



Government  
of South Australia  
Department for Education  
and Child Development

# Room 23 Newsletter

## Term 3 2017



**Dear Parents/Caregivers,**

A very warm welcome back to Term 3! I trust that you have all enjoyed a relaxing (yet, very chilly) winter break with your children and that you are as enthusiastic for the second half of the school year as I am! I spent my holidays visiting the Hawaiian Islands of Oahu and Maui - always chasing the sun! What a magical experience it is to visit other parts of our beautiful Earth and experience cultures and environments so different from our own.

This term I will continue to work across the school with other staff members as part of my role as a Highly Accomplished Teacher. Matt Cuconits will work with the students every Tuesday and also on Wednesday afternoons for their specialist Health and PE lesson. The students have thoroughly enjoyed working with Matt during Term 2 and the learning experiences that they have been provided with, as a result of having another classroom teacher with alternative expertise, is invaluable.

This semester always seems to disappear before we know it so I must take this opportunity to express how extremely proud I am of all of your child's hard work and high level of commitment to their learning. It is such a pleasure to teach a group that are so willing to challenge themselves and embrace all of the learning opportunities presented to them.

During this Term students will have many exciting opportunities. We will celebrate Book Week, which will include our annual Book Week Parade in Week 6. Our students have been busy bees working hard to develop our props and sets or learn choreography for our 2017 Wakakirri Story Dance 'Elmore City Limits'. All students involved in Wakakirri including back stage crew and the dancers will perform in the *National Wakakirri Story Dance Competition* at the *Adelaide Entertainment Centre* in Week 4 of this term.

In Week 7 we will be heading off on the school's first Year 7 camp in well over a decade! We can hardly wait to experience all the wonderful things we have planned with our Year 7's. You will receive a full overview of the camp and any additional information in the coming weeks. If you have any questions regarding any of these processes please don't hesitate to come in and see me, give me a call or send an email at the address provided below.

*"Live as if you will die tomorrow. Learn as if you will live forever."*  
Mahatma Gandhi

### What's on this term

#### Diary dates

##### Week 2

**Monday 31st July**

SAPSASA: girls netball & boys football

**Wednesday 2nd August**

Year 7 Transition to PGHS

##### Week 4

**Wednesday 16th August**

Wakakirri Performance (story-dance)

SAPSASA 20/8/15: girls football and boys soccer

##### Week 6

**Friday 1st September**

**SCHOOL CLOSURE DAY**

##### Week 7

**MONDAY 4th SEPTEMBER**

**PUPIL FREE DAY**

##### Week 8

**Monday 11th - Wednesday 13th September**

**YEAR 7 CAMP**

##### Week 10

**Friday 29th September**

Last day of term

Casual Day

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## Communication

Another very big thankyou to all parents for being so diligent in recording notes or contacting the school regarding absences. Please continue to do so and if you have any other issues or enquiries please don't hesitate to contact me via the email address below, your child's diary or at school.

I encourage you to access our class website regularly to keep updated with what is happening in our classroom. The link to the website is: [misscuconits23.weebly.com](http://misscuconits23.weebly.com).



## Diaries and Homework

As with last term students are expected to write their Homework in their diaries every afternoon before they go home and have them signed by you every Friday. Each night they should also record in their diary the book that they are read and the page number that they are up to.

Every second Monday students will continue to receive their Homework Contract. It is expected that they will spend 10 minutes on it each evening to have it completed for submission every second Friday. From time to time students may also have other work which they need to complete at home. For further information about school expectations on Homework please refer to our Homework Policy available for viewing on the school website.

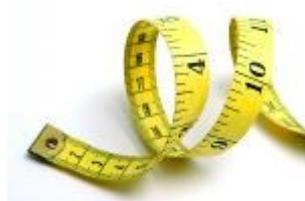


Students should be reading to you each night for approximately 10 minutes. Reading aloud is imperative to further developing fluency and increasing vocabulary.

## Mathematics

This term students will be focusing on measurement and geometry.

- Reflection, translation and rotation
- Coordinates
- Tessellations
- Graphing
- Index notation and square roots
- And, revising concepts from Number



Within this unit of work students will also undertake a mathematical investigation. There will be further

information about this investigation on the class website in the coming weeks. Our work with the Big Ideas in Number and Natural Maths Strategies will also continue throughout the term.

## English

In Writing this term we will explore the structure and literary techniques for the following types of text;

- ◆ Procedural
- ◆ Information Reports
- ◆ Book Reviews

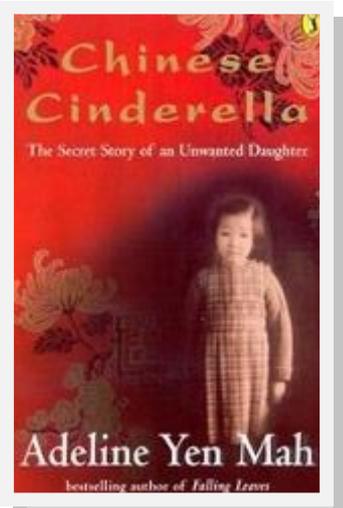


These text types will include some lessons focused on exciting real word connections including some cooking during our work with procedural texts and utilising some creative digital applications to develop and present Information Reports.

Students will continue to analyse different types of texts in groups during literature circles. A literature circle is where a group of students (at a similar level of ability) read the same book, aloud to one another, and complete a range of activities to critique what they have read. Using this strategy helps to encourage comprehension, oral language, fluency and vocabulary development.

Our class novel for this term is Chinese Cinderella. Students will complete a literature study as we read through it. This text compliments the learning we will be undertaking in HASS exploring the world of Ancient China. These lessons provide an excellent teaching opportunity for context clues and developing a strong understanding of comprehension strategies. Students will also write their own autobiographies during this term based on the skills they learn in these lessons. Modelled reading lessons are extremely important for students of all ages.

*When Adeline Yen Mah's mother died giving birth to her, the family considered Adeline bad luck and she was made to feel unwanted all her life. Chinese Cinderella is the true story of her struggle for acceptance and her triumph against almost overwhelming odds.*



## History

The Year 7 Australian Curriculum History states that students must complete 3 depth studies— Investigating our Ancient past (which we completed in Term 2), Asian Depth Study (China, Term 3) and a



Mediterranean Depth Study (Term 4). In History this term we are investigating Ancient China. Students will complete an in depth study of the ancient world. This will include investigations of each dynasty, early life, daily life, cultural beliefs, myths and legends and places of historical significance.

### The inquiry questions students will explore this term are:

How and where did the civilisation of Ancient China develop?

What archaeological discoveries and types of evidence have enabled historians to understand Ancient Chinese Society?

Who, and which philosophies, shaped the nature of Ancient Chinese society?

What technological discoveries did the Ancient Chinese make and how did these influence other civilisations?

## Visual Arts

In art this term students will be using a range of artistic tools to create different pieces of art work connected to our unit of work on Ancient China. We will explore the use of:

- Oil pastels
- Water colour paint
- Acrylic paint



Students will:

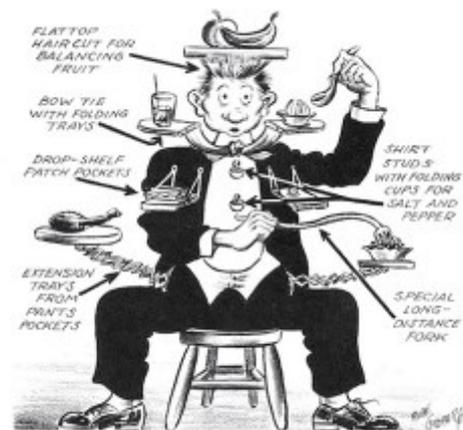
- Experiment with visual arts conventions and techniques to represent a theme, concept or idea in their artwork

- Practise techniques and processes to enhance representation of ideas in their art-making e.g. blending, smudging and washing
- Analyse how artists use visual conventions
- Work creatively to develop a range of artworks using techniques to further enhance the subject matter

## Design and Technology

Learning In Design and Technology this term we will be investigating, designing and constructing Rube Goldberg Machines. Reuben Lucius “Rube” Goldberg was born on July 4, 1883, in San Francisco, California. As a teen, he loved to draw and received some basic art instruction when he worked with a sign painter. Rather than pursue a career in art, though, he followed his father's advice and attended the University of California at Berkeley, where he earned his degree in mining engineering.

He used his engineering background to create funny cartoons featuring complicated machines that were described as new inventions to accomplish easy, straightforward tasks through a series of convoluted steps involving chain reactions. The public quickly fell in love with Rube's “inventions.”



In 1931, the Merriam-Webster Dictionary added “Rube Goldberg” as an adjective that meant “accomplishing by complex means what seemingly could be done simply.” For Rube, his inventions were a way of seeing the humour in everyday situations, and he loved that his work made people laugh. He once described his cartoon inventions as a “symbol of man's capacity for exerting maximum effort to accomplish minimal results.”

### Our learning outcomes are...

1. Understand basic simple machines
2. Evaluate the mechanical advantage of simple machines
3. Design simple and compound machines

## Health

Our Middle Years teachers have all undertaken professional training developed by SHine SA in order to implement the department approved version of Growth and Development; a compulsory subject for all students in South Australian Government Schools in Year 5-9. In Health this term students will undertake a comprehensive learning program focused on relationships and sexual health which is age and developmentally appropriate. Topics include communication, relationships, puberty, reproductive system, gender stereotypes & power, stereotypes, harassment, diversity, safe behaviours, decision making, and seeking help.

You can see more at: <http://www.shinesa.org.au/relationships-and-sexual-health-education-for-primary-years/>. Our lessons will be held on Wednesdays.

This curriculum is mapped to the Australian Curriculum: Health and Physical Education and DECD Keeping Safe: Child Protection Curriculum.



## Science

Our key idea in science this term is: *Change to an object's motion is caused by unbalanced forces, including Earth's gravitational attraction, acting on the object.*

Force and motion are fundamental to all matter in the universe. A force is anything that can push or pull an object. Forces influence objects that are at rest or that are already in motion. This unit of work students will learn about Isaac Newton's three laws of motion, which describe how forces interact with objects.



Students will:

- Demonstrate an understanding of the terms force, gravity, friction, and speed
- Experiment with the effects of mass and friction on speed and motion
- Understand that friction and other forces have an effect on speed and motion

Kind regards,  
Deana Cuconits

## Music and Drama with Selena Britz

This term the class will focus on playing tuned and untuned percussion instruments as an ensemble. They will rehearse and perfect varying musical pieces taking care to work together as a group in order to produce a performance piece. They will need to maintain playing their own rhythmic patterns whilst other rhythmic patterns are being played around them. The students will also learn this year's Music Count Us In song and will partake in varying activities based on and around this song.



## Health and Physical Education with Matt Cuconits

I am extremely excited to continue working at Parafield Gardens R-7 School this term and I look forward to continuing the great work that was started in Health and PE in terms 1 and 2. In term 3 students will learn about lifelong physical activities with a focus on fitness and the components. Students will also be involved in exploring relationships and growth and development.

The term 3 Physical Education component involves the following:

Gymnastics – Students will learn a variety of skills including; rhythmic & expressive movement and fundamental movement skills.

Badminton – The following skills will be practised and developed over a 5 week unit; overhead clear, underhand clear and drop shot.

Term 3 will also consist of a lunchtime sporting competition for year 5-7 students. Basketball has been chosen due to its popularity and teams will play every Wednesday in the Hall.



## LOTE - Auslan with Christine Krohn

During Term 3 the students will be reviewing Number and Time and expanding their Auslan vocabulary through sign games, songs, video, the use of IT equipment, signed and written projects. We will cover these through a "world travel" topic.

