



**KIDMAN
PARK**
ASPIRE
+ SOAR
PRIMARY SCHOOL

PRIMARY YEARS

P5 Yr 4/5 NEWSLETTER Term 1

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Introduction

Thank you to all the parents who have dropped into the classroom to introduce themselves to me. I hope to meet many of you on Tuesday, at our Meet the Teacher Night. I am really pleased with the way the P5 has come together as a class these first couple of weeks.

Expectations

The Walker Learning Approach

The WLA is underpinned by intentional teaching, using children's interests (not for the interest alone, but as a catalyst for engagement, motivation and skill instruction) and respect of a child's culture and context. These are used as a springboard to facilitate further understandings and skill development in all areas of learning including literacy, numeracy, language, cognition, social, psychological and emotional development.

The WLA in Years 3 to 8:

- Uses a project-based approach for key discipline subject areas such as Science, HASS, Health, which match directly to the Australian Curriculum.
- Creates the learning environment intentionally to de-institutionalise the learning area, provide opportunities for the children to work individually, in small groups and whole groups, and values and respects the child, their needs, culture and context.
- Uses authentic integrated curriculum model where all subject areas are contextualised and incorporated into the Inquiry unit
- Promotes independent learning, responsibility, self and peer reflection, knowledge and skills through the use of the Communication Board, the Inquiry unit, 'Expert' peer tutors, Student Lead Conferences, Class Meetings and Expos.
- Ensures specific literacy and numeracy instruction times are retained.

Introducing 21st Century Learning Skills

Globally, there is a compelling need to develop transferable learning-how-to-learn capabilities in student learners, which are relevant and applicable to our digital, interconnected world and to ever-changing, new and challenging contexts.

The importance of this is recognised in the Australian Curriculum:

'In the Australian Curriculum 'capability' encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, both in their learning at school and in their lives outside school.'

The purpose of the 21st Century Learning Skills is to engage students in learning activities that support them to develop essential capabilities in six key dimensions:

- Collaboration
- Knowledge Construction
- Self-Regulation
- Real-World Problem-Solving and Innovation
- ICT for Learning
- Skilful Communication

Students will be supported to develop 21st Century Learning Skills and specifically focus on

various elements of self-regulation (found in General Capabilities in the Australian Curriculum).

'The General Capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century. In the Australian Curriculum, the general capabilities are addressed through the content of the learning areas. General capabilities are Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social capability, Ethical Understanding and Intercultural Understanding.

Class Commitments

The Students have negotiated a set of 'Rights and Responsibilities' as follows:

Right	Responsibility
To be shown mutual respect and care for others.	All members of our learning community are equal. We will treat each other with mutual respect and care to get along and achieve our full potential.
To enjoy learning without distractions.	Students are responsible 21st century learners who are self-regulated and respect each other's right to learn.
To be challenged and achieve.	Use a growth mindset and positive self-talk to overcome challenges. Encourage, support and collaborate with others.
To voice ideas and be listened to.	Teachers and students respect and listen to people's contributions and ideas carefully.
Enjoy a positive learning environment.	Work enthusiastically and respect our equipment and resources. Suggest ideas for improvement.
To feel good.	Students and teachers use a Growth Mindset and support their peers and speak positively to others.
To feel emotionally and physically safe within the school environment.	Move and act responsibly in the classroom and around the school. Follow classroom procedures safely and with maturity.
To be a part of a sustainably aware community.	To act in a sustainable manner and understand how our actions impact the future and each other.
Have access to and use resources/technology.	Treat resources/technology with respect. Report problems. Put away. Switch off when not in use.

The Students understand that following class expectations and developing the school values of Respect, Care, Achieve and Responsibility will lead to positive consequences and more enjoyable learning experiences.

Negative Consequences

Students will follow a series of steps to redirect their focus on meeting classroom expectations:

1. Reminder – to stay on task.
2. Class Time Out – removal from class activity.
3. Buddy Class – to negotiate re-entry.
4. Office Sit Out – counselling from Admin Staff
5. As from next week a note will come home informing parents of Students reaching steps 3 or 4. This will need to be signed and returned to me the next day.

Behavioural infringements in the yard may lead to a Yard Time Out. Once again, notification will accompany your child home.

Routines

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 'Checking-in' procedures upon entering the class. Most students will have monitor jobs that need to be performed each morning along with checking-in to the Emotional Thermometer to allow them to show how they are feeling and gives the teacher a chance to know their current feelings upon entering the classroom. This year I am seeking parents 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

Homework activities vary depending on relevant classroom priorities. Students will be expected to read for 20 minutes on Monday, Wednesday and Friday nights. Mathletics and Word Study will form the regular homework expectations. Research will be a major part of homework once our Inquiry has begun (a design brief will usually come home in the beginning of an inquiry). Diaries are an important communication between home and school. They will be an accurate record of student activity and homework expectations. Occasional notes for parent information may be stuck in. They need to be signed on Thursday of each week – they will be collected regularly for checking so that the Students develop good monitoring/record keeping habits. If you wish to speak with me about your child the diary will be a good way of coordinating a meeting time.

Curriculum Areas

Learning Groups

In order to differentiate curriculum and target more specific skills, yr 4/5 students from P5 will this year be learning in groups established to meet their needs. I will be working closely with Kym Meredith (Rm 11 year 4/5) and Peter Georgeopoulos (Rm 12 yr 5/6) as a sub-team within the Primary Years team to plan and assess a more targeted learning program in Literacy and Maths.

Group composition is viewed as having a fluid structure with students able to move between groups depending on performance. Literacy will occur over 3 blocks and 4 for Maths each week. This year we will be assisted by Teresa Marshall, Maria Harrington and Lois Burrows to reduce group size and create more intensive learning support.

English

The English curriculum is built around the two interrelated strands:

Receptive modes (listening, reading and viewing)

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences.

They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.

Productive modes (speaking, writing and creating)

Students in year 5 use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Students in year 4 use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

Maths

The first priority in developing numeracy skills for year 4 & 5 Students is confidence. They will be supported in constructing their own meaning from their current knowledge base. Concepts will be challenged. Activities will involve individual and collaborative participation in 'real' tasks connected to their everyday lives that will encourage high level engagement and risk taking.

Activities come from 3 Content Strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

and 4 Proficiency Strands;

- Understanding
- Fluency
- Problem Solving
- Reasoning

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 whenever possible.

Inquiry Units

Inquiry Units are the major learning focus for each term. They involve a multi-disciplinary approach where HASS, Science, Technology and of course elements of English and Maths curriculum are all integrated to create a rich learning opportunity for Students.

This term students will be focusing on Natural Disasters, in particular Floods and Bushfires. Students will be given a design brief once the initial research has begun and students will complete a presentation for their chosen Natural Disaster. This project will be graded through a rubric which students will be given along with their design brief to help navigate their research and help to build a successful project.

Humanities and Social Sciences

The Australian Curriculum: Humanities and Social Sciences is organised into three interrelated strands: Inquiry Skills, Historical Knowledge and Understanding and Geographical Knowledge and Understanding. Content and skills will be integrated into Inquiry Units. Current events (e.g. ANZAC Day) will be of natural interest to Students as they show greater curiosity in the world around them. The Commonwealth Games will be looked at and Multicultural festivals will be acknowledged from time to time.

Science

Science strands for Primary Years students are Biological sciences, Chemical sciences, Earth and space sciences, and Physical sciences. In this term's integrated Inquiry unit Students will investigate "How can sustainable environments impact the future?" We will approach this inquiry through a closer look at natural disasters (Bushfires, Floods etc.).

Technology

Technology activities are integrated and centred on Media Arts, Digital Technologies and Design Technologies.

Health & P.E.

Engagement in enjoyable, regular physical activity is a critical factor for Primary Years students. Skill development needs to be adapted and equipment modified to meet the needs of these special learners. Daily fitness activities (including 12 minute run on Fridays), team games and ball skill lessons will be supplemented by Jodie Molitor's sports lessons and some clinics provided by sporting associations in our community. A major portion of the health program encourages Students to understand health issues of relevance to them, identifying health services and taking responsibility for making healthy life choices. The Social Skills Curriculum will underpin some of these aims and include Child Protection Units. Health Services will also be covered in first term.

Useful Web Addresses

<http://www.australiancurriculum.edu.au/>
<http://www.decd.sa.gov.au/>

Extra Assistance

Special Ed support for P5 students will 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..

Learning Buddies

Buddy Class activities will be with a Foundation class. The children will meet and establish their friendship activity to establish initial bonds.

Important Dates

See KPPS Newsletters and Updates