



PRIMARY YEARS

P3 NEWSLETTER Term 2

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Introduction

Hello and welcome back for Term 2!

This term is already shaping to be another 10 weeks full of exciting and new challenges. The children are eager to get started which is great to see, they have settled back into their routine, and following class expectations.

As in Term 1, in P3 we will continue with our Social Skills program, and the school focus on the Joy program to encourage students to make positive choices and decisions about their life and learning. This term our focus is on "Hope" and the various ways we can learn to incorporate positive thinking into our daily lives. We will also continue to share these experiences with our Buddy Class (P1), as well as with Marilyn Knott's Year 4 class in P2.

Within 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 year we are implementing the Kathy Walker Approach. This Term we will continue to developing a positive learning environment, a communication board, continuing with Circle Time/Class Meetings, and Clinic Groups. We will also continue with our fortnightly Focus Student roster. This is an opportunity for students to discuss their learning and thoughts with the class, through guided questions by the teacher. If your child is unsure when he/she is rostered on as a focus student, the roster can be found on our communication board as you come into P3, or on our primary years class blog at <http://p1p2p3.edublogs.org>. Our first two weeks will centre on students sharing goals they would like to set themselves for this term, and will also discuss their interests surrounding our topic "What causes change?" as the term progresses. Most afternoons will have a focus on using the Connected Curriculum (incorporating STEM) to undertake our (ERP) 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 class and personal belongings

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 /DIARY

The blue wallet contains their Reading Log, Spelling Book, Diary, 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 Diary 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. Their homework contract can be found on the first page of their diary. I would appreciate it if you could check the diary regularly but you are not required to sign. 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 diary is an easy way of informing me.

Our scheduled time for Library borrowing is Tuesday afternoons, alternating with school assembly, we will also have time to browse and borrow on Wednesday mornings.

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: Write 4 sentences containing spelling words.
- Wednesday: Complete Spelling Activity Sheet.
- Thursday: Athletics/IXL/Mental Maths.

(If homework is not completed, a note of explanation would be appreciated)

Curriculum Areas

ENGLISH

English (The Australian Curriculum) 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 will reinforce spelling rules, syllables, vocab, use of dictionaries, word usage, word building etc
- 12 words weekly, from lists and personal Spelling Log.

Writing

- Aspects of grammar and formalities will be taught.
- Time will be spent discussing sentence construction, good editing procedures and paragraphing.
- Students will be expected to plan, draft, proof read & edit, then publish set pieces of text. This term we will be focusing on Narrative and Report Writing.

Reading and Viewing

- Comprehension skills, reading for interest, research skills, oral reading, will be covered through group guided reading, personal and class tasks, and home readers.

Listening and Speaking

- Students are encouraged to speak confidently, clearly and to express their opinions and ask questions.
- Listening for details, meaning, understanding, information and instructions are skills reinforced by a variety of activities.

MATHEMATICS

Mathematics (The Australian Curriculum) 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
- * Measurement
- * Graphing

Mental tasks will be completed every Friday 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.

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.

TECHNOLOGIES

•Students will regularly use laptops in class to expand students use of Word, requiring students to use new tools and processes, this includes learning to type for speed and basic touch typing. The use of ICT will also be used for research and publishing. This term students will also be introduced to basic coding activities using appropriate resources to develop and learn new skills in coding.

•IXL/Mathletics and Lexile programs.

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.

Specialist NIT

Physical Education

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.

Belinda Brenen

Performing Arts

P1, P2, P3 & Rm 10, Rm 11, Rm 12

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?

Tiffany McCallum

Joy Project

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!

Desy Pantelos

Useful Web Addresses

<http://p1p2p3.edublogs.org/> (Class Blog)

<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 Literacy Support teacher. Extra assistance will be provided by School Services Officers who provide 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 year we will work together with the Year 3/4 students in P1 with Miss Alexia.

Important Dates

Swimming - Week 3 - Monday 15th May - Friday 19th May

First assembly for the term hosted by our buddy class P1 and P2 - Week 4 - Tuesday 23rd May

Australian Museum of Children Incursion - Week 4 - Wednesday 24th May

See Newsletter and Class Blog for updates on other school activities.