



PRIMARY YEARS

Rm11 (P4) 4/5 NEWSLETTER

Term 2

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Introduction

Welcome to term 2. Term 1 was a really productive and enjoyable term getting to know one another and establishing our agreed routines. Students have established quite supportive relationships and a cohesive classroom culture. Exploring negotiated curriculum opportunities and a chance to develop self-regulation has given them a feeling of independence and maturity. They have benefited from the cooperative relationship between us and the Primary Years classes in our team through connected curriculum, fitness activities and sharing resources. Jointly planned work with students from room 12 will further develop and extend friendships, particularly when we move back upstairs into our new shared learning facility.

Walker Learning

In the Primary Years, students will continue to learning through the Walker Learning Approach. This includes working in a flexible learning environment; student directed learning opportunities, class meetings, and the use of a student-parent-teacher communication board, focus students, Education Research Projects, Clinic Groups and tuning in sessions each morning.

Focus Student

Each student will have the opportunity to be the Focus Student once every three weeks this term. This is an opportunity for the students to discuss their learning and thoughts with the class, through guided questions by the teacher. There is a term roster displayed on the communication board. For the first two weeks the students will be sharing their strengths and interests, which were brainstormed during class time. Students have been encouraged to bring photos to share about their interest and to use for our topic "Change"

Clinic Groups (Walker Learning)

Clinic Groups will continue to develop throughout Term 2. Clinic Groups are a range of different small group learning situations and provide the opportunity to personalise learning. Students who have a particular strength ('Experts') in an area may run them. With teacher, coaching, these students ('Experts') will be then able to support their peers with their learning.

Communication Board

Room 11 has a communication board inside the classrooms as a way for teachers, students and parents to communicate. The communication board will feature items such as important notices, learning intentions, clinic groups and timetables.

Reporting Procedure

The year 5 students will sit the standardized National Assessment Program Literacy and Numeracy test in week 3 of this term. The results of these tests will be sent out to parents later in the year. We have spent some time practising this style of assessment in the first few weeks of the term.

A written report on your child's progress this semester will be sent home at the end of this term.

From time to time the students bring home homework tasks, which can give you a guide as to your child's work standard. I ask you to continue to let me know through diary communications 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.

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 DCSI 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 newsletter, the diary and take home folders fulfil a very 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) updating their spelling units on Thursday night, and revising their maths tables regularly without it always being written 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

Connected Curriculum

The focus for Education Research Project for term 2 will be based around the inquiry question "What Causes Change?"

We will explore how traditional Aboriginal people used the land sustainably to survive and how things have changed since colonisation.

We will work to

- pose and refine questions for investigations
- plan investigations based on questions and inquiry models
- collect and organise information and evidence
- evaluate sources of information and evidence to determine different perspectives, and distinguish facts from opinions
- draw and justify conclusions based on information and evidence
- communicate descriptions, decisions and conclusions, using text types selected to match audience and purpose
- share opinions, identify possibilities and propose actions to respond to findings
- apply strategies to influence decisions or behaviours and to contribute to groups
- reflect on and identify personal actions and those of others to clarify values associated with social justice, the democratic process, sustainability and peace
- reflect on learning to identify new understandings and future applications.

By the end of the unit students will understand that

- Aboriginal people developed an intricate knowledge of plants over a long period of time.
- Plants were significant in culture, survival and the traditional lives of Aboriginal people.
- Aboriginal People learned to use the resources of the country in a sustainable manner.
- The diversity of Aboriginal and Torres Strait Islander Peoples
- Traditional Aboriginal people used the land sustainably to survive.
- Since European settlement the resources of the country have not always been used in a sustainable manner.
- How we can learn to live in a sustainable way with our environment?

History & Geography

Our focus in Humanities this term will include smaller scale investigations on:

Aboriginal studies

World Current Events and issues (ANZAC Day)

Skills & Knowledge

Skill focus will centre on Interpreting geographical data and other information, using digital

and spatial technologies as appropriate. Students will identify spatial distributions, patterns and trends, and infer relationships to draw conclusions.

Current events will be of natural interest to students as they show greater curiosity in the world around them. Multicultural festivals will be acknowledged.

The content provides opportunities for students to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance.

[Historical Knowledge and Understanding Historical Skills](#) (see AC website)

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 will 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. Persuasive Writing and Narrative were the continued focus for the first part of term 2 in preparation for NAPLAN testing. 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

A priority in developing numeracy skills will involve the continuation of a problem solving approach to maths. Following NAPLAN, activities will involve individual and collaborative participation wherever possible in 'real' tasks connected to their everyday lives that will encourage high level engagement and risk taking.

Activities will come from 3 *Content Strands*:

Number and Algebra

Measurement and Geometry

Statistics and Probability

and 4 *Proficiency Strands*:

Understanding

Fluency

Problem Solving

Reasoning

Term 2 focuses for Room 11 Maths Group will be on statistics and probability/data representation and interpretation. We will also be looking closely at algebra, 3-D construction, nets, measurement, area, volume and capacity. 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 practiced with adult interaction in a fun atmosphere whenever possible to build skill and confidence.

Science

Science strands for Primary Years students are *Biological Sciences*, *Chemical Sciences*, *Earth and Space Sciences*, and *Physical Sciences*. In 2nd term we will commence our look at our *Materials* topic recognising questions that can be investigated scientifically and investigating them.

Students will investigate how natural and processed materials have a range of physical properties that can influence their use

Technology

Technology activities are centred on designing, making and critiquing.

Health & P.E.

- Child Protection “Recognising and reporting abuse” and “Protective Strategies”.
- Understanding Team and Group dynamics
- Weekly specialist P/E lesson
- Daily Fitness activities
- 12 minute run

Useful Web Addresses

<http://www.australiancurriculum.edu.au/>
<http://www.decd.sa.gov.au/>

Extra Assistance

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Special Ed support for Rm11 students will now be provided by Teresa Marshall and SSO's to develop 'Learning Tools' through a combination of in-class support and withdrawal. The majority of classroom support will be in literacy and numeracy skill development.

Important Dates

NAPLaN Tuesday, Wednesday, Thursday week 3.
SA Museum and Botanic Gardens excursion
NO HAT NO PLAY concluded end of week 1 until Sep 1st
Upstairs move week 9 (hopefully)
Please also refer to the KPPS newsletter updates.

I hope this information is useful! Please remember that if you would like to discuss any aspect of your child's learning please write a note in their diary to make a time.

Kind Regards,

Kym Meredith