



Government
of South Australia
Department for Education

Room 32 Newsletter

Term 3 2019



Dear Parents/Caregivers,

Welcome to Term 3 in Room 32! I trust you kept warm and enjoyed the Winter break with your children. Term 3 is an extremely busy and exciting term for our students, kicking off with camp at **Arbury Park Outdoor School** on the first three days of Week 1. I'm sure that by now, your child will have shared all of their wonderful learning experiences and memories with you. In Week 2 our Year 7 students will hold their annual **Young Entrepreneur Market Stalls** at lunch time, selling the products they developed through their business plans last term. Our class will be heading over to Parafield Gardens High School for a **transition day** in Week 3. To celebrate Science Week our students will participate in a **Forensic Science Workshop**. In Week 4 students involved in the **Wakakirri** program will be performing at the Adelaide Entertainment Centre. I hope you have your tickets ready as it will be a show-stopping performance! Students will have the opportunity to dress up as their favourite book character at our Week 6 **Book Week** Assembly. Towards the end of the term, students will be completing their **PAT testing** for Reading and Mathematics. 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

Room 32 Learning Focus: Term 3



What's on this term

Diary dates

THIS TERM ASSEMBLIES WILL BE HELD ON THURSDAYS OF EVEN WEEKS.

July

31st	Young Entrepreneur Market Stalls
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August

6th	High School Transition at PGHS
16th	Forensic Science Workshop
21st	Wakakirri performance at the Adelaide Entertainment Centre
30th	School Closure Day

September

2nd	Pupil Free Day
16th	3-Way Interviews
25th	Casual Day with gold coin donation
27th	Last day of Term 3 Early dismissal 2:00pm

**REMEMBER, NO HAT
NO PLAY!**

Curriculum

This term students in Rooms 31 and 32 will be involved in a large-scale **inquiry** around the issue of **climate change**. Inquiry learning is student-centred and promotes high levels of engagement and the development of lifelong skills. Through the work of our Youth Environment Council at the school, we have been asked to take part in the **Climate Ready Schools** challenge, requiring students to develop a solution to lessen the effects of climate change in their local environment. Selected students will have the opportunity to share their solutions with members of the Salisbury Council, who will look into making these ideas become a reality! It is a very exciting opportunity for our students to make a lasting impact.

We dived straight in to learning about sustainable practices on camp, setting the scene for the rest of the term. Students will drive the inquiry, with most areas of the curriculum covered through deep learning and the development of adaptations within our school to ensure that we are doing our part for the environment.

Mathematics

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

- fractions
- percentages
- chance
- data



Big Ideas in Number

Students will develop an understanding of concepts within the 'Multiplicative Thinking' phase of the program to consolidate number fluency and understanding. Students will be tested on their understanding of these concepts, moving towards more challenging activities within the program.

Problem Solving

Students in Room 32 will continue to work on 'STAR' problem-solving lessons. Students will be provided with complex problems centred around sustainability that they will need to solve using a series of Natural Maths strategies.

English

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

- debates (persuasive texts)
- information reports

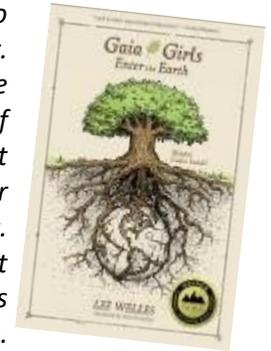
Students will continue to undertake Literature Circles,

as it 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, fluency and vocabulary development, all of which are reflected in the student reading goals for this term.

Literature Study

This term we will be reading the book, **Gaia Girls Enter the Earth** by Lee Welles - a very fitting text for our learning around sustainability.

Elizabeth Angier was happy to be at the end of the school year. She thought her summer on the family farm would be full of work and play with her best friend, Rachel, and her other best friend, her dog, Maizey. However, Elizabeth didn't anticipate the Harmony Farms Corporation moving to her town. Her world starts to crumble as her best friend moves away and her parents whisper of farmers selling their land and the effects this factory farm operation could have on them. When she thinks things can't get much worse, she meets the most unusual creature, Gaia, the living entity of the Earth. Strange things begin to happen to her, around her, and through her! Elizabeth discovers that with these new powers comes responsibility. A dire mistake makes Elizabeth wonder if meeting Gaia has been a blessing or a curse. Will Elizabeth have the strength to fight a large corporation? Or will her upstate New York home be spoiled by profit driven pork production that fouls the air, land and water?



Science/Technologies

Students will predict the effect of human and environmental changes on interactions between organisms through their inquiry. Throughout the inquiry, students will use design thinking to design solutions to real-world problems, including those within our school.

Humanities and Social Sciences

Students will investigate the geographical effects of climate change on societies, individuals and groups. They will collect useful data, interpret and analyse data, draw conclusions, make informed decisions moving forward and reflect on their learning towards the end of term.



Health and Wellbeing

Teachers underwent professional training and development through *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.

Kind regards,
Kirsty Karapas

Health and PE with Matthew Cuconits

After an extremely successful first semester, I am excited to introduce new topics that will allow students to develop new skills. In term 3 students will learn about fitness and the components. Students will also learn about the importance of hygiene.

The term 3 Physical Education component involves the following:

Fitness components - Students will participate in a number of different fitness tests. This will give students the opportunity to improve their own

fitness which will help them now and in future years.



Sports Day Practice – Students will practice all of the sports day events in which they will be competing to ensure that they are prepared for the day in Term 4.

The lunchtime basketball competition for students in years 5-7 will also continue to run. It has been an extremely successful and competitive competition so far.

Auslan with Christine Krohn

During Term 3 the students will be reviewing all aspects of Number and Time, 'who, what, where and when' questions, use of descriptive classifiers and correct Auslan sentence structure, as well as expanding their Auslan vocabulary through signed and written projects, sign games, videos and the use of IT equipment. We will cover these through a "Travel" topic.

Music and Drama with Ms Amanda Drury

Welcome back to Parafield Gardens R-7 Music, Dance and Drama programme. This term, we will be exploring dance and movement to music. We will explore different types of dance, including hip hop, jazz, blues, folk dance, and pop. Students will end the term choreographing their piece of dance in groups or on their own, to a chosen piece of Music.

