



**KIDMAN
PARK**
ASPIRE
+ SOAR
PRIMARY SCHOOL

PRIMARY YEARS

Rm12 Yr 5/6 NEWSLETTER Term 1

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Introduction

Dear Parents and Caregivers,

Welcome back! The new school year is under way and we are busy finding a routine to our school life and building a classroom culture that enables a positive learning environment for all. Our key focus for the beginning of the year is developing strong student to teacher and student to student relationships through our Social Skills and Joy program to encourage students to make positive choices and decisions about their life and learning. We have settled in well in The P.E.A.R.L.S room and students have adjusted well to their new location.

Thank you to all of the parents who have come in and introduced themselves to me and spent time labelling and covering stationary. I look forward to meeting the rest of you at our Acquaintance evening in week 3 where we can share information about our class.

Expectations

The Walker Learning Approach (W.L.A)

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, History, 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 Education Research Project, Clinic Groups, Student Lead Conferences, Class Meetings and Expos.
- Ensures specific literacy and numeracy instruction times are retained.

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

They are:

- Being organised
- Show care by words and actions
- To include, not exclude
- Use 21st Century Learning skills to grow
- Always be responsible
- Treat others as you would like to be treated
- Show initiative

For those students who are in year 6 they will have the opportunity to participate in specific focus meetings with the year 6/7 so they can be included in any planning for that year level. The year 6 students will also be included in any extra activities the year 6/7 participate in, eg camp, aquatics and expo.

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. Hopefully students become successful learners in developing skills and knowledge that will benefit their future.

The following process is used in our school to enable students to be successful when not following our school and class rules.

1. Reminder of the rule broken
2. Class time out – remove from class activity / parents notified
3. Buddy Class – Buddy Class slip filled out and sent home / parents notified
4. Office Time Out – Counselling from Admin staff / parents notified

Student reaching step 3 will be asked to complete a Restorative Buddy Class form. Students need to reflect on the choices they have made for themselves and others. This form will need to be signed and returned back to me the next day.

Behaviour infringements in the yard or in any specialist lessons will be informed back to me and notifications sent home to inform you.

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 I am also sending home a spelling reference list of commonly used spelling words for Year 5/6 students. 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

Students need to begin their 'Morning Routines' upon entering the classroom. They will need to be responsible in looking at the class timetable for the day and getting their appropriate books organised for the day.

The students get spelling words every Monday that they record in their school diary. They can either learn these words during the week, or on Thursday night ready for their spelling test on Friday. The students will have a maths sheet or Mathletics to complete every Monday night that will reinforce work covered in class. Maths homework needs to be completed and returned to school on Tuesday morning. I would like students to complete 20 minutes of reading homework on Tuesday and Wednesday nights. Please sign their reading log every night they read so I know that they have completed their reading homework.

Occasionally students might also be asked to complete some class work if it has not been completed in the set lesson time. I encourage your support in this area so that they can keep up to date with their work requirements.

Curriculum Areas

Learning Groups

In order to differentiate curriculum and target specific learning, data from 2017 results has been analysed. Students will have the ability to work on differentiated work to cater for their specific needs. Group composition is viewed as having a fluid structure with students able to move between groups depending on their performance. Literacy and Maths will occur over 4 blocks each week. Students will also have the opportunity to develop these skills through S.T.E.M and cross curriculum activities. As the Primary Years team we work closely to plan and assess a more targeted learning program in Literacy and Maths. 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 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 strands are:

Language: knowing about the English language

Literature: understanding, appreciating, responding to, analysing and creating literature

Literacy: expanding the repertoire of English usage

The curriculum will be covered through;

Spelling

Set spelling words and activities which reinforce spelling rules and phonetic sounds

Some list words and personal words from students writing which are to be learnt at home and tested each Friday at school

Written Language

Grammar activities are taught weekly.

Activities on sentence structure, good editing procedures and paragraphing.

Plan, draft and proofreading, editing and publishing text. This term we will be focusing on Persuasive and Recount writing.

Reading and Viewing

Comprehension skills are taught weekly with a focus this term on understanding text, reading for interest, Guided reading, research skills and oral reading activities.

Speaking and Listening

Speaking clearly and confidently when contributing to structured planned task as well as informal task such as Circle Time on a weekly basis.

Maths (The Australian Curriculum)

Teaching students mathematical skills, but also teaching students how to do investigations through maths. This will include the following steps. Introduce the topic, find out what students know and understand, teach and apply questions through hands on activities that assess higher-order thinking skills and assess students' knowledge through a variety of assessment tools.

Activities for maths will come from 3 Content Strands and 4 Proficiency Strands they are;

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

- Problem solving
- Reasoning are the Proficiency Strands

Number facts and mental practice are part of our daily program in class.
All students need to continue practicing their Times Tables and number facts at home.
Focus areas for this term will be, reads, writes, places and records whole numbers.
Describe and uses operations (addition, subtraction, multiplication and division) with four digit numbers with and without exchanging.
Uses a variety of strategies to solve word problems.
Reads, writes, records and uses decimals to three places.
Memorise and records number facts accurately and quickly.
Describes and uses interval counting with 3 or more digit numbers.

Humanities and Social Sciences

The Australian Curriculum: Humanities and Social Sciences is organised into three interrelated strands: Inquiry and Skills Historical Knowledge and Understanding and Geographical Knowledge and Understanding.

EDUCATIONAL RESEARCH PROJECT / INQUIRY

Our Inquiry question for this term is: How can sustainable environments impact the future?
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 impacts 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. Look out for the design brief and marking rubric that explains what students need to do.

Earth and space sciences

Sudden geological changes and extreme weather events can affect Earth's surface, exploring ways that scientific understanding can assist in natural disaster management to minimise both long- and short-term effects
Current events (e.g. ANZAC Day) will be of natural interest to Students as they show greater curiosity in the world around them. 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. These topics will be covered in our cross curriculum units of work.

Technology

Activities are centred on the design, make, appraise process through different curriculum areas. Students will design make and appraise work according to their unit of research.

Health

At Kidman Park Primary School we believe it is imperative that all children are explicitly taught "Social Skills" to help them make positive choices for their future Wellbeing.

Our Social Skills program has been developed with a focus around our school values of Respect, Responsible, Achieve and Care.

Each value is then divided up further into sub- headings, explaining, teaching and demonstrating each of the values in greater detail.

Throughout the year all students are taught The Child Protection curriculum which is a requirement by D.E.C.D This curriculum covers the following topics;

The right to be safe

Relationships

Recognising and reporting abuse

Protective Strategies

Throughout the year we continue to focus on our school values by using a range of different programs that reinforce our values and beliefs in line with the Joy project.

Daily class fitness with a 12 minute run on Fridays

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 Marshal 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 accademic activities.

Important Dates

See KPPS Newsletters and Updates

- 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.
 - Revise Times Tables weekly
- 12th March Adelaide Cup public holiday
Week 8 Surf Education Glenelg SLSC Monday 19th March 10 am - 2.15 pm and Wednesday 21st March 10am - 2.15pm.
30th March Good Friday, 2nd April, Easter Monday public holidays

Thank you
Peter Georgeopoulos
Year 5/6 teacher