



# School Newsletter

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## End of Term Celebration

Congratulations to all students and staff of Ming-De School to have successfully completed the first Term. It was a huge achievement for the students, settling into a new school, making new friends, and learning new knowledge.

To celebrate their achievement, the Principal Miss Ann bought everyone beautiful and tasty cupcakes for morning tea on the last day of school. All students and staff had a fantastic time eating, chatting, and posing for pictures.

It was also a farewell party for Mr Jay who had to leave us due to some personal reasons. The Year 3 made cards for Mr Jay and wrote lovely messages for him that nearly teared him up. He thanked all students, staff, and parents of Ming-De who thanked him for all his support and encouragement.

We wish Mr Jay all the best in his future endeavors and thank him for all his efforts and hard work.



# The Grand Ceremony Dedicated to Confucius

Ming-De International School held the Grand Ceremony Dedicated to Confucius in remembrance of his 1571 birthday on 21 September. The ceremony was solemn and grand.

We started off with a video of Venerable Master Chin Kung speaking about the merits and virtues of Confucius, followed by the offering of incense from Principal Ann. Then the congratulatory message for Confucius were read and tea was offered. The student representative came before the altar to receive the Four Treasures of the Study from the ceremony Officiant. The ceremony ended with the students performing the song "The Great Together" and Ming-De school song.

We thank all parents for their participation and support for the ceremony.



## Welcome Teacher Sue

My name is (Miss) Sue McNamara and I am very happy to be joining Ming-de International School this term as an English Teacher. I have recently moved to Toowoomba from Cairns in Far North Queensland. I have taught for a number of years in Primary schools both in Australia and overseas and have a special interest in teaching English as a Second Language or Dialect.

I very much look forward to a very positive and productive term with your children and at Ming de School.



Ming-De International School Toowoomba values learning with parents support and partnership. This curriculum overview gives parents an insight of what the children are learning in Term 4, so parents can support their child in their learning at home.

## PREP/YEAR 1

### ❖ English

In term 4, Prep and Year 1 will listen to and engage with a range of literary and non-literary texts, including fiction and non-fiction books. They will explore features of animal characters in texts that reflect human qualities to create and give descriptions of their characters and talk about their favorite story.

When reading or having conversations with children at home, it would be appreciated if parents could encourage the use of describing words when discussing characters or objects in daily life.

### ❖ Math

In term 4, **Prep** students will develop understanding of:

- Number and place value - represents quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, make equal groups, describe the joining process,
- Using units of measurement - directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects,
- Location and transformation - describe position, describe direction,
- Shape - describe, name, and compare shapes,
- Data representation and interpretation - generate yes/no questions, identify, and interpret data collected.

In term 4, **Year 1** students will develop understandings of:

- Fractions and decimals - identify a half,
- Number and place value - count collections beyond 100, skip count in ones, twos, fives and tens, identify missing elements, describe patterns created by skip counting, identify standard place value partitions of two-digit numbers, position and locate two-digit numbers on a number line, partition a number into more than two parts, explain how the order of join parts does not affect the total, identify compatible numbers to 10, identify related addition and subtraction facts, subtract a multiple of ten from a two-digit number, develop and refine mental strategies for addition and subtraction problems, identify unknown parts in addition and subtraction, solve addition and subtraction problems,
- Data representation and interpretation - ask suitable questions to collect data, gather, organize, and represent data,
- Chance - classify events based on chance,
- Patterns and algebra - investigate growing patterns, connect counting sequences to growing patterns, represent addition and subtraction number patterns,
- Using units of measurement - compare and sequence familiar events in time.

### ❖ Humanity and Social Science (HASS)

In term 4, Prep and Year 1 will learn about what makes a place special, the features and activities that occur in places and how climate can affect features of places. Students will investigate a local place by collecting data and explore ways to care for places and improve places through care.

At home, it would be appreciated if parents could share and discuss with children their special places and ways to take care of these places.

## ❖ Chinese

The Prep and Year 1 students have successfully learnt the foundation of Chinese - Pinyin in Term 3. From term 4, they practice using Pinyin for each Chinese character in ancient articles we have been reading and reciting every day. They learn to recognise the Chinese characters and identify the components, structure, and the sequence of writing Chinese characters.

## ❖ Science and Technology

In term 4, Prep and Year 1 will be learning about Our Material World. They will explore the materials which everyday objects are made of (e.g., paper, plastic, metal, wood, glass, fabric) and investigate their properties. Within this unit, they will also look at how they can change everyday materials (by folding, kneading, scrunching etc.) as well as waste management and recycling.

In science, Prep students will be creating a wind ornament that is waterproof and windproof using recycled materials and Year 1 students will be designing and creating a boat that can float and hold at least 2 marbles. In technology, students will design a playground for the school and share how they can care for this environment.

It would be appreciated if parents could include these concepts in their everyday conversations at home with children. To help with their design project, it would be good if parents could collate and bring in 5 pieces of recyclable materials from home for the class to use. These can include cleaned bottles or jar lids, old CDs, cans, old keys, small boxes, containers of different shapes and sizes, unwanted coat hangers or empty toilet paper rolls etc.

# YEAR 3

## ❖ English

This term our focus is on **Poetry**. Students will be viewing a variety of poetry types including **Free Verse, Prose Poetry, Acrostic Poems** and **Ballads**.

We will be learning about the structure and language features of poems, including the terms:

<b>Rhyme</b>	Words that sound the same when spoken aloud.
<b>Alliteration</b>	When the sound or letter at the beginning of each word in a sentence is the same.
<b>Synonym</b>	A word that has the same, or similar meaning as another word
<b>Simile</b>	When one thing is compared to another eg. "As busy as a bee"
<b>Syllables</b>	Broken up sounds that are used to make a word.
<b>Stanza</b>	A group of lines within a poem.

Throughout the term will be extending our knowledge and use of **nouns** (naming words), **verbs** (doing words), and **adjectives** (describing words).

Students will be writing a poem of their own on the theme of Australia.

**How you can help your child at home:** ask them about their work in English, read the poem examples in the **Poetry Guide** included with your child's Homework Folder. Help your child to practice writing a poem (about their favourite place, person or hobby for example).

## ❖ Maths

### Unit 1. Measurement and Geometry

Students learn to use familiar metric units to order and compare objects, measure the length, volume, mass and area of an object. They learn the features of three-dimensional objects before they make models of 3D models, nets and cards. They explore pyramids, triangles, rhombus, trapezium and congruent shapes.

Students learn and understand the concept of symmetry by Identifying and designing symmetry patterns or pictures. They use the language of position to describe and follow directions and interpret maps. They would be very excited to take a whole school tour before developing a school map with the main features in our school. Students learn the concept and features of an angle. They identify and make angles in different types. Students are provided opportunities to make their own angle testers to compare and test angles both at school and at home.

### Unit 2. Statistics and Probability

Students learn to compare and analysis statistics, identify and describe possible outcomes, create, and interpret variations in the results of data collections and data displays.

## ❖ Science

Students learn and discuss about heating and cooling in our everyday lives. They would learn the sources of light, the whole solar system and find out what causes days, nights, years and seasons. They investigate earths' rotation, orbit of the sun and the moon orbit of the Earth. Ancient astronomy introduces many ancient civilisations involves a great deal of information about astronomy without using telescopes. As a practice, student learn to tell the time through shadow and make their own sundials.

Cross-curriculum with Technology, students learn about food and fibre production and food specialisations in manufacturing industry.

## ❖ Technology

Students explore digital devices such as a digital camera and microscope to help them observe and collect data for further discussion and investigation. They learn to grow crystal and gemstones following instructions. Students investigate volcano and research the Earth crust.

## ❖ Chinese

The Year 3 students have successfully learnt the foundation of Chinese - Pinyin in term 3. From term 4, they practice using Pinyin for each Chinese character in ancient articles we have been reading and reciting every day. They learn to recognise the Chinese characters and identify the components, structure, and the sequence of writing Chinese characters.

Furthermore, students learn to structure sentences following standard Chinese grammar and organise paragraphs to write simple articles.

## ❖ HASS (History/Geography)

Throughout term 4 we will be learning about Australia's Boundaries (State and Territory borders) and Natural Features (eg. Uluru, The Great Barrier Reef, The Bungle Bungles). As a part of the unit we will also be looking at Australian Celebrations and Commemorations. Students will create an **Information Report** on one of Australia's Natural Features.

**How you can help your child at home:** ask them about their classwork, have them describe a Natural Feature of Australia, refer to the map of Australia included in your child's homework, have them identify where states, borders and natural features are on the map.

## The PM Readers

Our school is introducing The PM readers to all grades starting this term.

The PMs are a unique collection of over 1000 levelled fiction and non-fiction texts. Boasting a variety of quality narratives with a breadth of subject matter, these titles will stimulate, engage and inspire young readers to lifelong reading success. With pedagogically sound and meticulously levelled resources, the PMs provide teachers with a complete literacy program to help them enable students to master the competencies of highly successful literate children. The PM books also

- support the Australian Curriculum and can be used as resources for implementation,
- represent all the standard text types: recount, narrative, information report, procedure, description, exposition and response, as well as poetry and plays,
- increase in word count and pages in line with progression of students' reading age, for appropriate literacy skill development.



*The PM Benchmark* gives teacher the tools to assess and record students' current reading and comprehension abilities. Once levels are established, resources can be elected to develop the following key literacy skills:

- Oral Literacy: *PM Oral Literacy* provides essential skills and strategies needed to become confident speakers, effective listeners and unlock phonological awareness,
- Reading: provide levelled fiction and non-fiction texts to develop children's reading and comprehension skills over a gentle progression of finely graded levels.



## Save the Date

We are inviting parent to an afternoon tea on **29 October 2021.**

More information coming in next issue.



## Update Anti-bullying Strategies

Ming-De International School recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the school is respected and accepted.

### **Bullying is not tolerated at Ming-De School.**

It is our policy that bullying be managed through a “whole-of-school approach” involving students, staff and parents/carers through the creation of a “no bullying” culture within the school community.

In term 4 the focus will be teaching age-appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately.

In future weeks:

- An updated Anti-bullying policy will be shared with parents and opportunities for feedback provided,
- **The Daniel Morcombe Foundation Keeping Kids Safe** resource will be further utilised in the Child Safe activities taught by Miss Ann in her weekly Assembly period. This is implemented through class activities and classroom discussion to support students to develop an understanding of respectful relationships. Developing further the concept of “My Safety Network”, students are encouraged to report incidents of bullying to any one of five adults that he or she trusts, such as the school principal, a teacher, parent, family friend or counsellor,
- For more information about these strategies, go to the website [www.danielmorcombe.com.au](http://www.danielmorcombe.com.au) - Keep our Kids Safe,
- The **Break Through Bullying Resources** will also be used to offer practical response strategies for students to choose from when faced with bullying situations. Students are empowered to change the situation, or assist another student, by using a strategy suited to their age and level of development. For more information about these strategies, and other anti - bullying information, go to the website [www.breakthroughbullying.com.au](http://www.breakthroughbullying.com.au),
- **Bullying. NO WAY!** provides trustworthy and practical information about bullying for educators, families and young people. Provides evidence - informed resources and activities for a proactive approach to bullying education and prevention [www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au).

## SunSmart

Queensland has one of the highest incidences of skin cancer in the world. The major cause of the common skin cancer is cumulative unprotected exposure to the sun. Research shows that most skin damage occurs during childhood and adolescence. Given that students are at school during peak ultraviolet radiation (UVR) times throughout the day, schools play a key role in minimizing UVR exposure to its community. For all these reasons, parents are reminded to provide a broad brimmed SunSmart hat for their child. An OLHOC broad brimmed hat is available to purchase through the uniform shop, alternatively, your child may bring their own navy blue broad brim hat (see picture). The school will ensure that each child wears a broad brimmed hat during the school year for out-of-door activities and reinforce the No Hat-No Play model for those students without a broad brimmed hat.



School will provide SPF 50+ broad-spectrum, water-resistant sunscreen in all classrooms, for whole school events, sports events, excursions and out-of-door activities. Parents can provide their own SPF 50+ broad-spectrum, water-resistant sunscreen should their child require a specific type of sunscreen. This is to be kept in the child's bag for ease of access prior/during play times, sports activities, and out-of-door activities. Children will be encouraged to use before morning tea, lunch, afternoon tea, PE, sport and any other outdoor activities.

It is important that we have up-to-date contact information for parents and guardians so that we can keep you informed. To advise of any change to student or parent personal details (including email, mailing address, home phone, mobile or emergency contact details), please email [admin@ming-de.qld.edu.au](mailto:admin@ming-de.qld.edu.au).

In the email, please include your child's name and Year level.



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