



KIDMAN
ASPIRE
+ SOAR **PARK**
PRIMARY SCHOOL

PRIMARY YEARS

P1 NEWSLETTER Term 3

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Introduction

Welcome back to Term 3!

This term is already off to a flying start and students have a busy term ahead full of new and exciting challenges.

This semester, we will continue with our Social Skills program and the school focus on the Joy program to encourage students to make positive choices and decisions about their life and learning. Term 3's focus is on "Friendships" where students will reflect on the nature of what makes a good friend. We will also continue to share these experiences with our Buddy Class (P3), as well as with Merilyn Knott's Year 4 class in P2.

We will continue to focus on helping students develop their 21st century skills of Self-Regulation, Collaboration, Knowledge Construction, Real-World Problem-Solving, ICT for Learning and Skilful Communication.

This year we are implementing the Kath Walker Approach. This Term we will continue to developing a positive learning environment, a communication board, continuing with Circle Time/Class Meetings, and Clinic Groups. We will also continue with our fortnightly Focus Student roster. This is an opportunity for students to discuss their learning and thoughts with the class, through guided questions by the teacher. Our first two weeks will centre on students sharing goals they would like to set themselves for this term, and will also discuss their interests surrounding our topic "Why does our Universe work?" as the term progresses. Most afternoons will have a focus on using the Connected Curriculum (incorporating STEM) to undertake our Education Research Projects.

3 Way Interview Process

3 Way Interviews involving the students, parent(s) and the teacher will be held over two evenings in Week 2. Students have been busy preparing for their part in this process and I am looking forward to sharing your child's successes and goals for this term with you.

Premier's Reading Challenge

The Premier's Reading Challenge requires students to read and record 12 appropriate books before the 8th of September. It has been wonderful to see that most students have already completed the requirements of this challenge.

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 /COMMUNICATION BOOK

The blue wallet contains their Reading Log, Spelling Book/Communication Book, Personal Reader, Homework and Notices. It is important that this goes home and is returned daily.

As was mentioned in Semester 1, both the Communication Book and the Blue Wallet fulfil a very important function in helping your child to be organised. It will continue to 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 to sign. Feel free to write notes and comments, either as encouragement to your child or a note to us if needed.

It will be used as an important means of communication. If for some reason your child is unable to complete set homework a note in their Communication Book is an easy way of informing me.

Our scheduled time for Library borrowing is Thursday mornings.

Each week your child is expected to borrow up to 3 books from the library as part of their Home Reading program. At least one of these books should have a Lexile Level at or above their reading level and also have a Lexile Quiz to complete online before returning the book to the library. Some students will also be reading books from the levelled Reading Recovery boxes

(1 - 30). These students are responsible for regularly changing their books after they have been read to an adult.

It is important that students have a good understanding of what they are reading and so asking your child to summarise the text or describe a character or settings is important. Re-reading a text (or part) for fluency is also important to consolidate sight words and correct phrasing. The Premier's Reading Challenge form is a Reading Log students can use to keep track of Reading Recovery books, borrowed Lexile Levelled Books, and other borrowed books on the Premier's Reading Challenge List.

Homework

As mentioned previously, it is expected that your child will be practising their personal spelling words, reading and revising their maths tables daily. This regular practise is essential to reinforce the skills your child is learning.

Homework will usually be a spelling task. This occasionally will be the completion of work begun in class or tasks which complement 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/IXL/Mental Maths.

(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.

Term 3

Spelling

- Set activities will reinforce spelling rules, syllables, vocab, use of dictionaries, word usage, word building etc
- 12 words weekly from Spelling Activity Sheet List

Written Language

- Aspects of grammar and formalities will be taught.
- Analysing sentence construction, good editing procedures and paragraphing.
- Plan, draft, proof read and edit, then publish set pieces of text. This term we will be focusing on narrative, report writing, procedure and poetry.

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.

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 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.

Term 3 Focus

- Number facts and mental strategy practise will continue regularly in class
- Written and mental strategies for multiplication and division
- Real life applications for multiplication and division
- Use addition and subtraction to find unknown quantities
- Investigate location (scale, legend, direction)
- Collect data and create displays
- Measure and draw connections between Area and Volume
- Addition and Subtraction in everyday situations using money

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 practise at home to revise or establish a sound recall of number facts, as this is the foundation for all our maths work.

EDUCATION RESEARCH PROJECT (ERP)

Our Inquiry question for this term is "How does our Universe work?". Within this ERP we will be covering our Science, HASS, Health, and Technologies, as well as STEM.

The big ideas are:

- The Earth is composed of many systems, which cycle and interact in both space and time. It is also part of a multitude of systems, nested in larger systems such as the solar system and the universe.
- Systems are composed of an untold number of interacting parts that follow simple rules, they can and do evolve.
- The ways people, places, ideas and events are perceived and connected.
- The interrelationships within and between the natural environment, human communities and economies illustrate the interdependent nature of the world that we live in.
- People, ideas and events are connected over time and increasingly interconnected across local, national, regional and global contexts.

TECHNOLOGIES

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

•Mathletics/IXL and Lexile programs.

VISUAL ARTS

•Class tasks associated with units of work.

•We will explore new art skills and experiment with a range of traditional and emerging techniques.

Useful Web Addresses

<http://www.mathletics.com.au/>

<http://www.ixl.com>

<http://www.premiersreadingchallenge.sa.edu.au/prc/> { Premiers Reading Challenge}

<https://slz04.scholasticlearningzone.com/auth/intl/Login/AUS4RTD> (lexile)

<http://www.ziptales.com>

<http://storyboxlibrary.com.au/schools>

Extra Assistance

Teresa Marshall is the Special Education & Literacy Intervention Coordinator. Maria Harrington is the EALD Literacy Support teacher. Extra assistance will be provided by School Services Officers who 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.

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 3 students in P3 with Mr Kovacs.

Important Dates

3 Way Interviews - Tuesday 1st and Wednesday 2nd Week 2

Book Fair - 3rd -9th August

Scouts SA Engage Sessions - Wednesday 2nd and 9th August

Book Week - 21st - 25th August

SkyWatch Dome Incursion - Friday 25th August

SPORTS DAY is on Friday September 29th and we are preparing for an active and fun day.

See Newsletter for other school updates