



**KIDMAN
PARK**
ASPIRE
+ SOAR
PRIMARY SCHOOL

PRIMARY YEARS

Rm 12 NEWSLETTER Term 2

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Introduction

Welcome back to term 2!

The children have settled back into their routine and all seem keen and excited. I look forward to working with the children to continue developing their Learning, Social Skills and Well Being.

Your Child's Responsibilities

As I mentioned in my Term 1 newsletter the diary and wallet (which come home every day) are part of your child's organization and routine.

The diary is used to record homework, daily mental results, weekly spelling test results and weekly sight words. The diary is an important communication tool and should be used by the children to check what their homework is and practise their spelling words. The diary needs to be checked regularly by parents and signed on the weekend ready for the next week.

The Wallet folder comes home every day and includes home reading log and novels. Reading logs need to be signed by parents on nights that reading homework is set.

Focus Student

Each Primary Years student will be the Focus Student once a fortnight again 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. They will usually be led by the classroom teacher but may also be run by other students who have a particular strength in an area. With teacher, coaching these students will be then able to support their peers with their learning.

Communication Board

Room 12 has its 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.

Walker Learning

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

Expectations

Students are expected to follow our school values and the negotiated agreements that we have developed as a class.

They are:

- Care for others to create a positive learning environment.

- Be self-regulated learners to enjoy learning without distraction.
- To be challenged and achieve by changing our mindset about learning.
- Use 21st century learning skills to grow.
- To be able to voice ideas and opinions in a safe environment.
- To have a positive learning environment and feel good about our learning.
- To feel emotionally and physically safe within the class, school and community by making positive choices.

Positive rewards are: Students participate in their earned Resource Time. A Resource Time sheet has been sent home explaining how students earn their Resource Time and how it is used to help students make positive choices. Students also earn GEE BANK dollars for our end of year auction in term 4. Gee Bank dollars are earned for following our school values. Gee Bank dollars are banked every week and as part of our maths lesson students keep an account of how much money they have banked. Students should become successful learners in developing skills and knowledge that will benefit their future.

Reporting Procedures

A written report on your child's progress will be sent home at the end of this term. The children regularly bring work home to finish which will give you some idea of what and how they are progressing. If you have any concerns let me know via a note in the diary, so we can make a time to discuss any issues.

The year 5 students sat the standardized National Assessment Program Literacy and Numeracy test in week 2 of this term. The results for these tests will be sent out to parents later in the year. We spent some time practising this style of assessment in the first few weeks of the term.

Students will also be bringing home copies of their Literacy and Numeracy goals that they will be focussing on this term. These goals have been developed through data that has been analysed using testing from 2016 and 2017. I would appreciate any help you could offer with helping your child achieve these goals.

Routines

The diary is used to record homework, daily mental results, weekly spelling test results and weekly sight words. The diary is an important communication tool and should be used by the children to check what their homework is and practise their spelling words. The diary needs to be checked regularly by parents and signed on the weekend ready for the next week.

The blue wallet folder comes home every day and includes homework, reading log, school notes and novels for reading. This year there is also an Oxford word list that the students can practise at home. These are some of the most frequently used words that have been collated from over 4,000 writing samples of students in Australian schools. We will be using these words also as part of our weekly spelling words

Homework

Monday night students have Mathletics tasks set on the computer for them to complete.

Tuesday and Wednesday students have 20 minutes of reading homework to complete. Can you please sign their reading log on the nights they have reading homework.

Thursday night practise spelling words ready for spelling test on Friday morning.

Curriculum Areas

Term : Two

This term we will be working through a unit of work from the Child Protection Curriculum.

The two focus areas being: Recognising and reporting abuse,

1. Privacy and names of parts of the body
2. Recognising abuse neglect and unsafe secrets
3. Internet, telephone and media safety. Netsmart and Cybersafety

Protective Strategies

1. Problem solving for keeping safe
2. Review of networks.

Our Education Research for term 2 will be based around the HASS curriculum.

Our main focus will revolve around our connected curriculum big question "What Causes Change?"

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 opportunities will encompass three migration schemes: migration during Australia's Gold Rush, Post-war migration and Child migration.

Historical Knowledge and Understanding Historical Skills

The Australian Colonies

- The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought
- The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony

Chronology, terms and concepts

- Sequence historical people and events
- Use historical terms and concepts

Historical questions and research

- Identify questions to inform an historical inquiry
- Identify and locate a range of relevant sources

Analysis and use of sources

- Locate information related to inquiry questions in a range of sources
- Compare information from a range of sources

Perspectives and interpretations

- Identify points of view in the past and present

Explanation and communication

- Develop texts, particularly narratives and descriptions, which incorporate source materials
- Use a range of communication forms (oral, graphic, written) and digital technologies

Literacy

- Use historical terms related to the unit and pose questions about the past

Cross curriculum connections activities

- Compile an annotated timeline to show key stages in the development of colonial Australia

ICT capability

- Use a range of digital technologies to find material relevant to an inquiry

Critical and creative thinking

- Examine sources of evidence to identify similarities and/or differences and describe what they reveal about the past

Personal and social capability

- Exchange information and foster a collaborative response

Intercultural understanding

- Investigate colonial life to discover what life was like at that time for a range of different inhabitants

Aboriginal and Torres Strait Islander histories and cultures

- Explore daily life for Aboriginal or Torres Strait Islander people during this time

Sustainability

- Investigate the impact of settlement on the environment

ENGLISH Australian Curriculum

Spelling

- Set activities which will reinforce spelling rules, syllables, vocab, use of dictionaries, word usage, word building etc.
- 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 & edit, then publish set pieces of text. This term we will be focusing on various types of discussion, persuasive text, narratives and reporting writing

Reading and Viewing

- Comprehension skills with an emphasis on Clarifying, Analysing, Predicting Making Connections, Visualising, Inferring and Summarising.
- Reading for interest, research and note taking skills
- Oral reading emphasising fluency and expression
- Guided reading lessons (reading for meaning)

Speaking and Listening

- Structured planned tasks as well as informal tasks
- Circle time discussion

MATHS Australian Curriculum

Number and Algebra

- Number and place value

Identify and describe factors and multiples of whole numbers and use them to solve problems, Use estimation and rounding to check the reasonableness of answers to calculations, Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies

- Patterns and algebra

Describe, continue and create patterns with fractions, decimals and whole numbers resulting

from addition and subtraction

Use equivalent number sentences involving multiplication and division to find unknown quantities

- Shape

Connect three-dimensional objects with their nets and other two-dimensional representations

- Measurement and Geometry

Choose appropriate units of measurement for length, area, volume, capacity and mass

Calculate the perimeter and area of rectangles using familiar metric units

Compare 12- and 24-hour time systems and convert between them

HEALTH - P/E

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

TECHNOLOGY

- Technology tasks requiring planning, making, appraising and critiquing

Specialist Areas

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 Brenan

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

Joy Project Hope

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

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

www.mathletics.com.au

www.prc.sa.edu.au

www.decd.sa.gov.au

Extra Assistance

S.S.O support in Rm12 will be provided by Teresa Marshall and SSOs from The Shed. The majority of support will be with small groups providing literacy and maths development.

Learning Buddies

Buddy Class activities will be with Alex Stojanovic in U6. The students have already met and have already started developing friendships and buddy relationships. We will meet our buddies every second Tuesday to interact with social and academic activities.

Important Dates

- No Hat, No Play from beginning of the school year until May 30th and then from Sept 1st through until the end of the school year.
- Spelling words come home every Monday for "Look Cover Write Check" throughout the week or on Thursday nights ready for our weekly Friday spelling test.
- Tuesday and Wednesday reading homework, reading logs must be signed or a note in the student's diary provided.

Term 3 news Bike Education from weeks 3-8

Weeks 3 & 4 Scouts SA engage workshops looking at Bullying & Resiliency

Thank you
Peter Georgeopoulos
Year 5 teacher