

Matrix of

ALWAYS	CLASSROOMS	PLAY AREAS	TOILETS AND TAPS	CANTEEN	TRANSITIONS	ASSEMBLY	DIGITAL TECHNOLOGY AND ONLINE	IN THE COMMUNITY
- We listen to the person talking and I use manners - We are honest - We ask for consent when using other people's belongings and take care of property - We take our hats off inside	- We persist at our work independently and in groups - We share and take turns - We follow all classroom rules and routines	- We use positive, safe and kind language - We put rubbish in the bin - We eat in designated areas - We share equipment and play spaces - We include others	- We respect privacy - We keep the toilets clean - We tell a teacher if the toilets are dirty or unsafe	- We wait our turn - We use our manners	- We move sensibly throughout the school - We maintain personal space	- We enter and exit quietly - We listen to the speaker and follow instructions - We show appreciation by clapping appropriately when asked - We are mindful of people around us - We stand respectfully for the National Anthem and Acknowledgement of Country	- We follow the GVPs Digital Technology agreement - We keep communication positive - We seek permission when taking photos and posting information about others online	- We respectfully represent our school - We are responsible citizens - We are inclusive and respect diversity - We wear our correct school uniform with pride
- We keep our hands, feet and objects to ourselves - We are where we are meant to be - We move sensibly and safely throughout the school - We ask for help if we need it - We follow instructions - We are upstanders by reporting inappropriate behaviour or damage	- We use equipment appropriately - We are responsible citizens	- We wear our hats during Sunsmart months - We wait our turn - We eat in the designated areas - We use equipment correctly - We follow the rules of the game - We line up when the music starts	- We go to the toilet and have a drink during breaks - We flush the toilet and wash our hands with soap and water - We leave when we are finished	- We wait in line - We only purchase and eat our own food	- We line-up and walk in two lines - We keep to the left and stay together - We look where we are going	- We leave aisles, entry and exit points clear - We sit with our class	- We keep passwords and personal details private - We only access sites we have permission to use - We only communicate online with people we already know - We report anything inappropriate to an adult or parent immediately	- We obey community safety rules - We are aware of stranger danger
- We always try our best - We understand that mistakes are a part of learning - We accept decisions and follow instructions	- We are prepared for learning - We show resilience, have a growth mindset and reflect positively on our learning - We contribute to group tasks - We STOP, LOOK and LISTEN when the teacher asks	We participate	We listen attentively	We learn from our mistakes	We have the equipment we need to learn	- We follow the school values - We action important messages	- We follow classroom expectations - We use school devices for learning purposes	We line up before the bell rings
We are friendly, generous, helpful and considerate of others								



GLADSTONE VIEWS
PRIMARY SCHOOL

A Community of Wellbeing and Learning

Grade 3/4 Newsletter Term 3, 2026



"Coming together is a beginning, staying together is progress, and working together is success."



OSH Club - After school care is **free** to register
Available each day from **7am -9am & 3:30pm - 6:00pm**
Please contact the office for more information

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Phone: (03) 9338 6083
Email: gladstone.views.ps@education.vic.gov.au
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Literacy

In Term 3 in Grade 3/4, our writing focus spans explanation writing, procedural writing, poetry (including free verse, haiku, and diamante), and open cycle writing. In reading, we'll explore each of these text types alongside our writing, looking at how they're structured and what features make them effective, before students plan and create their own pieces in each style.

We will be building reading fluency through regular practice with familiar texts, partner reading, and attention to expression and phrasing, so reading sounds smooth and natural rather than just accurate. A few minutes of reading aloud at home each evening is a great way to support this.

We'll also be developing students' skills as critical readers by analysing and critiquing texts, asking why authors made the choices they did, who a text is written for, and what effect those choices have on the reader. You might try asking your child similar questions at home when you read together, it's a great way to extend the conversation.

Mathematics

In Grade 3/4 Maths, students will build on their multiplication and division skills, deepening their understanding of these operations through. We'll also be exploring angles and developing time-telling skills, including reading and interpreting time in different contexts.

In number, students will work with fractions and decimals, focusing on equivalency and counting by multiples of quarters, halves, and thirds, including mixed numerals. This builds a stronger foundation for understanding how numbers relate to one another beyond whole numbers.

Rounding out the term, students will explore measurement through mass and

Wellbeing, Health and Inquiry

This term in Inquiry, students will explore History through the lens of community contribution and Australia's colonial origins, investigating how people have contributed to their communities both past and present. Students will examine the diversity of experiences of First Nations People prior to and following 1788, consider why Australia became a British colony, and explore the stories of the First Fleet to understand the people, challenges, and experiences of that journey.

In Term 3 in Wellbeing, students will focus on collaboration, relationships, and diversity, while also building their resilience. They'll explore what it means to work well with others, value different perspectives, and respond to challenges with a positive, can-do attitude.

Ways your child can grow in independence at home:

- Build independence by completing weekly reading and using the school diary to record reading and stay organised
Remember to bring the school diary back each week, signed by a parent/guardian (refer to individual grades checking day)
- Maintain a consistent bedtime routine and aim for at least 8 hours of sleep each night
- Avoid screens and devices at least 30 minutes before bed to support healthy sleep habits
- Take care of wellbeing by staying active, getting fresh air, and making positive daily choice.

Term 3 Important Dates

July 31st	Grasslands Excursion for selected students	August 10-12	3/4 Camp
August 19-24	Scholastic Book Fair	August 27th	Book Week Celebration-Parade