



Government  
of South Australia

Department for Education  
and Child Development

# Room 21 Newsletter

## Term 3 2017



### Dear Parents/Caregivers,

Welcome back to School for Term 3. I hope everyone enjoyed the winter break and took advantage of the warm weather instead of staying cooped up inside for the entire two weeks. This Term, student learning plans will be reviewed in light of their mid-year report outcomes to ensure students have a clear understanding of where they are heading and so that they remain on track with their learning goals. Term 3 is another busy term and I hope to install a sense of urgency in students to work hard for the remainder of the year.

Year 2 students will participate in Swimming lessons during Week 4 and I will update parents on how this will be managed for our Year 2/3 classroom as soon as possible. We also have a long weekend for families due to our back to back school closure and pupil free days in early September.

Information will be sent out later in the term for parents / caregivers to request an interview if desired, however I am available most afternoons if you have any questions or concerns etc.

I would also like to welcome Alicia to our classroom - we are very excited to have you join us. We now have 24 students in our class.

### Personal Items

Water bottles must come to school every day with water only in them please. Lunch boxes are kept in your child's schoolbag. Please name all items belonging to your child. This ensures that if something is misplaced there is a greater chance of it being returned.

### Hats

Just a reminder that our updated SunSafe Policy requires students to wear their hats whilst outside during school hours throughout the school year. Please ensure your child has a named hat for school each day. School hats can be purchased from the Front Office.

### Attendance and Punctuality

Please ensure your child arrives on time to school each day so that they do not miss important information or instructions given at the beginning of the day. The first bell goes at 8.35am for everyone to move to class, a second bell is sounded at 8.40am. It is expected that students are in their class at this time. If your child arrives after this time they must report to the Front Office for a late slip to avoid an SMS being sent to families regarding non attendance on this day. If your child is absent you must inform the school promptly. This can be done by ringing the school or sending an SMS (0416 906 258). Parents who have not notified the school prior to 10am of the reason for the absence will be contacted for an explanation.

### What's on this term

**THIS TERM ASSEMBLIES  
WILL BE HELD ON  
THURSDAY - Weeks 2, 5, 6,  
8 and 10**

**At 9:00am in the Hall**

**Tuesday 15th August to  
Friday 18th August  
Year 2 Swimming**

**Tuesday 22nd August  
No Pen Morning**

**Monday 21st August to  
Friday 25th August  
Book Week**

**Thursday 24th August  
Book Week Assembly**

**Friday 1st September and  
SCHOOL CLOSURE  
Monday 4th September  
PUPIL FREE DAYS**

**Monday 11th - Friday  
15th September  
Optional Interviews**

**Friday 29th September  
Last Day of Term 3  
Casual day  
with gold coin donation  
Early Dismissal 2:00pm**



## Homework

Students in Room 21 are expected to complete 20 minutes of homework each night consisting of 10 minutes reading and 10 minutes of other work:

**Reading** - Read a levelled reader or novel (aloud) to an adult and talk about the text afterward.

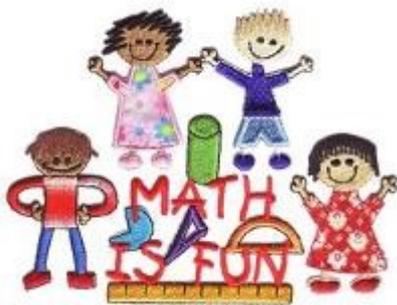
**Other** - This could include writing, spelling or maths practise. Homework will be recorded in students 'Communication Books'.

## Maths

The numeracy block incorporates *Natural Maths* and *Big Ideas in Number* strategies and consists of the following 3 parts.:

- a **mental routine** to develop the student's self-confidence and repertoire in mathematical thinking
- either a **strategy lesson** in which the teacher shares a math's strategy with the students and provides contexts in which the strategy can be applied, or a **maths situation** where students apply their own thinking to a situation with which they can engage
- A **reflection session** in which strategies and solutions are shared, compared and formalised

In Term 3, students will continue with Number and Place Value activities with a focus on Counting and Calculating strategies (individual targets will vary depending on student ability). We will also learn about location and mapping, data (reading and presenting data) and measurement (volume and capacity), time duration, perimeter and area.



## English

This term in English, we will be reading a variety of texts related to our Science and HASS learning areas and we will focus on developing students' expertise in comprehending and composing Procedure and Explanation texts. Within these text types, we will have a particular focus on text structure, referencing items, paragraphing, subject/verb agreement, punctuation and spelling.

We will explore in greater depth, content and subject specific vocabulary related to our HASS and Science topics and, create a Word Wall for new and interesting words.

We will continue to revise and learn about spelling patterns, grammar and handwriting throughout the term.

## Science

For Science in Term 3, we are studying Earth Science with the topic of rocks and soil with Room 22 students. Through hands-on activities, students explore how rocks and soil are formed, how geologists identify rock and soil properties, how to determine rock and soil type using scientific investigation and the importance of soil health to our sustainability. Students will use this knowledge to investigate a crime scene and identify a culprit - fair testing using forensic science. Students will explore and practise using a Science Journal to record their observations and findings both at school and at home.

## HASS (Humanities and Social Sciences) - Geography

This Term in HASS we will focus on Geography. We will continue to join with Room 19 students for most of these lessons.

Students will explore the connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world and how similar/different these places are in terms of daily life and climate. Students undertake a case study of another place outside Australia on a local scale to examine the similarities and differences between types of settlements, demographic characteristics and the lives of people who live there. Children will also develop an understanding of the influence of purpose, distance and accessibility on the frequency with which people visit places.

## Health and PE (Mr Andrew Kite)

Term 3 Physical Education unit involves the following:

Weeks 1-5

Badminton:

Students will be introduced to badminton and learn the basic skills and techniques of the game, including the correct grip of the racquet, how to serve and how to return serve with an overarm shot.

Week 6-10

Fitness components:

Students will explore various components such as speed, power, agility, reaction time, balance,

coordination and muscular endurance. They will be involved in a number of tasks and activities designed to measure and improve these skills.

Health unit involves the following:

Weeks 1-5

The Human Body:

Students will gain a better understanding of various body parts and how they work to maintain good health and fitness.

Weeks 6-10

Keeping Safe and drug education

Students will be involved in a Drug Education Program aimed at the importance of rules for keeping themselves and others safe. Through investigation, discussion and various activities students will learn about the positive role of medicines and develop an understanding of how they can be harmful if not used properly. They will identify different ways medicines are used, and people who can give medicines safely. Students will also learn that other household products can be harmful if not used properly, and learn ways to keep safe.

Some students are not wearing appropriate footwear and not bringing a drink bottle to their Physical Education lessons. It would be appreciated that you are aware of what day your child has P.E. and remind them to be prepared for the lesson.

### **Art (Media Art)**

This Term, we will use Media Art to further develop students' understanding of character and setting in a narrative. Students will explore the purpose and process for producing media artworks by responding to and creating artworks that can communicate ideas and stories to an audience.

Students will understand how images, sound (loudness, softness, background noise, music) and text can be used for effect. Students will also develop a greater sense of audience through recognising the different interests of audience groups and exploring how meaning is made.

### **Design and Technology / Digital Technology**

This Term, Room 21 and Room 22 will continue to work together during Technology lessons to explore STEM learning (Science, Technology, Engineering and Mathematics) where students will think creatively and problem solve by working in teams to investigate, create, code and design.

Each week, teams will work collaboratively to complete different investigations using a variety of materials, objects and resources such as Spheros, Ozobots, iPads and Osmo.

### **Auslan (Mrs Christine Krohn)**

Australian Sign Language is the recognised visual language of the Deaf community.

During Term 3 the Year 2 and Year 3 students will be reviewing Time & Number and expanding their Auslan vocabulary through sign games, songs, video, the use of IT equipment. We will cover these through an "Animal" theme.

### **Music and Drama (Georgia Yates)**

This term in Music students will be participating in the Recorder Karate program. Students will be working in small groups to develop the skills required to earn belts. Students will continue to learn how to read music on the treble clef. Later in the term, they will begin to look at the 'Music Count Us In' song in preparation for Term 4.

**If your child has their own recorder, please make sure they have it at school on Wednesdays for lessons.**

In Drama, students will continue to explore the elements of a character and will use these in different settings. Students will apply these skills through Reader's Theatre, improvisations and exploring picture books.

*Regards,  
Deb Halligan*

