



PRIMARY YEARS

Room 11 NEWSLETTER Term 3

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Introduction

Welcome to term 3. Term 2 was a really productive and enjoyable term with the classroom highlight being our Excursion to the Museum and Botanic Gardens and the associated inquiry activities the students undertook. Room 11 students are enjoying learning to develop their independent skills through their continued inquiry learning through their ERP's. This term's inquiry work will be centred around 'Forces'. 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 2 and you should have all had your times confirmed. Please contact the school with any timetabling issues. 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 is an essential part of the day for students to be present. 'Morning Routines' is when the 'Tuning-in' process outlines priorities for the day and updated information is disseminated. Student relationships are consolidated at this time as peer support and collaboration are encouraged.

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. Research and work on ERP's is also expected when appropriate. 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 and independence.

Curriculum Areas

CURRICULUM

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. Paragraphing in procedural, recount 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.

Connected Curriculum

(HASS Science Technology)

Forces affect the behaviour of objects (direction, speed and acceleration) and can be influenced by a range of contact and non-contact forces (friction, magnetism, gravity and electrostatic forces). Energy can be transferred and transformed from one form to another with phenomena involving motion, heat, sound, light and electricity. Concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself. Individuals and groups have participated in and contributed to society past and present and all have rights and responsibilities. It is important to make decisions which take into account ethical considerations, having all the relevant information. Societies follow processes for decision-making and decisions have implications for individuals, society, the economy and the environment.

Science - Grade: 4

- Forces can be exerted by one object on another through direct contact or from a distance

Science - Grade: 5

- Light from a source forms shadows and can be absorbed, reflected and refracted

Humanities and social sciences - Grade: 4

- The role of local government and the decisions it makes on behalf of the community

Humanities and social sciences - Grade: 5

- The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander Peoples

- The key features of the electoral process in Australia

- Why regulations and laws are enforced and the personnel involved

Technologies - Grade: 4

- Investigate how forces and the properties of materials affect the behaviour of a product or system

- Collect, access and present different types of data using simple software to create information and solve problems

- Define simple problems, and describe and follow a sequence of steps and decisions (algorithms) needed to solve them

- Implement simple digital solutions as visual programs with algorithms involving branching (decisions) and user input

- Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols

Technologies - Grade: 5

- Investigate how electrical energy can control movement, sound or light in a designed product or system

- Design, modify and follow simple algorithms involving sequences of steps, branching, and iteration (repetition)

- Implement digital solutions as simple visual programs involving branching, iteration (repetition), and user input

- Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols

Science as a Human Endeavour

Nature and development of science

Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena

People have made important contributions to the advancement of science from a range of cultures

Use and influence of science

Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives

Scientific knowledge is used to inform personal and community decisions

Science Inquiry Skills

Questioning and predicting

With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be.

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 (Class Meeting) Weekly Specialist P/E lessons and fitness activities.

Non Instructional Time – Specialist Curriculum Areas

See school newsletter

Useful Web Addresses

www.mathletics.com.au
www.prc.sa.edu.au
www.decd.sa.gov.au
<https://www.nasa.gov/>

Extra Assistance

S.S.O support in Rm11 will be provided by Teresa Marshall (Special Ed), Amanda and Chelsea (SSO's). The majority of support will be with small groups providing literacy and maths skill development.

Learning Buddies

Buddy Class activities will continue with U1 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

2018 CBCA Book Week Theme and Dates

Theme: Find Your Treasure

Dates: 18th - 24th August 2018 Book week will be held in week 5 this term.

A Book week assembly will be held, date to be announced in the school Newsletter.

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 fill the requirements and achieve their medal for the reading challenge. This needs to be completed by the 8th September 2018.

Sports Day

This year Sports Day is on September 28th. We are busy organising our teams and preparing for an active and fun day. Hope to see you all there!

Bike Education: 7 weeks of Bike education from week 1 – 7.

Room 11 session times are from 11.20 - 12.45 every Monday.

Friday 07/09/18 is a school closure day for the show.

No Hat, No Play for Summer Autumn and Spring & from September 1st

Kind Regards,

Kym Meredith

