

Respect  
Ambition  
Community  
Confidence



April 2026

3 / 4 Term 2 Newsletter

## Dates Term 2

**30<sup>th</sup> Apr** – Yr 3 / 4 RPS Grand Prix Expo

**4<sup>th</sup> May** – Yr 3 / 4 Indigenous incursion

**6<sup>th</sup> May** – Mother's Day/Appreciation Stall

**13<sup>th</sup> May** - District Cross Country

**14<sup>th</sup> May** – Assembly & Pirate Day parade

**18<sup>th</sup> May** – School Open morning

**27<sup>th</sup> May** – Senior School Athletics

**8<sup>th</sup> Jun** - Kings Birthday

**9<sup>th</sup> Jun** - Curriculum Day

**10<sup>th</sup> Jun** – School photos

**25<sup>th</sup> Jun** – Community Maths Day

**4<sup>th</sup> Jul** – Term 2 ends – 1.30pm – Assembly & 2.30pm – early finish

Dear Parents and Carers,

I hope you all enjoyed a wonderful Easter break and had the opportunity to spend quality time with family and friends.

Term 1 was incredibly busy and full of exciting experiences, including our visit to the Melbourne Grand Prix, NAPLAN, swimming lessons, PST interviews and our circus incursion — which certainly made the term fly by!

We are beginning Term 2 with our RPS Grand Prix Expo, where students will proudly showcase their Formula One boxcar designs with their peers. The excitement continues as we begin our new Integrated Studies unit with a focus on First Nations Peoples, launched through a special Indigenous incursion.

There are also plenty of sporting events to look forward to this term, including cross country, athletics day and Intraschool sports held every second Tuesday.

Our goal for the year is to continue providing meaningful learning experiences that support students in developing independence, resilience, and responsibility for

This term the following staff will be working closely with your child.

**Specialists:** Cath McLardy (Science & Technology & Library), Zoe Minnis (Art), Mark O'Halloran (P.E.).

## Reading

We will begin the term by continuing our class novel, *Wish* by Barbara O'Connor. Students are developing an understanding that strong readers do more than simply read the words on a page — they actively think before, during, and after reading. They make predictions, build connections, infer meaning, and summarise key ideas to deepen their understanding of the text.

To further strengthen students' comprehension skills, this term we will focus on the strategies of inferring, synthesising and analysing. Reading experiences will continue to include differentiated texts and targeted teacher-guided reading groups to support and extend all learners.

Congratulations to all the students who have achieved reading over 25 nights during Term 1. Please remember that the book your child reads at home is aimed at encouraging reading for pleasure and the strengthening of independent reading skills. This book can be from the library, class bookshelf or the child's own text. In addition, students have home access to Reading Eggs online which also has a library with a good collection of fiction and non-fiction e-books.

We appreciate your assistance in hearing your child read regularly at home and having a book conversation to check their comprehension of what they have just read. It is important that the **Home Reading Logbook** is brought back to school regularly to allow us to monitor students' progress and award certificates to children who have read for 25, 50,

## Writing

This term, students will be developing their writing skills through the process of *uplevelling*. This involves enhancing their work by refining vocabulary choices, incorporating a range of connectives, varying sentence starters, and using effective punctuation to make their writing more engaging, precise, and clear.

We will also be exploring the structure and language features of both Historical Narratives and Persuasive Letter Writing. These writing forms will be closely connected to our Integrated Studies unit this term, allowing students to apply their learning in meaningful and purposeful contexts.

## Spelling

To build students' phoneme and grapheme knowledge this term, students will explore long vowel sounds as well as the r-controlled vowel sound -ar.

## Grammar

Students' grammatical understanding will be strengthened through the study of complex sentences, including subordinate clauses and conjunctions. They will also develop their understanding and correct use of commas and apostrophes to show ownership.

## Integrated Studies

Our Term 2 Integrated Studies unit focuses on the early colonisation of Australia. Students will learn about Aboriginal and Torres Strait Islander Peoples, the arrival of the First Fleet in 1788 and the establishment of the first British colony in Sydney. Students will explore different perspectives of both First Nations Peoples and early settlers. They will also sequence key events in order and use evidence to understand how and why changes occurred over time.

## Mathematics

Throughout Term 2, students will explore the concepts of Addition, Subtraction and Measurement (length, perimeter, area, and time).

To strengthen students' automatic recall of number facts, we will be practising efficient mental strategies such as building to the next ten and near doubles. Students will also build their understanding of the jump strategy and split (chunking) method before solving written algorithms using place value knowledge.

Furthermore, students will be learning and consolidating their times tables facts and developing their problem-solving skills through a range of worded problems.

Mathematics sessions will continue to be connected to real-life contexts and will be delivered through differentiated activities to ensure all students are learning at their appropriate level of challenge.

Mathletics and Mathseeds online will also be used to further build children's numeracy skills.

## Home Learning

Home Learning will commence in Week 3 and is an important part of our classroom program, helping to develop positive work habits and time management skills. Home Learning will be handed out on Wednesdays and is due back on the following Monday.

The aim of Home Learning is for students to take personal responsibility for their learning at home. Parents are encouraged to support their child in establishing a regular and consistent home learning routine.

Please note that Home Reading is a homework task and is an expected part of your child's nightly homework routine.

## Specialists Classes

Your child will be participating in the following specialist classes:

In Science, this term, students will take part in hands-on investigations to explore how everyday materials change when they are heated, cooled, mixed, or combined to create something new.

In PE, Year 3/4 students will further develop their skills and confidence through a range of sports and athletic activities, with a focus on preparing for the RPS House Athletics Carnival. They will refine techniques in events such as long jump, triple jump, discus, and shot put, while continuing to build teamwork and game understanding. Students will also compete in intraschool sport on a fortnightly basis.

In Art, students will explore a range of creative projects. For ANZAC Day, they made poppy sun-catchers to learn about remembrance and will also design pop-up bouquet cards for someone special in their lives. We will be exploring the art elements of form and shape through sculpture, making clay pinch pot animals of their choice and using printmaking techniques to add texture.

## Home – School Communication With Classroom Teachers

We are always more than happy to discuss your child's learning progress throughout the year, as well as any other questions, concerns, or issues you may have. We can be contacted via email through Compass online.

Please try to avoid catching us after 8:50am in the morning, as this is a busy time preparing for the day. In addition, please note that we are unavailable after school on Tuesdays and Thursdays due to staff training.

## With the School or Office

The following are the school's contact details:  
1570 Main Road Research 3095  
Tel: 9437 1917  
[research.ps@education.vic.gov.au](mailto:research.ps@education.vic.gov.au)

## Wellbeing

Wellbeing sessions will continue to provide a safe and supportive space to address and discuss any issues that may arise in the classroom or playground. This term, we will further strengthen students' emotional literacy by continuing to embed the *Zones of Regulation* framework introduced in Term 1.

Students will explore their personal strengths while identifying and setting meaningful goals. We will also focus on developing effective conflict resolution skills, equipping students with strategies to negotiate and achieve positive outcomes. In addition, students will engage in collaborative team-building challenges designed to enhance their problem-solving skills and foster positive relationships with their peers.

Thank you for taking the time to read the Year 3/4 Term 2 Newsletter. If you have any questions, please feel free to contact me or the school. I look forward to continuing to work in partnership with you and your child.

Kind regards,  
Tim Clarke