Introduction

Welcome to Room 10. This year Merilyn Knott will be working in the class room on Monday, Tuesday, Wednesday and Friday, whilst Kerry Arnold will be working in the classroom on Thursdays.

We are a class of 29 Year 4 students. We are looking forward to supporting the students in consolidating their previous learning and providing opportunities to extend their knowledge and thinking skills, whilst having an interesting year full of new challenges and experiences.

On Mondays, Tuesdays and Wednesdays we will be working collaboratively with the students and Miss Alexia in room 11. In term one we are trialling the grouping of students across both class for guided reading, writing and mathematics (number). This is to help structure lessons and learning points to meet students’ needs. Therefore your child may have a different teacher for these lessons. Kay Bothworth (Special Ed) and Maria Harrington (EALD) will assist with the writing groups on Mondays. We will also be combining for many fitness sessions.

Establishing a strong, effective and open relationship with students and parents/caregivers is important in our role as educators. In our relationship with students we ensure responses are positive but honest and show respect and fairness.

Through our Social Skills program and the school focus on the Joy program we hope to encourage students to make positive choices and decisions about their life and learning.

Over the year, in line with the school plan, our focus is also to help students develop their 21st century skills of Self-Regulation, Collaboration, Knowledge Construction, Real-World Problem-Solving, ICT for Learning and Skilful Communication.

We are very pleased to see the class already working well and all students making a pleasing, committed and enthusiastic start. We look forward to working with you and your child this year to further their learning.

I hope the following information is useful. Please remember that our programs are constantly being reviewed to meet the needs of the students and the following summary may change.

Expectations

After discussion we negotiated our class expectations

• Be Safe
• Listen and think
• Share, cooperate, and help others
• Be friendly and respectful
• Focus and think about work
• Always persist and do your best
• Work without disturbing others
• Give eye contact to the speaker
• Be organised and look after your things
Following class expectations will lead to many positive consequences and experiences and encourage the children to “Aspire and Soar”

Consequences
The following steps are followed to help students who need to redirect their focus and meet classroom expectations
1. Reminder to follow expectation and probable loss of a Dojo point
2. Class Time Out
3. Buddy Class – removal to another classroom
4. Office Sit Out – Counselling from Admin Staff
A proforma informing parents of children reaching step 3 or 4 will be sent home and will need to be signed and returned to me the next day.

Routines

USE OF BLUE WALLET /DIARIES
The blue wallet contains their Reading Log, Spelling Log, Personal Reader, Homework, Notices and Diary. It is important that this goes home and is returned daily.

The diary fulfils a very important function in helping your child to be organized. It will be used every school day. Your child is responsible for their homework and organising themselves. I would appreciate it if you could check the diary regularly but you are not required you to sign it unless you want. Feel free to write notes and comments, either as encouragement to your child or a note to us. It will be used as an important means of communication. If for some reason your child can not participate in the 12 minute run on Fridays or unable to complete set homework a diary note is an easy way of informing me.

Library time is Tuesday afternoon (even weeks) or Wednesday (odd weeks).

Homework

It is also expected that your child will be practising their personal spelling words, reading and revising their maths tables daily.

Set homework should be entered into diary for each day. It will usually be a spelling task. This occasionally will be the completion of work begun in class or tasks which compliment class tasks. On occasions your child may have finished this work at school but I still encourage them to take it home and show you their work.

The usual weekly routine will be
• Monday: Write out spelling words three times.
• Tuesday: Write 4 sentences containing spelling words.
• Wednesday: Complete spelling activity sheet.
• Thursday: Mathletics.
(If homework is not completed, a note of explanation would be appreciated)

Curriculum Areas

ENGLISH
English (The Australian Curriculum) is organised into three interrelated strands that support students’ growing understanding and use of Standard Australian English. Together the three
strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:
• Language: knowing about the English language
• Literature: understanding, appreciating, responding to, analysing and creating literature
• Literacy: expanding the repertoire of English usage.

This term

Spelling
• Set activities will reinforce spelling rules, syllables, vocab, use of dictionaries, word usage, word building etc
• 12 words weekly, from lists and personal Spelling Log.

Writing
• Aspects of grammar and formalities will be taught.
• Time will be spent discussing sentence construction, good editing procedures and paragraphing.
• Students will be expected to plan, draft, proof read & edit, then publish set pieces of text. This term we will be focusing on Narrative and Report writing.

Reading and Viewing
• Comprehension skills, reading for interest, research skills, oral reading, will be covered through group guided reading, personal and class tasks, and home readers. Some students will choose their home readers from the library and others will continue to read books from the levelled boxes as well as the library. Most students will be expected to complete a Lexile Quiz on the Lexile book they choose from the library.

Listening and Speaking
• Students are encouraged to speak confidently, clearly and to express their opinions and ask questions.
• Listening for details, meaning, understanding, information and instructions are skills reinforced by a variety of activities.

MATHEMATICS
Mathematics (The Australian Curriculum) provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry (on Thursdays with Ms Arnold), and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

This term new learning in the areas of
• operations
• number
• measurement
• graphing
will be especially emphasized. Mental tasks will be completed each day to reinforce students’ learning. These mental tasks are not meant to introduce new work or concepts but to consolidate previous learning. However some children will have to practice at home to revise or establish a sound recall of number facts, as this is the foundation for all our maths work.

SCIENCE with Ms Arnold
The Australian Curriculum provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills. Science strands for primary students are Biological sciences, Chemical sciences, Earth and space sciences and Physical sciences. Science
In Science this semester I will be covering the topic of Chemical Sciences which will involve:

- Materials and their properties.
- Testing the characteristics of materials.
- Inventions and design research based on knowledge of the properties of materials.

HISTORY

History (Australian Curriculum) provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. The history content involves two strands: Historical Knowledge, and Understanding and Historical Skills. These strands are interrelated.

This term

- Investigate the topic “First Contacts” which will investigate the arrival of the first Aboriginal groups.
- “What was life like for Aboriginal and/or Torres Strait Islanders before the arrival of the Europeans?”
  By investigating early archaeological sites we will discuss and examine the longevity of the Aboriginal People.

- Study relevant culturally significant days.

GEOGRAPHY

Geography (Australian Curriculum) is organised in two related strands: Geographical Knowledge and Understanding, and Geographical Inquiry and Skills.

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

This term

- Investigate Australian and South Australian geographic characteristics.
- Discuss World Current Events and issues weekly.

P/E (SACSA)

- Swimming at the West Thebarton Aquatics Centre in week 4.
- Regular fitness activities including the 12 minute run on Fridays.

Technology (SACSA)

Information Technology.

- Regular use in class of laptops to expand students use of word requiring students to use new tools and processes. Use of ICT for research and publishing.

- Mathletics and Lexile programs.

Construction

- Planning, Making & Appraising set technology tasks associated with topics of interest.

Ms Arnold will base these lessons around our Science topic. This will involve:

- Research and design of a waterproof object
- Research and design of a sustainable house, based on the knowledge gained from the
characteristics of materials learnt.

Visual Arts (SACSA)
• Class tasks associated with units of work.
• We will explore new art skills and experiment with a range of traditional and emerging techniques.

To compliment our program on Wednesday the 30th March we have organised a tour of the Art Gallery's "Magic Objects" exhibition followed by a session in the Studio to create some artistic objects.

NIT

Specialist Subject areas taught by Specialist teachers

Specialist teachers use a range of targeted learning, teaching and intervention strategies to ensure the success and engagement of all students. These teachers are specialists in their curriculum area, and include Japanese, Positive Education and Health. Programs are taught in 45 minute lessons. Attendance rolls are kept to ensure accurate assessment of student participation and learning. Lessons are focussed and task oriented, and behaviour management strategies are clear, consistent and immediate to support learning within the time constraints. Specialist teachers use the Australian Curriculum for programming and assessment. They liaise with teachers to support identified students with Negotiated Education Plans and/or the Literacy Levels to assist in programming appropriate activities.

PE NIT TERM1
I offer 45 minute sessions once a week with most of our F - 5 classes this year, often in 3 week blocks to reinforce individual sport skills. I also work with class teachers, combining our PE programs to practise these skills. And I always encourage children to enjoy some ' PE homework ' with family. Can you help?

My PE focus for early years (F-2) is fundamental movement skills, exploring locomotion (throwing, catching, running, skipping etc.). For primary years (3-5) it is games and sport. My focus for the first assessment will be ‘ throwing and catching ’ for each F-5 student using a variety of equipment, targets and games to suit all ability levels.

My second block will be the ‘HotShots’ Tennis Program, Tennis Australia’s official development program for primary aged children: using tailored equipment, including smaller courts, racquets and low compression balls ensuring children are introduced to tennis suited to their age and skill level.

My third focus will be cricket skills for our F-2s, using the excellent Milo ‘ in2 Cricket’ resource and dovetailing with in - school clinics run by SACA. Our primary and middle years will work on advanced cricket skills and games, boosted by free SACA clinics as well.

All sessions begin with a warm up e.g. red rover, rabbits hares ‘ n’ foxes, passport, do you dare? , relays etc. During hot weather, indoor activities will include indoor or scooter hockey, twin towers , gaga ball and dodge ball.

We have won a further ‘Sporting Schools’ government grant of $6500 for term 1 and 2 this year to employ coaches for F -7 skill clinics: to kick off we’ll employ Volleyball SA and the Premier Academy of Soccer Skills. I continue to explore free clinics offered by our local community sporting bodies e.g. Basketball SA, book them up, and incorporate them into our PE program.

I’m looking forward to a fun, active term.

Terry Ahern
KPPS Sport Teacher

JAPANESE - Nihongo にほんご

In Japanese this term during the first few weeks all classes are learning about Oshōgatsu – Japanese New Year activities including the animals of the Zodiac. This is alongside focussing on
the skills of being a successful language learner, tying in beautifully with our four school values. Our second cultural focus for the term will be a look at Hanami – Cherry Blossom Viewing - and its importance in Japanese seasonal life.

Our language foci for the term, different for each area of the school, will begin in week 4.

Year 3-4
Through the theme of “In my Schoolbag” students will interact with the teacher and their peers to exchange information about themselves, family, friends and likes and dislikes, and to express praise, support and respect for others. They will be able to follow teacher instructions and directions by responding to questions and requests, and use simple questions and statements of their own. Students will locate and process specific points of information in familiar types of written, spoken, multimodal and digital texts associated with people, places and objects, and understand and identify elements of basic grammar and sentence structure and interaction patterns

HEALTH
My name is Teresa Marshall, I have been teaching here at Kidman Park Primary for 8 years. My previous role was as one of the year 6/7 teachers. I am passionate and dedicated about supporting the development of health and wellbeing of our students. I encourage parents to visit our Health Learning Environment in P5 on Mondays, Tuesday and Wednesdays throughout the year to see some of the learning we are currently working on.
Contact me any time on teresa.marshall159@schools.sa.edu.au

In term 1 students will be identifying personal health related goals and examining how success through persistence can have positive outcomes and strengthen identities.
Year 3 & 4 students will be accessing different sources of health information in relation to being sun smart and examining health messages, exploring choices and investigating how health messages influence health decisions.

POSITIVE EDUCATION ASSISTS REAL LIFE LEARNING SKILLS (P.E.A.R.L.S)
Positive Education (Joy Project)
The purpose of teaching Positive Education at Kidman Park is to assist students to flourish, to enable them to explore Positive Psychology concepts related to their wellbeing, to help students “know themselves” and “understand others” and specifically to develop and practise skills which are relevant to their lives and to demonstrate to the students the importance of Personal Wellbeing.
The mission of the Joy Project is to give all students the tools and strategies to manage their emotions, help them solve their own problems and enable them to feel great about themselves. It is important for children to understand that our thoughts and feelings are not bad, even when they are upsetting – they are a part of what makes us who we are.
This term we will focus on Character Strengths both in classes and the P.E.A.R.L room.
What are Character Strengths?
Character strengths are the positive human qualities that serve as pathways for living a good life. Character strengths are not what you are, but what you do.
During the term we will focus on how to make each area a strength and develop an understanding of each of the different strengths.

Team Work                   Working well as a member of a group or team
Gratitude                   Being aware of and thankful for the good things that happen; taking time to express thanks
Self Regulation             Regulating what one feels and does, self management, self direction, to
Character strengths are the psychological ingredients for displaying human goodness and they serve as pathways for developing a life of greater virtue. While personality is the summary of our entire psychological makeup, character strengths are the positive components …WHAT’S BEST IN YOU.

Desy Pantelos

Useful Web Addresses

http://www.premiersreadingchallenge.sa.edu.au/prc/  { Premiers Reading Challenge}
https://slz04.scholasticlearningzone.com/auth/intl/Login/AUS4RTD  (lexile)

Extra Assistance

Kay Bosworth is the Special Education & Literacy Intervention Coordinator. Maria Harrington is the EALD Literacy Support teacher. Jen Porteous is our Student Support Officer. School Services Officers provide structured learning programs for students with specific needs, e.g. English as an Additional Language or Dialect, Negotiated Education Plans, Individual Learning Plans, Literature and Information Literacy support. Cooperative planning with teachers takes place to meet classroom and individual student needs. Student support is coordinated and taught through one on one, small group and in-class support. School Support Officers are integral to these programs for students with identified needs.

Kay, Maria and Jen will be supporting identified students throughout the weeks.

Learning Buddies

The students have a buddy class with whom we share learning and social skills activities. This year we will work together with the year 2 students in U2 (Ms Lekkas.)

Important Dates

Acquaintance Evening: Wed 17th Feb, 7:30 to 8:15
Swimming begins: Week 4, Monday 22nd  - 26th February
Excursion to Art gallery & SA Museum: Wednesday 30th March
See Newsletter updates.