**Introduction**

Welcome back to term 3!
The children have settled back into their routine and all seem keen and excited. I look forward to working with the children to continue developing their Learning and Social Skills. I look forward to catching up with you all next week to share the positive progress students have been making in room 12.

**Expectations**

Three-way interviews involving the student, parent(s) and me will happen in week 2 and you should all had your times confirmed. Students have been busy preparing for their part in this process which will involve them sharing about their learning, improvements and goals. I ask you to let me know immediately if you have any concerns or information you think is important for me to know about your child. Please don’t hesitate to call and have a chat or make an appointment with me to have any further discussions.

**Routines**

The diary is used to record homework, daily mental results, weekly spelling test results and weekly sight words. The diary is an important communication tool and should be used by the children to check what their homework is and practise their spelling words. The diary needs to be checked regularly by parents and signed on the weekend ready for the next week.

The blue wallet folder comes home every day and includes homework, reading log, school notes and novels for reading. This year there is also an Oxford word list that the students can practise at home. These are some of the most frequently used words that have been collated from over 4,000 writing samples of students in Australian schools. We will be using these words also as part of our weekly spelling words.

**Homework**

**Homework Schedule**

Monday: Maths Mathletics; students have specific tasks to complete that reinforce class activities.
Tuesday and Wednesday: reading for 20 minutes
Thursday: Learn spelling words for test on Friday
Please sign students reading log sheets so I know that they have completed their homework

**Spelling Practice**

Students have a list of Oxford words that they can continue practising to improve their spelling skills.
Curriculum Areas

**English**
Spelling
Set spelling words and activities which reinforce spelling rules.
Some List words and personal words which are to be learnt at home and tested each Friday.
Written Language
- Grammar activities are taught weekly.
- Activities on Sentence Structure, good editing procedures and paragraphing.
- Plan, draft proofreading, editing and publishing text. This term we will be focusing on Narrative, descriptive and reports.

**Reading and Viewing**
Comprehension skills are taught weekly with a focus this term on understanding text, reading for interest, research skills and oral reading.

**Guided Reading**
Guided reading sessions according to their reading capability. Students read a variety of genres around topics we are covering in class to develop their prior knowledge to topics covered across the curriculum.

**Speaking and Listening**
Speak clearly and confidently when contributing to structured planned task as well as informal tasks.

**Maths Australian Curriculum**
Number facts and mental practise are part of our daily program in class.
All children need to continue practising their Time Tables and number facts at home. Without these important skill students find maths a constant challenge. Your support in this area will be beneficial to your child.
Focus area for this term will be;

**Maths Year 5**

**Statistics and Probability**
List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions
Recognise that probabilities range from 0 to 1

**Data representation and interpretation**
Pose questions and collect categorical or numerical data by observation or survey
Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies
Describe and interpret different data sets in context

**Shape**
Connect three-dimensional objects with their nets and other two-dimensional representations
Location and transformation
Use a grid reference system to describe locations. Describe routes using landmarks and directional language
Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries
Apply the enlargement transformation to familiar two-dimensional shapes and explore the properties of the resulting image compared with the original
Geometric reasoning
Estimate, measure and compare angles using degrees. Construct angles using a protractor
Inquiry Unit / H.A.S.S
Living things have structural features and adaptations that help them to survive in their environment.
Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions.
With guidance, pose clarifying questions and make predictions about scientific investigations.

Learning areas: Science, Geography, Maths

Big ideas: Macroinvertebrates are important to aquatic environments and are indicators of water quality.

Sustainability organising ideas:
OL.1 The biosphere is a dynamic system providing conditions that sustain life on Earth.
OL.2 All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
OL.7 Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

Students will know / understand / do:
• Understand the difference between healthy and unhealthy waterways
• Understand the factors that influence waterway health
• Know that macroinvertebrates are indicators of water quality
• Understand the definitions of ‘tolerant’, ‘sensitive’ and ‘diversity’
• Know where different macroinvertebrates can be found
• Identify local macroinvertebrates
• Suggest ways to improve water quality
• Implement actions to improve water quality

Essential questions:
• How can we tell the difference between a healthy and an unhealthy waterway?
• What are macroinvertebrates?
• Why are macroinvertebrates used to measure water quality?
• What features of macroinvertebrates can help us identify them?
• How can we improve water quality?

Assessment
Collection of work (Written, spoken/signed, multimodal)
The purpose of this assessment is to make judgments about students’ responses to a series of focused tasks and questions.
The focus of the collection of work is on giving a detailed report on a specific macroinvertebrate and what we can do to improve water quality in our local community.

Olympic Games
Students will be researching information on the Olympic Games, making connection to past and present Olympic Games and what aspects have changed. We will cover a variety of cross curriculum activities through our unit of work, Maths, Literacy, History and Design and Technology.

Health/ Child Protection SACSA
This term in Health we will be working through a unit of work from the Child Protection Curriculum. The focus area this term is, Protective Strategies. The topic will cover;
-We all have the right to be safe
-We can help ourselves to be safe by talking to people we trust.
Wellbeing of all individuals (Circle Time) Weekly Specialist P/E lessons and fitness activities.
Joy Project

The Joy Project is all about developing a joy for both life and learning. For T3 we will focus on the following:

- Compassion & Kindness - considering the needs of others and connecting with others
- Generosity, Giving & Receiving - identifying and acknowledging what others do
- Forgiveness & Letting Go - Being a good finder, even when things go bad

Our goal is to assist students in developing and maintaining positive friendships, understanding what friendships are and how friends treat each other with Compassion, Generosity and Forgiveness. By doing this, we bring joy to the lives of others and ourselves. This then fosters a positive learning environment.

In the PEARL Room students will focus on the following questions -

- What does it mean to be kind?
- Who are the people in your life you would consider to be kind?
- How do you listen to someone talking to you?
- How kind are you to yourself?

We can all make a difference to our community, we all choose to either make a joyful or negative difference.

Technology

Information Technology
3 computer lessons per week, students are taught how to use new programs and tools, Internet Safety and publishing work.

Non Instructional Time – Specialist Curriculum Areas

Japanese

Year 3-5 students will begin the term talking about Japanese grammar using a Sentence train to help in their understanding. This will benefit their understanding of English grammar too! Then we move on to immersing ourselves in hiragana, the most recognisable of the Japanese alphabets. By the end of term, we aim for all students to be able to read all 46 hiragana and put them together to form words. We will continue to expand the use of Edmodo to assist students with their Japanese learning both at school and at home – have you seen your children using it at home?

Culturally we will learn about Japanese Summer Festivals with Noriko Sensei. We will learn about Japanese summer foods and activities as well as create some beautiful summer artwork.

Belinda Brenen

Health

In term 3 students will be developing their knowledge of personal safety by examining the “Keeping Safe” Child Protection Curriculum. Students will be developing awareness about safety among peers, at home and in the community. Through class discussion and personal reflection, students will investigate their personal early warning signs when confronted with dangerous situations, while also analysing risk-taking behaviours and the positive and negative effects of these behaviours. Primary years students will be examining their feelings and analysing their rights and responsibilities in regard to safety and relationships.

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Tsari Spencer
### Useful Web Addresses

- www.mathletics.com.au
- www.prc.sa.edu.au
- www.decd.sa.gov.au

### Extra Assistance

S.S.O support in Rm12 will be provided by Teresa Marshall and SSOs from The Shed. The majority of support will be with small groups providing literacy and maths development.

### Learning Buddies

Buddy Class activities will be with Alex Stojanavic in U6. The students have already met and have regular planned activities that they share. They are developing positive friendships and buddy relationships.

### Important Dates

- **Book week** will be held in week 5 of this term with a Roald Dahl performance on Friday the 26\textsuperscript{th}. A Book week assembly will be held on Tuesday the 23\textsuperscript{rd} of September for students to dress as their favourite book character.
- **Premier Reading Challenge**
  - Most students are busy participating in the reading challenge this year! They are required to read and record 12 appropriate books to for fill the requirements and achieve their medal for the reading challenge. This needs to be completed by the 9th September 2016.
- **Sports Day**
  - This year Sports Day is on September 30\textsuperscript{th}. We are busy organising our teams and preparing for an active and fun day. Hope to see you all there!

Thank you

Peter Georgeopoulos
Class Teacher