



# PRIMARY YEARS

## Rm11 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 located in the upstairs corridor through connected curriculum activities and sharing resources. Jointly planned work with students from room 12 has expanded friendships.

#### 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 in an area may run them. With teacher, coaching these students 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 2 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 the reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony.

By the end of the unit students will understand that migration throughout Australia's history contributes to the diversity within their class, school, and community. Australia has undertaken many migration schemes for many different reasons. Learning will encompass three migration schemes: migration during Australia's Gold Rush, Post-war migration and Child migration.

### History & Geography

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

The history of migration in Australia

World Current Events and issues

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 for year 5 students at the start of this term was preparation for the NAPLaN test. 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, 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 *Chemical change* topic recognising questions that can be investigated scientifically and investigating them.

Students will investigate how solids, liquids and gases have different observable properties and behave in different ways.

### **Technology**

Technology activities are centred on designing, making and critiquing.

### **Health & P.E.**

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

## **NIT**

### **NIT Specialist Teachers**

#### **Positive Education (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

## 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 こんにちはKonnichiwa,

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 Sensei

Performing Arts

P1, P2, P3, Rm10, Rm11 and 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

## 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' in the 'Shed'. The majority of classroom support will be in literacy and numeracy skill development.

## Important Dates

NAPLaN Tuesday, Wednesday, Thursday week 2.  
Swimming week 3.  
NO HAT NO PLAY concluded end of week 1 until Sep 1st  
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