



KIDMAN
ASPIRE
+ SOAR **PARK**
PRIMARY SCHOOL

PRIMARY YEARS

P1 NEWSLETTER Term 2

Email: alexia.trombetta524@schools.sa.edu.au

Introduction

Welcome back to Term 2!

This term looks to be another 10 weeks full of new and exciting challenges for us, and the children have already settled back into their routine and are keen to get started which is excellent to see.

Term 2's Joy Program will continue to encourage students to make positive choices and decisions about their life and learning. We will continue to share these experiences with our Buddy Class (U2D), as well as with Merilyn Knott's Year 3/4 class in P2 and Keith Kovacs' Year 3 class in P3.

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 term we will continue to implement the Kathy Walker Approach. The key areas of our focus will be creating a positive learning environment, a communication board, continuing with Circle Time/Class Meetings, Clinic Groups, and Focus Students. We will use the Connected Curriculum topic to undertake our Education Research Projects.

Reporting Procedure

A written report on your child's progress will be sent home at the end of this term. The children regularly bring home homework tasks, which can give you a guide as to your child's work standard. I ask you to please let me know if you have any concerns or information you think is important for me to know about your child. Please don't hesitate to come and see me or email if that is more convenient, if you have any concerns, and we can make a time to talk.

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 mentioned in the Term 1 newsletter, 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. 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 Wednesday afternoons, however students can change their library books between 9:00 am and 9:25 am daily.

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 in the Term 1 newsletter 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: Choose 4 words and write 4 well-constructed sentences.
- 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 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.

Spelling

- Set activities will reinforce spelling rules, syllables, vocab, use of dictionaries, word usage, word building etc
- 12 spelling words each week - 8 set and 4 student selected - to be learnt at home and tested each Friday.

Writing

- Aspects of grammar and formalities will be taught.
- Time will be spent discussing 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, Recount, and Report Writing.

Reading and Viewing

- Comprehension skills with an emphasis on Clarifying, Analysing, Predicting, and Summarising.

Summarising

- Reading for interest, research skills and note-taking skills.
- Oral reading emphasising fluency and expression.

Listening and Speaking

- Focus student, structured planned tasks on set topics as well as informal tasks.
- Circle Time and Class Meeting discussions.

MATHEMATICS

Mathematics 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 2 Focus

- Number facts and mental strategy practise will continue regularly in class
- Odd and Even Numbers
- Investigate number sequencing involving multiples of 2, 3, 4, 5, 6, 7, 8, 9, and 10
- Fractions and decimals
- * Measurement / Time
- * Graphing

Mental tasks will 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.

SCIENCE

Science 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 applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills. Science strands for primary students are Biological sciences, Chemical sciences, Earth and Space sciences, and Physical sciences.

Term 2

A study of the change of state between solid and liquid caused by adding or removing heat.

EDUCATION RESEARCH PROJECT (ERP)

Our Inquiry question for this term is 'Is change a constant?'. Within this inquiry we will be covering our Science, HASS, Health, and Technologies.

Our overall focus will be:

- What was life like for the Aboriginal and Torres Strait Islander people before the arrival of European settlers?
- The importance of country and place to Aboriginal and Torres Strait Islander peoples who belong to our local area and the implications on their daily lives.
- Investigate a contemporary Aboriginal person's life and achievements.

P.E.

- Regular fitness activities including the 12 minute run on Friday mornings.

TECHNOLOGIES

- Regular use in class of laptops to expand students use of programs and enabling students to use new tools and processes.
- Use of ICT for research and publishing.
- Mathletics/IXL and Lexile programs.

CONSTRUCTION

- Planning, Making and Appraising set technology tasks associated with ERP.

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 Coordinator. School Services Officers facilitate 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 term we will work together with the Foundation students in Danielle Tylor's class in U2D.

Important Dates

NAPLAN - 15th May - 17th May 2018
South Australian Museum and Botanic Gardens Excursion - 15th June 2018
See Newsletter for updates on other school activities.