



**KIDMAN  
PARK**  
ASPIRE  
+ SOAR  
PRIMARY SCHOOL

# PRIMARY YEARS

## P1 NEWSLETTER Term 1

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### Introduction

Welcome to a brand new school year in P1!

We are a class of 30 Year 3 and 4 students and are excited to begin a year full of new challenges and experiences. I am looking forward to assisting the students in consolidating their previous learning and providing opportunities to extend their knowledge and thinking skills, whilst having an interesting year full of new challenges and experiences.

As well as working in our individual class groups we will be working together with students from P2 and P3 to encourage collaboration within the 3/4 team. We will also be organising clinic groups when appropriate across the team and combining for many fitness sessions.

Establishing a strong, effective and open relationship with students and parents/caregivers is important in our role as educators. In our relationship with students we ensure responses are positive but honest and show respect and fairness to enable all to flourish.

Through our Social Skills program and the school focus on the Joy program we hope to encourage students to make positive choices and decisions about their life and learning.

Over the year, in line with the school plan, our focus is also to help students develop their 21st century skills of Self-Regulation, Collaboration, Knowledge Construction, Real-World Problem-Solving, ICT for Learning and Skilful Communication.

We are continuing to implement the Walker Learning 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. Most afternoons will have a focus on using the Connected Curriculum (incorporating STEM ) to undertake our Education Research Projects.

We are very pleased to see the class already working well and all students making a pleasing, committed and enthusiastic start. We look forward to working with you and your child this year to further their learning.

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 student collaboration and discussions we negotiated our class expectations

- Be respectful and kind to others
- Listen to others
- Support others
- Be safe inside and outside the classroom
- Focus on achieving our best and persist with challenges
- Be organised and look after classroom and personal things
- Work without disturbing others
- Share and cooperate with others

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

### Blue Homework Folder and Communication Book

The Blue Homework Folder contains students' Spelling Activity Sheet, Personal Reader, Homework, Notices and Spelling / Communication Book. It is important that this goes home and is returned daily.

The Communication Book fulfils a very important function in helping your child to be organised and is an important means of communication. It will be used every school day. Your child is responsible for their homework and organising themselves. Feel free to write notes and comments, either as encouragement to your child or a note to me if there is anything I need to know. If for some reason your child can not participate in any Fitness or Physical Education activities or is unable to complete set homework a note is an easy way of informing me.

## Homework

It is expected that your child will be practising their personal spelling words for a test on Friday, reading for a minimum of 10 minutes, and revising their maths tables daily.

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: IXL/Mathletics.

(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.

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 Persuasive and Narrative texts.

#### 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. Some students will choose their home readers from the library and others will continue to read books from the levelled boxes as well as the library. Students choosing lexile books will be expected to complete a Lexile Quiz on the Lexile book they choose from the library.

#### 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 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.

This term new learning in the areas of operations, number, measurement, and graphing will be especially emphasised. 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.

### EDUCATION RESEARCH PROJECT

Our Inquiry question for this term is 'How can sustainable environments impact the future?'

Within this inquiry we will be covering our Science, HASS and Design and Technologies. The big ideas are:

- People, ideas and events are connected over time and increasingly interconnected across local, national, regional, and global contexts.
- The nature of our world is interdependent and there are countless interrelationships within and between the natural environment, human communities and economies. We need to learn from and appreciate these connections so we all have a better understanding and capacity to care for our world.
- The planet Earth is continually changing, including its weather, surface and resources, we need to understand, adapt and plan for these changes to sustain life. We need to consider the economic, environmental and social impact which can result from technologically designed solutions.
- We have a responsibility to make our environment sustainable to continue to support healthy lives for ourselves and other life into the future.

#### INFORMATION TECHNOLOGY

•Regular use in class of laptops to expand students use of word requiring students to use new tools and processes. Use of ICT for research and publishing.

•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.

### Useful Web Addresses

Mathletics

<http://www.mathletics.com.au/>

IXL - Maths and English

<http://www.ixl.com>

Premiers Reading Challenge

<http://www.premiersreadingchallenge.sa.edu.au/prc/> (Premiers Reading Challenge)

Lexile

<https://slz04.scholasticlearningzone.com/auth/intl/Login> (Country - AUS/ Code - 4RTD)

### Extra Assistance

Teresa Marshall is the Special Education 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 students in Keith Kovacs' class in P3.

### Important Dates

Tuesday 13th February - Meet the Teacher Night

Monday 12th March - Adelaide Cup Holiday

Tuesday 13th March - Pupil Free Day

Friday 30th March - Good Friday

Monday 2nd April - Easter Monday