



Government
of South Australia
Department for Education

Room 23 Newsletter

Term 1 2020



Dear Parents/Caregivers,

Welcome to all families. I hope your child has had a good holiday and is ready to meet some new classmates and embark on their Year 2 learning journey.

Clearly, reading is an important part of any child's education. Here is something for you to ponder...Oscar Wilde once said, "If one cannot enjoy reading a book over and over again, there is no use in reading it at all". This is especially important for children who are reading from Level 1-20, because it consolidates their reading strategies and increases confidence. I encourage all parents to spend time discussing their child's reader as much as possible. This will not only help develop language skills, but will also work towards achieving a minimum reading level of 21 (which is the suggested guideline for Year 2 children by the end of this year). **A useful tip:** when the children are reading difficult words, ask them to **SAY THE SOUND OUT LOUD - NOT THE LETTER**. By using this method you can hear if they are reading correctly. Please also support your child to regularly practise their sight words. Your child will soon bring home an information book which includes Oxford Sight Words, strategies for helping with spelling and other useful content.

Your child's PGR-7 Diary has several purposes. Firstly, it is designed to be a link between school and home. You will find valuable information to help you support your child at home, as well as a reading log and a place for written communication. **IF YOU WRITE ME A MESSAGE, PLEASE ASK YOUR CHILD TO BRING IT TO MY ATTENTION THE FOLLOWING MORNING.** The Diary is also a Spelling Log Book. The children will have a new spelling list each Friday and will also be tested on the previous week's words each Friday. (We will start this in the next week or so). I encourage parents to help their child in preparation for this weekly spelling test.

I am sure you are all aware of the **Jolly Phonics Program** in which our children were involved last year. The homework component of this will continue this year, so I would be very grateful for your support with this.

Occasionally during the year, animals may be brought into the room as a part of the Oral Language component of News. Of course the children will wash their hands at the end of such events, but if your child is allergic or you would not like your child to participate in this, please let me know.

If you would like to **cover your child's books, please take them home on a Friday and return them the following Monday, ready for your child to use.** Children like to choose novelty covers, but please make sure that each book is clearly labelled and therefore easily identifiable.

As you know, schools have a legal obligation to monitor the attendance of our students. To this end, the office will send parents and caregivers an SMS at 10:00am if your child is absent and we have not received notification. If your child is late they will need to go to the office to collect a late slip, which they will pass on to me. In the interests of the children's safety, we would like to minimize the number of adults on our school grounds. For this reason we ask that if you need to communicate with your child during the day (to drop off lunch or to collect them early) please go to the front office and the matter will be followed up from there. Thank you in anticipation of your support with this matter.

DIARY DATES

THIS TERM ASSEMBLIES ARE HELD ON THURSDAY OF WEEKS 2, 4, 6, 8, 11 at 9:00am in the Hall

Tuesday 11th February
Acquaintance Night
Channel 9 Weather Report

Tuesday 25th February
No Pen Day

Monday 9th March
Adelaide Cup Public Holiday

TUESDAY 10TH MARCH
PUPIL FREE DAY

Saturday 21st March
Harmony Day

Monday 30th March - Friday 3rd April
Interview Week

Wednesday 8th April
Casual Day with gold coin donation

Thursday 9th April
Last Day of Term 1 with
Early Dismissal

Friday 10th April
Good Friday



PERSONAL ITEMS

Water bottles must come to school every day with water only in them please. Lunch boxes will be kept inside the classroom during hot weather. However, it would be helpful if you could put something cold inside the lunch box such as a small ice pack to keep the food fresh. Please name all items belonging to your child. This ensures that if something is misplaced there is a greater chance of it being returned.

ENGLISH This term we will begin weekly spelling tests and focus on high frequency words. Our writing lessons will have an emphasis on recount genre i.e. the stating of events in sequence - 'On the weekend.....' Our second genre will be Persuasive Texts. We will use the *Brightpath Writing* model throughout the year to measure and improve our writing genres. This subject also includes weekly handwriting lessons.



MATHEMATICS We will investigate the counting sequences of 2, 3, 5 and 10. We will also deal with calendars; explore half and quarter transformations; work with hundreds, tens and units to 1,000 and explore 2D and 3D shapes.

SCIENCE Our Primary Connections topic is entitled 'Water works'. It is the Earth and Space sciences sub section of this program. It will be a cross-curricula theme involving lessons in Technology and Visual Arts.

VISUAL ARTS This term our learning will include a component of indigenous art. We will explore a variety of techniques and mediums such as dot painting, clay modelling and we will also be involved in appraising our creative products. We will also plan an Assembly item with an indigenous theme.



TECHNOLOGIES Our focus this term will be the Design and Technologies component of this subject, where we will access iPads and Laptops. The students will design environmentally friendly 'Nude Food' lunch boxes, with a focus on reducing plastic, and learn the basics of touch typing and word processing.

HASS The History component of this subject will be our focus for Term 1. We will use photos and artefacts to compare objects from the past and present. Our learning will identify how and why the lives of people have changed over time.

STEM is the acronym for Science, Technology, Engineering and Maths. We are looking forward to working in The Hive to engage students in critical thinking and problem solving challenges that are an integral part of this learning process.

GROWTH MINDSET

At Parafield Gardens R-7 School we encourage

students to have a 'Growth Mindset'. There have always been conflicting arguments about intelligence with some believing that intelligence is something you are born with (nature) and others believing that intelligence can be changed or developed. "...our



studies show that teaching people to have a 'growth mind-set,' which encourages a focus on effort rather than on intelligence or talent, helps make them into high achievers in school and in life." **Carol Dweck**

We therefore place an emphasis on hard work, persistence and resilience at this school.

A MATTER OF SAFETY

There are several hundred students entering and exiting our building. To avoid injuries to either Room 23 children, parents, caregivers and smaller brothers and sisters we ask that you please wait outside the external doors to collect your child. You are most welcome to come into the classroom to see me after the initial rush is over. Thank you for your anticipated cooperation with this.

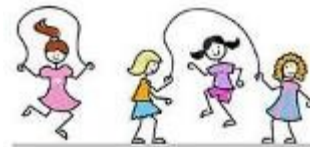
HEALTH and PE with Joshua Parsons

The students will learn to identify their strengths and how these contribute to their personal identities. Students will learn how to positively respond to challenges by using growth mindset strategies. Throughout the term students will explore similarities and differences between individuals and why diversity and inclusion are celebrated and respected. Students will identify and practise emotional responses that account for their own and others' feeling including:

- describing their own strengths and achievements and those of others, identifying how these contribute to personal identity
- practising strategies to use if they experience a problem or need help with a task
- describing ways to include others to make them feel they belong
- Identifying and practising emotional responses that account for our own and others' feelings

During PE students will participate in a sequential fundamental movement skills unit (running, throwing, jumping, catching, kicking etc). Students will also have the opportunity to complete a 'Striking and Fielding Games' unit (cricket, baseball etc), where they will develop their sport-specific skills, particularly; throwing, catching and two-handed striking, in an authentic sporting environment. This will include:

During PE students will participate in a sequential fundamental movement skills unit (running, throwing, jumping, catching, kicking etc). Students will also have the opportunity to complete a 'Striking and Fielding Games' unit (cricket, baseball etc), where they will develop their sport-specific skills, particularly; throwing, catching and two-handed striking, in an authentic sporting environment. This will include:



- practising fundamental movement skills and movement sequences using different body parts

- participating in games with and without equipment
- cooperating with others when participating in physical activities
- testing possible solutions to movement challenges through trial and error
- following rules when participating in physical activities

Music and Drama with Georgia Yates

This term in music students will feel, show, move and track the beat of various songs. They will practise reading and writing rhythms using ‘ta, titi’ and ‘za’. Students will learn to show pitch using hand signs and will gain confidence when singing solo. They will perform dances using different levels, direction, shape and tempo.

In drama, students will use facial expression, body language and gesture to become characters and show their reaction to different situations. They will practise showing differing points of view using tableau and mime.

This year in music and drama I will be using Class Dojo with students and to communicate to families. You will soon receive an email to join the class. If you have any problems at all, please feel free to come and speak with me in Room 22.

AUSLAN with Kylie Neilson

Language Other Than English – Australian Sign Language is the recognised visual language of the Deaf Community. During First Term the Yr 2-4 students will be reviewing greetings, including recognising and fingerspelling own name, numbers and colours, and expanding Auslan vocabulary and grammar features through various class related topics. The students will learn through sign games, songs, video, the use of IT equipment and class interactions using the target language.

BEHAVIOUR MANAGEMENT

Treating each other respectfully is an important value at school. I use a Restorative Justice approach where I ask the children to be involved in being part of the solution. As a whole group, we have discussed: (a) why we need rules (b) what our class and school rules are and (c) the consequences of inappropriate behaviour.

Library Borrowing

This year your child will be borrowing library books from The Hive on a fortnightly basis. This allows for reading consolidation and family circumstances. Please encourage your child to return the books promptly, so that a new book can be issued.



“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” -Dr Seuss

HERE IS OUR NEWS ROSTER I will inform you of the weekly themes as the term progresses. We will commence this roster in Week 3 (10th Feb), and the topic will be Free Choice.

Monday	Tuesday	Wednesday	Thursday	Friday
Jasmine	Amelie	Lilli K	Zeena	Liliana
Natalia	Zain	Tin	Kuliah	Lily R
Vattan	Jacob	Omar	Jayden	Dipesh
Khush	Daniel	Ayan	Mantra	Shubh
Rehan		Ryley	Saish	Zulqarnain

It has been wonderful to meet many parents and caregivers during the first few days. If you have any questions or matters that I can help you with, please let me know. I look forward to a happy and productive year with you and your child.

Kind regards,
Sue Pasalidis

