



PRIMARY YEARS

P2 NEWSLETTER Term 2

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Introduction

Welcome again to P2. As in term 1, Merylyn 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 be focussing on "Hope" and continue to encourage students to make positive choices and decisions about their life and learning.

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. Throughout the week will have a focus on using the Connected Curriculum (incorporating STEM) 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.

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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 Friday afternoon this term.

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 Mathletics 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 persuasive, poetry, 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 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

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.

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 matter and materials, looking closely their properties and their uses in everyday applications.

EDUCATION RESEARCH PROJECT

Our Inquiry question for this term is 'What causes change?'. Within this inquiry we will be covering our Science, HASS and Design and Technologies.

The big ideas are:

Natural and processed materials are important in our daily lives and we need to know about their physical properties and how they can be changed.

How societies and economics operate and how they are changing over time.

As we grow older, we change physically, socially and emotionally.

Designing effective solutions requires consideration of characteristics and properties of materials, components, systems, equipment and tools.

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.

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- 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.

Specialist NIT

PE NIT TERM 2 2017

I offer 45 minute sessions once a week with most of our F - 5 classes this year, often in 3 week blocks to reinforce individual sport skills. I also work with class teachers, combining our PE programs to practise these skills. And I always encourage children to enjoy some 'PE

homework ' with family. Can you help? If in doubt, get 'em out!
My first block will be basketball skills for our F-5s, using the outstanding ' Aussie Hoops' program, coinciding with clinics run by Basketball SA beginning term 2.
My second focus will be badminton skills for our F-5s, dovetailing with clinics run by Nigel Isherwood from Badminton SA. Instruction will target all abilities, using a range of modified equipment : short and long handled racquets, shuttlecocks and balloons.
I'll then run a 3 week block of soccer skills, combining with Soccer clinics run by State Soccer , paid for by our Government 'Sporting Schools' grant.
As the weather cools, indoor activities will include indoor soccer, indoor hockey, bran ball, twin towers, gaga ball and dodgeball. I'll keep trialling activities from the terrific 'Playing for Life' kit (Australian Sport Commission).
I continue to explore free clinics offered by our local community sporting bodies – currently talking to Glenelg FC, Golf SA and Woodville Hockey Club - book them up, and incorporate them into our PE program.
I'm looking forward to another term of action-packed KPPS sport!

Terry Ahern
KPPS Sport Teacher

JAPANESE

Welcome back from the holidays! I hope it was a restful break for you and your family. It's great to see all the students back at school and ready for some more exciting learning. Here is what will be happening in the Nihongo Room in term 2.

We will start the term chatting about Kodomonohi – Japanese Children's Day – the traditions, customs and symbols. Years 3-7 will also revisit Edmodo, making sure they are ready to share and enhance their Japanese learning with their class and me. Discussions about the how and why of Second Language Learning will be ongoing throughout the term with all year levels.

Our school's Cross Curriculum Big Question "What Causes Change?" will then allow us to explore changes in aspects of Japanese culture and the reasons for those changes, as well as discover new language

PRIMARY YEARS students will work on:- interacting with others to exchange information about likes and dislikes; expressing praise, support and respect for others; creating bilingual texts for displays; recognising the systematic order of hiragana; writing hiragana and some kanji; understanding and identifying some elements of basic Japanese sentence structure; locating and making use of points of information in familiar texts. We will focus on the three different Japanese alphabets and the changes that have taken place in these over the years. We will learn about tsuyu, the Japanese rainy season. And to finish up the term we will find out more about some changes in technology in Japan, comparing that with Australia.

JOY PROJECT

HOPE

Introduction

Hope can be learned; it is one of the pathways to wellbeing; it is related to our beliefs and goals for the future, it flows from one person to another and has a positive ripple effect on how we see the world and pursue our goals. Both hope and optimism are correlated with learning, achievement, positive relationships, health and satisfaction with life and wellbeing.

Definition

The feeling of wanting something positive to happen and thinking that it could happen.

Australian Curriculum

Personal and social capability

The Australian Curriculum states that personal and social capability supports students in becoming creative and confident individuals who, 'have a sense of self-worth, self-awareness

and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing', with a sense of hope and 'optimism about their lives and the future'. On a social level, it helps students to 'form and maintain healthy relationships' and prepares them 'for their potential life roles as family, community and workforce members'

DECD Wellbeing Framework for Learning and Life (Empowering – Using your strengths)

Recognising the importance of wellbeing and the link to personal and social competence we are focusing on using your strengths as they relate to Hope and the application to achieve goals.

Character strengths as they refer to Hope are implemented to ensure the students can confidently talk about their hopes and their dreams, fears and concerns. They will learn to talk about their problems with others rather than being silent and are prepared to use Hope as a character strength to help others learn.

People who have a sense of optimism tend to see things in a positive light, learn from negative situations, exert more continuous effort and persevere, assuming that the situation can be handled successfully in one way or another. Hope is closely related to optimism and is considered an ability to conceptualize goals, find pathways to these goals despite obstacles and have the motivation to use those pathways.

Resilience

- An eastern proverb tells us to "fall down seven times, get up eight". That's resilience.
- Smart resilience is when we learn from each fall and rise wiser and able to deal with the next challenge in a different way.
- With Resilience we can make mistakes and learn, rather than see ourselves as failures.
- It's difficult to have resilience without Hope or the courage hope gives us.

Hope and Health.

- Being full of hope makes us seem and feel vibrant, colourful and alive.
- A heart filled with hope can transmute everything.
- Put all your problems in your heart, fill it up with hope and see what happens.
- Hopelessness is often triggered by a fear of something, perhaps a fear of failure, not being good enough, not having friends.
- Hope opens our eyes, it gives us courage, it acts like a candle in a dark room, it lights up our surroundings and shines into the future, showing us the way and dispelling the fears that create obstacles in our paths.

Where Hope lives in your body.

- Identifying where hope lives in your body.
- Feel what it is like to go through a day with hope and hopeful expectations, instead of dread and worry, expecting the worst.

Patience

- Patience goes hand in hand with hope! Many times we want things now or for things to be fixed or relationships healed immediately. It takes effort and persistence.

Persistence

- What's the difference between people who give up on a situation because its "hopeless" and those who try and try again? The difference is Persistence, Resilience, Hope and the stories they tell themselves.

Take Action

- Our work is to hold hope and faith especially when things look bad.

We need to take action – to choose hope, step into hope and put hope into our hearts.

- When we really are full of hope, we are filled with light and actually feel lighter.

Find the Fear and Breathe!

- Recognise the problem, breathe and choose to become hopeful and expect good things to come.
- Feel the difference between actively making your heart full of hope and just passively wishing for things to be transformed.

Hope is believing your dreams will come true.

It's knowing you'll be successful in all that you do.

You will need to work hard and have patience too.
But when you have hope, then each day is brand new.
Have hope for your tomorrow!

Performing Arts

Students will be exploring how and why music has changed over time and what elements have remained the same, which fits into the connected curriculum question of what causes change?

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 2 students in U2 (Ms Lekkas.)

Important Dates

Swimming Monday 15th to Friday 19th May

P1 and P2 assembly Tuesday week 4 23rd May

Incursion Wednesday 24th May "Australian Museum Of Childhood"

See Newsletter updates for:

Reporting

Kidman's Got Talent