engaging in remote learning Thursday and Friday.

Year 1 and 2 children will be onsite Thursday and Friday, and will be engaging in remote learning Monday, Tuesday and Wednesday.

Next week we look forward to seeing all children back at school on Monday.

### ***Year 3 – 4 Learning Spaces***

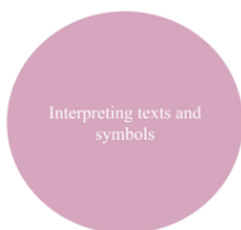
**“Every child is an artist. The problem is how to remain an artist once they grow up”**

Pablo Picasso.

As part of our Faith and Life inquiry **‘What is the role of arts in our communities?’** students had the **time** and **opportunity** to build their understanding by finding out about the key understanding that, **‘communities express themselves through a wide range of artworks’**. As **researchers** they **investigated** a range of community artworks and **reflected** on their discoveries using the **3 y’s thinking routine**, considering the questions:

- Why might this matter to me?
- Why might this matter to people around me [family, friends, city, nation]?
- How could this help our communities stay connected?
- Why might these art galleries in communities matter to the world?
- How could this help our world be connected?

To continue to **develop** their **schema** about what makes something art, students **explored** the art forms of music and dance. They made their **thinking visible** using a double entry **journal** to document the **key ideas** of the texts and the **inferences** they made.



Through our Faith and Life Inquiry learning we will continue to consider our interpretations of the Sieger Koder image, 'Promise' and explore the infancy narrative from Luke's gospel. While exploring this scripture passage we will consider Luke's perspective and purpose for writing. Through reflection we will explore our own interpretation of the text through dialogue and in reference to a number of biblical commentaries.

Last week students had the **opportunity** to build on their **knowledge** as **writers** by engaging in workshops with author Michael Wagner. Through **dialogue** about 'The Instant Plot Machine' they **considered** the **essential** elements of narrative writing; namely, main characters, a problem or goal and the three possible types of endings. Using a simple word or picture prompt, students **collaborated** together through **discussion** to create a story using the techniques they had learned.

Using **self-assessment** as a tool to **facilitate** learning, students **reflected** on **themselves** as writers throughout this semester. They **considered** what they were proud of and interested in, what they still found confusing, wondered about/ wanted to learn more about, and how they felt when they engaged in their writing. Learners will continue to have the time and opportunity to consolidate this learning.

As **mathematicians** we will continue **investigating** the **concept** of **perimeter**, **area** and **volume**. Using online resources students will have further **opportunity** to **explore** the **relationship** the perimeter and area of different sized squares and rectangles. They will continue to find out about how to measure the area of rectangles, irregular shapes and triangles using square centimetres and the volume of solids measured with cubic centimetres. Further **connections** will be made between our learning about **multiplication** by **identifying** the **relationship** between **arrays** and the **area** of rectangles.

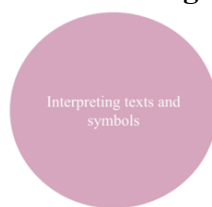
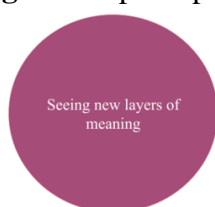
### ***Year 5 – 6 Learning Spaces***

**"We need to have hungry minds that stay relentlessly curious about the way the world works and the way we understand the world" Kath Murdoch, 2020.**

As **writers**, as part of **sorting out**, we are using the **purposes of writing** to **shape our thinking**. When we engage in our chosen 'seed' students **shape their thinking** with a **thinking routine** to **scaffold** their thinking prior to planning and engaging in **creating a writing piece**. We will also begin to explore **poetry**, we will be doing so by, **identifying** and **interpreting** the relationship between **words**, **sounds**, **imagery** and **language** used in poems as stated in the **Victorian Curriculum** for **Examining Literature**.

This week, as part of our **finding out** for our **Term 4** compelling question, **How does art change the world?**, we will be **flexible**, **reliable** and **curious** learners when engaging in a **digital webinar** with **ACMI**. Students will explore **Animation** through a **virtual workshop** with experts. By engaging in the **Virtual Webinar** students will engage in discovering and interpreting **"how viewpoints, ideas and stories are shaped and portrayed in media artworks"** in accordance with the **Victorian Curriculum achievement standard** for **5/6** learners in **Media Arts**. Students will **reflect** on this learning opportunity throughout our **finding out** and **discovering new ideas** about the **Arts**.

As we will be **interpreting text and symbols** and **seeing new layers of meaning** we will be learning in a **hermeneutical way**. We will continue to inquire into the scripture passages of the infancy narratives, **Luke 2:1-14**, The Birth of Jesus and **Matthew 2:1-12**, The Visit of the Wise Men. We will be **interpreting text and symbols** and **reflecting critically** when engaging in **reading**, **interpreting** and **analysing** the scripture passages by **viewing** and **making connections** to **Sieger Koder's** imagery.





As part of the **Victorian Curriculum Year 5/6 Personal and Social Capability**, we will be exploring how we experience **changing emotions** and **changing intensity of emotions**, depending on the situation and day.



As **curious researchers** and **open-minded learners** we will be engaging in a **Kids Helpline: Managing Emotions Workshop** on Microsoft Teams. Some of us will engage in the workshop this week and others next week. We will be **finding out** about emotional self-regulation skills and learning how to manage challenging emotions including anxiety, sadness and anger.

As **mathematicians** and **inquirers** we are engaging in a variety of learning opportunities related to **Measurement and Geometry**. Some of us are connecting **three-dimensional objects** with their nets, some of us are **constructing simple prisms** and **pyramids from nets** and some of us are **measuring volume and capacity by counting the number of cubes (cubic centimetres)** and exploring efficient ways of finding the **volume and capacity of rectangular prisms** and **cubes**. Some of us will also begin finding out in relation to **Geometric Reasoning** by **estimating, measuring** and **comparing angles** using **protractors**.

## Visual Arts

As **thinkers** we have been **tuning in** and **finding out** about the Studio Habit “**Observe**”.



As **artists** we have been learning to look more closely and see things that may otherwise not be seen. This week the Year 1 - 2 students have been engaging in observation drawing in the Art Studio. We have looked closely and carefully at some of the pot plants in the studio, noticing the patterns and shapes of the leaves and the texture of the pots. We have also spent time drawing outside in the school grounds and discovered many new things by observing what is around us.

*Observation drawing “makes you feel very calm. You can practice drawing nature outside. When you look carefully you can see birds and plants and bees”.* Jenica

*“When I look closely, I can see rocks, dirt and a snail shell”.* Yousif

*My success today was drawing the background, the bushes, the fence and the clouds. I noticed many things in the school yard”.* Riley





During remote learning this Term **Year 3-4 and Year 5 - 6** have been engaging in an art project. They have been exploring mask making, observation drawing, making a book about colour or choosing a creative project of their own. Please continue to engage in a creative project such as **observation drawing** while we transition back to onsite learning.

## ***Physical Education***

*“Never say never because limits, like fears, are often just illusions” - Michael Jordan.*

Foundation to Year Two students will continue to explore sports that involve striking, these students will be introduced to the fundamental movement skill known as the **‘forehand strike’** which is used in sports like Tennis. Students will engage in activities that will encourage them to step towards the ball they are hitting and to begin with their racquet low and finish high to encourage the ball to fly in the air.

Upon their return to full-time onsite schooling, students in Years 3-4 will be introduced to the category of sports known as **Net and Wall Sports**. Throughout Term 4, students will learn the fundamentals of Tennis - Serve, Return, Rally, Points. We will also focus on some key movement skills such as spatial awareness, positioning on the tennis court and positioning of the body when striking the ball. Students will then learn about some key concept areas that transfer across all net and wall sports and games including hitting the ball away from their opponents and hitting the ball to force an error from their opponents.

Upon their return to full-time onsite schooling, students in Years 5-6 will continue to focus on sports from the category of **Net and Wall Sports**. Throughout Term 4, these students will also focus on Tennis. By using the **‘Game Sense Model of Tactical Thinking’**, students will learn about using the width and depth of the Tennis court and how hitting the ball on different angles can help them to attack and defend in the game of Tennis. Students will learn about the concepts of hitting the ball away from their opponents by placing it close to a line and then moving to the net to volley, they will also learn to read the play and anticipate where the next shot will go.

## ***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)*

Last week our **Foundation, Year One and Year Two Sustainability learners** engaged in a number of various learning opportunities onsite. Our **Sustainability learners** were given the **opportunity** to **document** their **thinking** and **wonderings** about **composting** and **worm farms**. Our learners have **sorted** out their **thinking** and made their **thinking** visible in **interesting** and creative ways.

What do you know about compost and worm farms?

*Composting is where you put food scraps in soil. Ally*

*When you put food scraps in dirt it makes a home for the worms. Madeline*

*Not all fruit scraps can go in the compost bin. Larissa*

*Do not put plastics in the compost bin. Adam*

*Worms eat the compost. Lyric*

What are you wondering?

*I wonder why worms don't like the sun? Isabella*

*I wonder why worms don't eat citrus fruits? William*

*I wonder why worm tea is good for our plants? Riley*

*I wonder what other foods worms like to eat? Adam*

*I wonder how big a worm can grow? Isaac*



**National Recycling Week** will be celebrated in Australia from November 9<sup>th</sup> -15<sup>th</sup>, 2021. The purpose of the event is to raise awareness about important environmental issues amongst Australians. Be it in the school classroom, workplace or as individuals National Recycling Week is the perfect time to start taking an interest in the world. Established by Planet Ark in 1996, 2021 marks the 23rd year of the event. Furthermore, each year comes with its own theme. The theme of the 2021 National Recycling Week is '**Recovery - A future beyond the bin**' in preparation for this event our **Sustainability** learners will **focus** and **engage** in learning about the importance of **reducing, reusing and recycling**.

**Foundation, Year One and Year Two Sustainability learners** will this week have the **opportunity** to **discuss** and **document** their **thinking** about the following:

What do we know about reducing, reusing and recycling?

How does your family reduce, reuse and recycle?

What bins do you have at home?

What are these bins used for?

Our Year 3 – 6 are also asked to consider what they know and wonder about recycling and be prepared to share some of their thinking when they return to onsite sustainability learning in the coming weeks.

### **Hume City Council Food and Garden Organics**

Did you know the organics bins is now called a Food and Organics bin?

You can now recycle both food and garden waste in this bin, which will allows you to:

Free up space in your garbage bin;

turn waste into compost; and

stop food ending up in landfill.

On average, your garbage bin contains 50% of food waste.

If every household in Hume composted or put their food waste into their organics bin instead of their garbage bin, we could save over 27,000 tonnes of food waste from landfill every year. This is equivalent to 2,500 garbage trucks. (Source <https://www.hume.vic.gov.au/Residents/Waste-and-Environment/Waste/Organics> )

### **Japanese**

Last week students in Learning Space 1 engaged in exploring **one stroke hiragana characters** in Japanese. As **thinkers**, we **made our thinking visible** by drawing the outline of a face and using these hiragana for some of the facial features. We focused on how to write the hiragana correctly. Below are some images of learning and reflections.

I see the shapes of the hiragana in a face and I used two hiragana to make all the parts of a face.

**Audrey**

I learned that you can use two hiragana for the eyebrows and the mouth. It was へ

**Baraka**

I used ㇿ for the nose.

**Lenardo**



Aarus



Willow



This term, students in **Foundation, Year 1 and Year 2** will focus on exploring how to **count one to ten** in Japanese. As **language learners** we will focus on **pronouncing words for numbers** correctly and practice this with a sequential counting game.

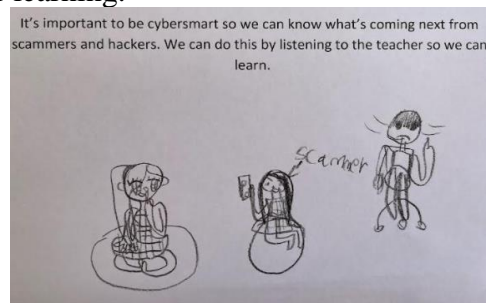
This term, students in **Year 3-4** and **Year 5-6** will **activate prior learning** about **numbers** in Japanese. This learning focus will help us extend into learning **months of the year** in future lessons. As **thinkers** we will **recall counting one to ten** in Japanese and **extend into numbers greater than ten**. Students in **Year 3-4** will focus on numbers one to nineteen. Students in **Year 5-6** will explore how to make numbers in the tens, such as 20, 30 and so on.

## Cyber Safety

**Foundation - Year 2** students continued developing their cybersmart poster. The students drew a picture that will form part of their poster and matches the sentence they developed in last week's remote learning. Below are some of the pictures sent in by Foundation – Year 2 students. They also used the reflection stem **"I discovered...."** to reflect on their learning.



Kiara



Ariana



Melina



John Paul

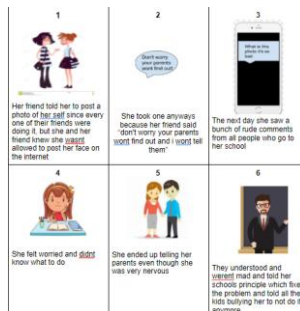
**Year 3 & 4** took the ideas that they generated in last week's learning about tasks that they can independently complete and selected one of these ideas to develop a set of step by step instructions using Google Docs to present their learning including images. In this week's learning the students also needed to include a list of items needed to complete their chosen task. They also reflected on their learning using the reflection stem **"I was surprised to learn about ..."**. Below are some of the tasks nominated by the students.

- Setting the dinner table (**Karla**)
- Planning and writing stories (**Ethan**)
- Riding a bike (**Jed**)
- Making paper flowers (**Charlotte**)

**Year 5 & 6** engaged in further learning about creating a cybersmart story. The students used Google Docs to create a draft of their story using the storyboard they created last week and adding aspects such as font types, sizes and colours and inserting relevant images. Students reflected on their learning using the reflection stem **"I got better at ...."**. Below are some examples of the students learning.



Charlie



Alannah



Gabriella

## Parent Webinars

There are two eSafety webinars for parents this term **eSafety's parent guide to digital technologies and mental health** and **eSafety's parent guide to online gaming**.

To register for **eSafety's parent guide to digital technologies and mental health** go to <https://register.gotowebinar.com/rt/8245460212320493072>. Dates for this are - Tuesday 26 October 7.30 to 8.30 pm, Tuesday 9 November 7.30 to 8.30 pm and Thursday 18 November 12.30 to 1.30 pm  
To register for **eSafety's parent guide to online gaming** go to <https://register.gotowebinar.com/rt/224257905834791949>. Dates for this webinar are 15 November 12.30 to 1.30 pm and 24 November 7.30 to 8.30 pm

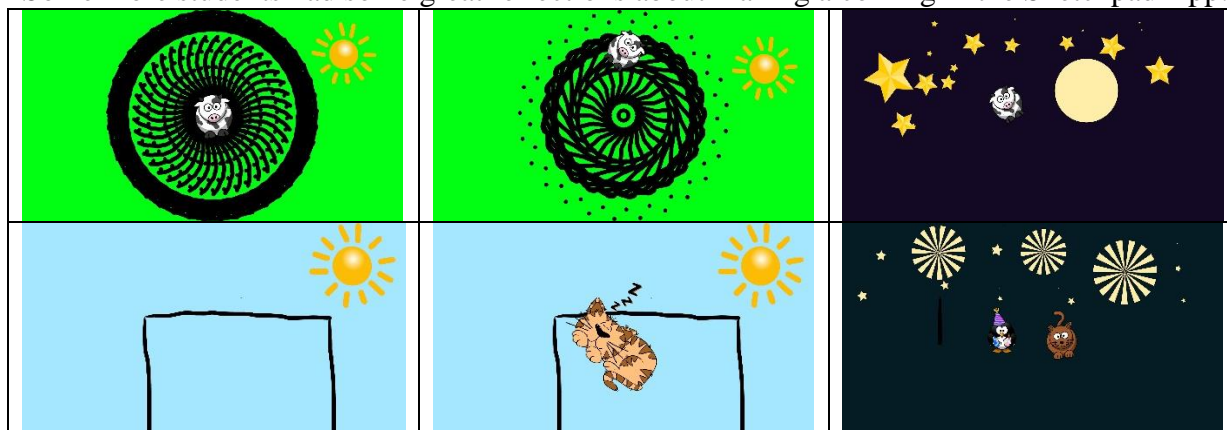
## Digital Technologies

Students in Year 1 and 2 who have returned to school have had the opportunity to further engage in code.org and the sketchpad app. In coming back to school we have been talking about how we can be responsible and safe while using technologies.

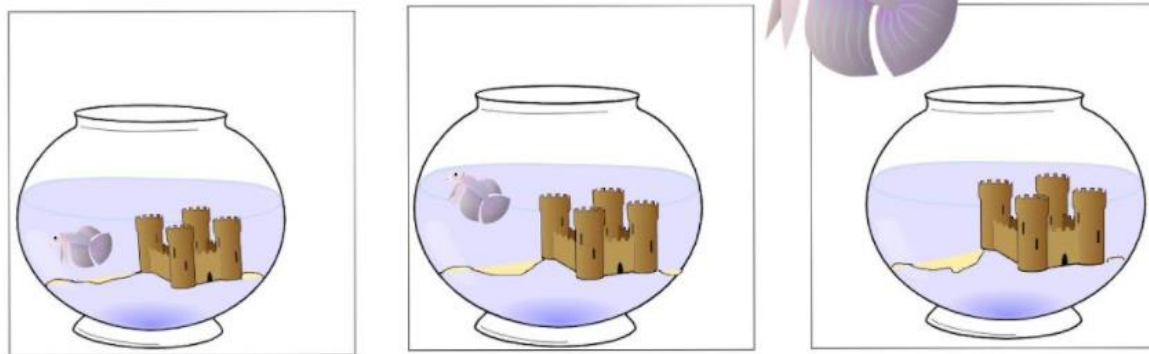


Students who are still learning remotely can extend their Digital Technologies Learning that they've already been engaging with by continuing to use Code.Org or the Sketchpad App.

Some more students had some great reflections about making a coming in the Sketchpad App:

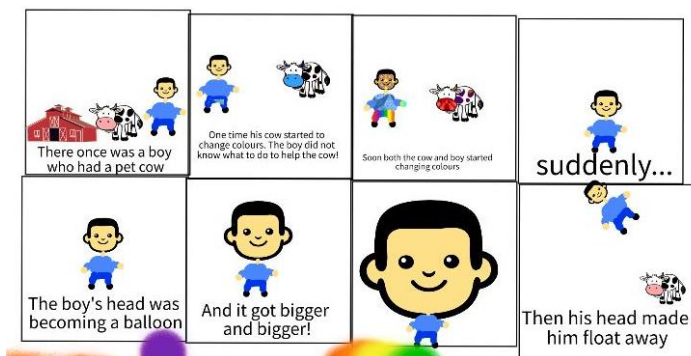


"I enjoyed it when I explored the tools and draw the comic. What makes me say that is because very interesting to learn something new with sketchpad" *Tiffany – LS8*

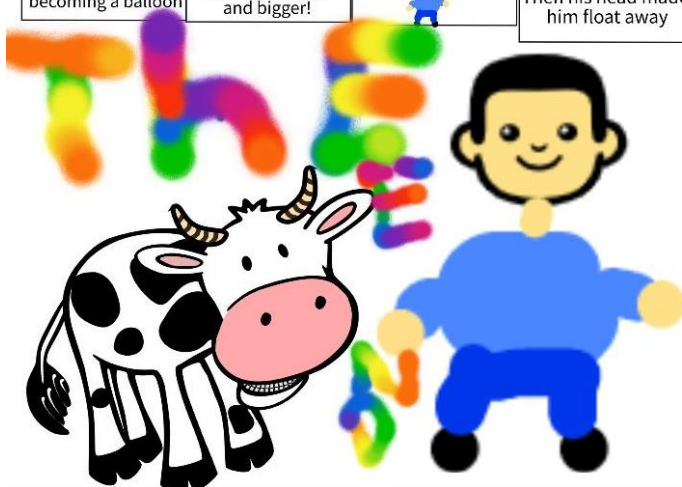


“The most useful part of this for me was that I discovered how to use the web site and what makes me say that is because I learnt how to use the clip art to get the things I needed to make something cool.”

Paddy – 3/4-3



“I made a funny story and I used about 7 tools, I was also very creative. Now I know more about making digital comics. What makes me say that is I don't think I have made any other digital comics before.” - Gabriel 5/6 - 1



## Performing Arts

*“Even the most non-musical person probably has felt the power of music in their life. Music can change your mood, help you to face your fears, soothe you when you are upset or express difficult thoughts and feelings that you may be having a hard time expressing yourself.” Robert Young.*

As self-managers the students in Foundation to Year 2 will continue to practice using body percussion to respond to the beat and simple rhythm patterns in music. Students will be focusing on the crotchet and quaver beats this week, using call and response to listen to short rhythmic phrases and copy them back. Students will engage in the story ‘Note Neighbourhood’ and perform all the different characters movements.

As thinkers the students in Years 3 to Year 6 will think logically, creatively and reflectively using the learning dispositions of being open minded and flexible as they continue to reflect on the skills and concepts that they have been practicing during remote learning. The students will continue to practice

their Aboriginal creation and welcome dances in preparation for joining together and collaborating with each other to perform the dances when they return.

## **After School Care at Mother Teresa Primary School**

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



### **Term Four Dates**

Monday 1 <sup>st</sup> November	All children return to onsite learning
Tuesday 2 <sup>nd</sup> November	Melbourne Cup Public Holiday
Wednesday 1 <sup>st</sup> December	School Photo Day
Tuesday 14 <sup>th</sup> December	Term Four 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.