



Government
of South Australia

Department for Education
and Child Development

Room 24 Newsletter

Term 3 2017



Dear Parents/Caregivers,

Welcome to Term 3 in Room 24! I hope you all kept nice and warm over the Winter break. Term 3 is without a doubt going to be the busiest and most exciting term of the year for our students. Students will be attending their **transition visit** to Parafield Gardens High School in Week 3. In Week 4 our students will perform their **Wakakirri** Story Dance at the Entertainment Centre. In Week 8 our Year 7 students will be embarking on their first **school camp** experience together at Arbury Park Outdoor School. We have a lot to look forward to! Our students are very lucky to be provided with so many rich learning opportunities to build their confidence, leadership skills and resilience at Parafield Gardens.

"Learning is a treasure that will follow its owner everywhere."

Chinese Proverb

Punctuality

I would like to take this opportunity to remind you that it is extremely important for your child to arrive at school on time each day. If your child is late to arrive, they must go to the front office to get a late pass. You will otherwise receive an SMS that your child is absent and you will need to respond as soon as possible. Acceptable absences are family or illness. If travelling you will need an exemption.

Diaries and Homework

As mentioned in our Terms 1 & 2 newsletters and at Parent/Teacher interviews, students in Room 24 have daily homework commitments. Students are required to:

- read for 10-15 minutes per night (and sign off in their diaries)
- complete their Spelling Contract before Friday each week
- complete their Homework Contract fortnightly (each Thursday of even weeks)
- complete any additional tasks that were not finished during class time
- assignment work (when applicable)

First and foremost, it is your child's responsibility to complete each of these tasks. It is also your child's responsibility to get their diary checked and signed by you each week. The purpose of this is for you to see what your child has been completing for homework each night, checking that reading and homework tasks have all been filled in throughout the week. Students in the Middle Years should be spending at least 30 minutes per night on their homework tasks. For further information about school expectations on Homework please refer to our Homework Policy.

What's on this term

Diary dates

July

31st	SAPSASA - Girls netball and Boys football
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August

9th	Parafield Gardens High School Transition Day
16th	Wakakirri Performance at the Entertainment Centre
24th	Book Week Assembly

September

1st	School Closure
4th	Pupil Free Day
11th— 13th	Arbury Park Camp
29th	Last day Term 3 Casual Day with gold coin donation. Early dismissal 2:00pm

REMINDERS

- Assembly is held on Thursday mornings (even weeks)
- Students must wear their hats in the yard all year round!

High School Transitions

In Week 3 of this term students in Room 24 will spend one day at Parafield Gardens High School for a transition day. All students will be attending, regardless of whether or not they are attending that particular high school. On the day, students will be engaging in a range of exciting activities with a health focus in mind. Students will be given the opportunity to ask any questions they have about high school at the end of the day.

Wakakirri

Our Middle Years students have been busy since last term, preparing an outstanding adaptation of Footloose. Students spend every session meeting with their Dance captains and setting goals for the lesson. From there, students engage in a range of warm up activities before working on their choreography for the performance. Our set design group has been working very hard to create props and sets for different scenes within the performance. In Week 10 of Term 2 students performed to their first audience with Room 9, Room 34a and some year 5/6 students and received some wonderful feedback. We are very excited to share our amazing story dance with you all on Wednesday 16th August (Week 4).



Curriculum

Mathematics

In Mathematics this term our key skills lessons will cover a range of different content areas from the number and measurement strands including:

- reflection and transformation
- coordinates
- algebra
- index notation
- backtracking
- order of operations

Big Ideas in Number

We will continue to work with the rotational activities and concepts within the *Trusting the Count* and *Place Value* phases of the program to consolidate students' number fluency and understanding.

Problem Solving

Students in Room 24 will continue to work with Room 23 students on Fridays for our STAR problem-solving lessons. Students will be provided with a real-life problem that they will need to solve using Natural Maths strategies.

English

In **writing** this term we will be covering the following types of text;

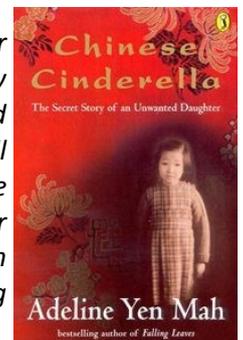
- Debates
- Procedural Writing

Students will continue to undertake **literature circles**, as students reported in their end of term 1 reflection that this is a really useful way for building confidence and fluency in reading. 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, the development of fluency and vocabulary, all of which are reflected in the student reading goals for this term.

Literature Study

Our class novel for this term is *Chinese Cinderella*. Students will complete a literature study as we read through it. 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.



Humanities and Social Sciences

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

Tying in with our humanities work, we will be exploring the visual art of Ancient China based on the 'three perfections': calligraphy, poetry and painting. We will work towards incorporating all three to create some inspired artworks.



Health and Wellbeing

Teachers underwent professional training and development developed by Shine SA last year. This organisation has developed a comprehensive Years 5 to 7 Relationships and Sexual Health curriculum and associated resources which are 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/>

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



Notes were sent home last term outlining the topics of focus for the remainder of the year. These topics include: communication, relationships, feelings, body image, puberty, female and male reproductive systems, harassment, diversity, technology, safe behaviours, decision making and places to go for help and support.

Science/Technologies

This term our learning will be focused on physical science, forces in particular. We will endeavour to answer the following inquiry question:

How do unbalanced forces change the motion of objects?

Students will undertake a range of experiments to develop and consolidate their emerging understanding of Newton's Laws of Motion.



Students will put their new knowledge to use in Technologies lessons where they will be designing and creating toys that require force to work properly. We will focus on Rube Goldberg Machines to demonstrate this as a starting point before students create their own innovative toys. Our learning outcomes for the unit will be to understanding basic simple machines, evaluate the mechanical advantage of simple machines and to design our own simple and compound machines.



Kind regards,
Kirsty Karapas

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.



Term 3 SAPSASA competitions include:

Friday 4th August (Week 2) - Year 6-7 girls netball at Golden Grove

Friday 4th August (Week 2) – Year 6-7 boys football at Salisbury West Football Club

Friday 25th August (Week 5) – Year 6-7 girls football and boys soccer at Argana Park, Eliz Grove

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.

Health and Physical Education with Andrew Kite **Physical Education**

Weeks 1 – 5

Badminton:

Students will learn and practice a variety of skills such as how to successfully serve to begin a game of badminton. A strong focus throughout the unit will be on developing your child's ability to rally whilst using an array of shots. Students will practice hitting the shuttle using the forehand and backhand and learn how to position their body and make correct decisions regarding overarm and underarm shots.

Weeks 6 – 10

Health and skill related fitness components (practical): Students will learn, practice and test their abilities specific to various fitness components. They will be given the opportunity to improve their results over a 5 week period and learn how to develop these components over a longer timeframe.

Health Unit

Weeks 1 – 5

Health/Skill related fitness components (theory)

Students will learn and make connections with all 12 fitness components and how they relate to specific tasks and activities. They will gain understanding and develop their own self-assessment table and individual program to enhance their own abilities.

Weeks 6 – 10

The Human Body

Students will learn how different parts of the body work and identify the different systems that support and coordinate to maintain good health.



LOTE - AUSLAN with Christine Krohn

During Term 3 the Yr 5-7 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.