Introduction

Welcome to Room 7s first newsletter for 2015. I hope you had a wonderful Christmas break with friends and family. It has been lovely to meet many parents of children already, and I hope to touch based with everyone over the next few weeks. For the past 5 years I was a teacher at Mark Oliphant College in Munno Para. This year I am very excited to be a part of the Kidman Park teaching team; the staff and students have been so welcoming.

This term consists of exciting and interesting curriculum activities for your children, incorporating the 21st century learning skills of self-regulation, collaboration, real world problem solving and innovation, skilful communication, knowledge construction and ICT for learning.

It has been wonderful to see the class already working well, building new friendships and making a positive start to the new school year. I 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

At school we expect all students to work within our school values Respect, Care, Achieve, Responsibility.

Our negotiated class expectations are to
• Be Safe
• Listen and think
• Share, cooperate, and help others
• Be Kind
• Focus and think about work
• Always persist and do your best
• Work without disturbing others
• Be respectful
• 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
2. Class Time Out
3. Buddy Class – removal to another classroom
4. Office Sit Out – Counselling from Admin Staff
In our class we are using the terms ‘red’ and ‘green’ choices to quickly and easily recognise whether our behaviours a good or bad choice. As a class we have discussed what green and red choices look like and sound like. If your child has made a significant red choice during the day, a note will be sent home to inform parents. This note needs to be signed by both an adult and the child and returned to me the next day.

**Routines**

When Room 7 students come into class they place their name under a choice of four feelings which we then discuss to encourage students to express their emotions and to provide class strategies for those students who may not have made a positive start to the day. Students unpack their bags and place their homework folders and communication folders in the designated baskets. Please also remind your child to hand me their communication book if you have written any notes. Each day students have the option of having a fruit break before recess. If you wish your child to participate, please provide them with a serve of fresh fruit or veg or fruit juice only. No bars, fruit loops or chips please.

Library this term is on Monday afternoon. Please make sure your child brings their books in each week.

Specialist areas: Japanese lessons take place on Wednesday and Friday afternoons, PEARLS runs on Tuesday mornings, PE lessons occur on Wednesday afternoons and Health sessions happen Tuesdays after recess.

**Homework**

DECD guidelines indicate that homework for Primary Years students should not exceed 15-20 minutes each night from Monday to Thursday. Room 7 students will receive spelling homework each Monday (unless it is a short week) and are assessed every Friday during our buddy testing sessions so please remind your children to practice their words at least twice a week. Students are expected to read regularly either their Lexile, boxed reader or library book and record this on their reading log. Students will also receive a maths contract which they are asked to complete Monday-Thursday (Fridays will be completed in class).

**Curriculum Areas**

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
- 10-12 words weekly, from lists

Reading
- Over the term students will be moving between room 7 and 8 working with either Sandra Gibbons or myself for guided reading. This will involve small group work to support students
learning of comprehension skills, reading for interest, research skills, oral reading. 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.

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 Persuasive writing to prepare the Year 3’s for the NAPLAN task.

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 Australia Curriculum) provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry 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 specialities and professional applications of mathematics are built.
This terms new learning in the areas of
-operations
-number
-place value
-fractions and decimals
Maths mental contracts will be used to reinforce students learning. These mental tasks are not meant to introduce new work or concepts but to consolidate previous learning.

Science
The Australia 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 application to our lives. For our science this term we will be using Primary Connections which is a program which focuses on develop students’ knowledge, understanding and skills in both science and literacy, through an inquiry-based approach. The unit focus this term will be on Earth and Space science. Students will explore the sizes, shapes and positions and movements of the sun, earth and moon. They will investigate how shadows change throughout the day and link these changes to the sun’s apparent movement across the sky. Through investigations, students will explain night and day in terms of the Earth spinning on its axis.

Inquiry Learning
This term our project integrates subjects such as History, Geography and Civis/Citizenship. The title of our project is 'Global Citizenship' with children exploring what this means to them and others around the world. We are also lucky enough to have Resource Based Learning with Lois Burrows on Mondays, in which she will support and provide a range of resources and learning experience to the Children in Room 7 and 8.

Arts (SACSA)
This term I will be teaching students from room 7 and 8 Art and art techniques and Sandra Gibbons will be taking students for Drama/Dance. These lessons will work on a rotation basis.
In art children will explore and engage in a variety of artworks and techniques. In drama children will explore movements, gestures, facial expressions and dramatic role-play.

Technology (SACSA)
Information technology:
class computer lessons requiring children to use new tools and processes.
Mathletics and lexile programs.

Specialist Areas

Japanese
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

Physical Education
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

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

YEAR 3 & 4
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 (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.

<table>
<thead>
<tr>
<th>Team Work</th>
<th>Working well as a member of a group or team</th>
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<tbody>
<tr>
<td>Gratitude to</td>
<td>Being aware of and thankful for the good things that happen; taking time to express thanks</td>
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<tr>
<td>Self Regulation engage in</td>
<td>Regulating what one feels and does, self management, self direction, to independent learning</td>
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<tr>
<td>Humour side</td>
<td>Liking to laugh and joke, bringing smiles to other people, seeing the light side</td>
</tr>
<tr>
<td>Kindness</td>
<td>Generosity, compassion and care. Doing favours and good deeds for others, helping others, taking care of others</td>
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Forgiving                        Forgiving those who have done wrong, giving people a second chance
Love and caring                Valuing close relations with others, in particular those in which sharing
                                are reciprocated and being close to people
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

| www.mathletics.com.au                  |
| www.premiersreadingchallenge.sa.edu.au |

Extra Assistance

Kay Bosworth is the Special Education & Literacy Intervention Coordinator. School Services
Officers provide structured learning programs for students with specific needs. Student support
is coordinated and taught through one on one, small group and in-class support.

Learning Buddies

Our learning buddies this term will be Ms Alexia's year 4 class in Room 11. We will be sharing
learning and social skills activities based around the Joy Project.

Important Dates

Swimming week 4