



KIDMAN
ASPIRE
+ SOAR **PARK**
PRIMARY SCHOOL

PRIMARY YEARS

P2 NEWSLETTER Term 2

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Introduction

Welcome again to P2. As in term 1, Marilyn Knott will be working in the classroom on Monday, Tuesday, Wednesday and Friday, whilst Adriana will be working in the classroom on Thursdays.

This term looks to be another 10 weeks full of new challenges and happenings for all of us. We look forward to continuing and building on the work we began in term 1.

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 experiences with our buddy class as well as with P1 and 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 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 if you have any concerns. To have a useful talk it is best to organize a time.

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

Our negotiated class expectations are to

- 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
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

THE SPELLING LOG is a valuable tool for revision as it is a list of the words specifically for your child. Words misspelt throughout the week are added to this list and will be included into your child's spelling program. Feel free to help your child revise the spelling of these words regularly.

THE READING LOG / Premier's Reading Challenge form is a list of the books your child has read at home. 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 your child's reading level and also have a Lexile quiz for your child 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. Rereading a text (or part) for fluency is also important to consolidate sight words and correct phrasing. The Premier's Reading Challenge form is our Reading Log.

Our library time is Wednesday afternoon this term. However students can change their library readers any time.

Homework

As I mentioned in my Term1 newsletter the communication / spelling book and blue wallet (which come home every day) fulfil a very important function in helping your child to be organized and as a means of communication. They are used each school day. In your child's wallet is their spelling /communication book, Reading log and Spelling log. It is important to check the wallet regularly to help your child learn to manage his/her time and to record his/her learning effectively. If there is no homework written in the diary, ask some probing questions, as this should be an exception.

MONDAY: Write out spelling words three times

TUESDAY: Choose 4 words and neatly write 4 well-constructed sentences

WEDNESDAY: Complete any spelling tasks not finished (generally set activity sheet)

THURSDAY: Work on the Athletics program

As a part of this homework process it is expected that your child will be revising their spelling, reading and practising their maths tables regularly. This regular practise is essential to reinforce the skills your child is learning.

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.

TERM 2

Spelling

- Set activities which will reinforce spelling rules, syllables, vocab, meaning, word usage, word building.
- Set words each week. Some list and some personal words. To be learnt at home and tested each Friday.

Written Language

- Aspects of grammar and formalities will be taught.
- Time will be spent discussing sentence construction, good editing procedures and paragraphing.
- Plan, draft, proof and edit, then publish set pieces of text. This term we will be focusing on various types of narrative, recount and report writing.

Reading and Viewing

- Comprehension skills with an emphasis on Clarifying, Analysing, Predicting and Summarising.
- Reading for interest, research and note taking skills.
- Oral reading emphasising fluency and expression.

Speaking and Listening

- Focus student, Structured planned tasks on set topics as well as informal tasks.
- Circle time discussion.

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.

MATHS NUMBER FACTS.

By the end of year 3 students should be able to recall 2,5,10 and 3 times tables. By the end of year 4 students should be able to recall all tables up to 10. We are also investigating the associated division facts. Each child is working at their pace and so may be at different levels. It is important that your child revises and consolidates these facts regularly at home. We also spend time in class investigating strategies to quickly add or subtract numbers up to 20 and then apply these strategies to larger numbers. As a class we are always trying to relate mathematics to real life experiences. Any opportunities to point out maths in real life situations at home (measuring weight, length, temperature, time, money, use of graphs, fractions, multiplication, addition, division or subtraction etc) would enhance your child's understanding of maths and complement the work we do in class.

Term 2

- Number facts and mental strategy practise will continue regularly in class.
- Odd and Even numbers.
- Investigate number sequences involving multiples of 2,3,4,5,6,7,8,9,10.
- fractions and decimals
- measurement / time

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 with Adriana 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

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

Technology

Information Technology.

- Daily access to laptops throughout the day enabling students to use new tools and processes.

- Athletics and Lexile programs

Construction

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

Visual Arts

- Class tasks associated with ERP.
- We will explore new art skills and experiment with a range of sculpture techniques.

Useful Web Addresses

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

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

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

Extra Assistance

Teresa Marshal 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.

Teresa, Maria and SSOs will be supporting identified students throughout the weeks.

Learning Buddies

The students have a buddy class with whom we share learning and social skills activities. We will continue to work together with the year 1 students in Ms Lekkas' class.

Important Dates

NAPLAN – 15th May – 17th May 2018

Museum and Botanic Gardens Excursion Friday 15th June

See Newsletter updates for:

Reporting

Kidman's Got Talent