Introduction

Welcome to term 3. Term 2 was a really productive and enjoyable term with the classroom highlight being our Museum and Botanic Gardens excursion and the students artistic presentations of our ‘Aboriginal Studies Unit’. Room 9 students are enjoying learning to develop their independent skills through inquiry learning. This term’s inquiry work will be centred around Animal Adaptations and Environmental Systems. Thank you to all the parents who have booked a time for three-way interviews. The children have spent time preparing for the meetings and are looking forward to showcasing their learning.

Expectations

Three-way interviews involving the student, parent(s) and me will happen in week 3 and you should have all had your times confirmed. Students have been busy preparing for their part in this process. I look forward to sharing your child’s successes and goals for term 3 with you. 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, or come and see me. However, to have a useful talk it is best to ring the school and organise a time for issues requiring longer conversations.

Routines

A reminder that students need to arrive in school dress code between 8:25 and 8:40 a.m. The schoolyard is supervised by a duty teacher from 8:25 a.m. onwards. Students may not enter buildings until the 8:40 bell unless prior arrangement has been made with the classroom teacher.

Students need to begin their ‘Morning Routines’ upon entering the class. This term I am again seeking parents (with DCIS clearance) who may be available to listen to reading or work with students in the morning and afternoon from time to time. Please let me know if you are available to assist.

Homework

As I mentioned in the Term 1 & 2 newsletter, the diary and take home folders fulfil an important function in helping students to be organized. They are used each school day. In your child’s wallet is his/her diary, newsletters, school notices and occasionally a school book connected to a specific homework task. It is expected that students will be reading every night (aloud to an adult for less independent readers for a short time) updating their spelling, revising maths times tables regularly and recording planned tasks in their diary. I have encouraged all students to record self-directed homework that many of them choose from time to time. This regular practise is essential to reinforce the developing skills of personal responsibility.

Curriculum Areas
English
Reading & Viewing will involve oral reading to adults; silent reading with guidance of personal choice literature, novel study, short stories, information texts, television and media study, literature based comprehension, sight words, review writing and guided reading. Spelling continues to be a weekly program with ability-grouped lists generated from spelling texts, students' writing or theme words. Rules are highlighted on a regular basis. Writing of some form will occur on a daily basis. Writing Genres including Narrative, Recount, Report, Description Exposition and Explanation will be taught formally. Formal grammar will be taught incidentally. Procedural and Report writing will be the genre focus for the first part of term 3. Listening & Speaking - Students will be involved in a wide range of activities that will encourage active listening and confident formal and informal speaking skills. Morning oral presentations, class meetings, role-plays, class discussions, collaborative group learning tasks and partner activities are examples.

Maths
The continuing priority in developing numeracy skills for Primary Years Students is confidence. They will be supported in constructing their own meaning from their current knowledge base. Concepts will be challenged. Activities will involve individual and collaborative participation in ‘real’ tasks connected to their everyday lives that will encourage high level engagement and risk taking.
Activities will come from 3 Content Strands: and 4 Proficiency Strands
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
- Understanding
- Fluency
- Problem Solving
- Reasoning

Regular mental maths activities are targeted to match individual abilities and skills. Students should be encouraged to participate in any ‘real’ maths opportunities that occur at home. This may include measuring, designing, cooking, budgeting, spending, saving etc. Times Tables should be practised with adult interaction whenever possible.

HASS (History and Social Sciences)
This term’s History work will be an inquiry-based investigation of guiding questions that explore the origins of the Olympic Games. Current events will be of natural interest to students as they show greater curiosity in the world around them. Multicultural festivals will be acknowledged from time to time as they arise.

Technology
Technology activities are centred on designing, making and critiquing.

Non Instructional Time – Specialist Curriculum Areas

Japanese
In Japanese this term we have an exciting programme planned incorporating both language and culture. Please read on to see what your children will be learning in the Japanese Room. And please remember to contact me via email on Belinda.Brenen164@schools.sa.edu.au or pop in to the Japanese Room if you’d like to chat about your child’s learning. I’d love to meet you!
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 Brenn

Joyful Learning @ KPPS!
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.

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.

Tsari Spencer

PE
I offer 45 minute sessions once a week with most of our F-5 classes, 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?

First up, I’ll reinforce badminton skills for our F-5 classes after being offered more clinics from Badminton SA. Instruction will target all abilities, using a range of modified equipment: short and long handled racquets, shuttlecocks (regular and oversize) and balloons.

I’ll then run a 3 week footskills block as we continue our association with Glenelg FC who’ll offer football clinics mid term.
We have finally been able to lock in the outstanding ‘Aussie Hoops’ program with clinics from Basketball SA, and my program will reinforce basketball skills and games, F – 5.

Of course, as the Rio Olympics and our Sports Day approaches, we’ll discuss and practise related events: high jump, long jump, targets, relays etc.

I’m looking forward to another busy, active term.

Terry Ahern

### Useful Web Addresses

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

### Extra Assistance

S.S.O support in Rm9 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 changing with another class this term. Students from both classes enjoyed a range of collaborative tasks last term. This term we plan to use our technology skills in completing a Design Make & Critique model yet to be negotiated with our ‘Buddy Class’.

### Important Dates

- 3-way interviews 2nd & 3rd Aug
- Show Day Friday 9th September
- Sports Day Friday week 10 (last day)
- Premier’s Reading Challenge concludes September
- No Hat, No Play for Summer Autumn and Spring & from September 1st