



Government  
of South Australia  
Department for Education

# Room 28 Newsletter

## Term 1 2020



### Dear Parents/Caregivers,

Welcome to the 2020 school year and to Room 28! I especially welcome our new families beginning their journey with us at Parafield Gardens R-7 School. I trust that you all had a wonderful break over the holidays and enjoyed the time spent with your children. My holidays were restful and re-energising with lots of time to get organised for the year ahead. Room 28 is a busy and exciting place to be and I am really looking forward to navigating a year full of amazing learning experiences with your children!

A little bit of history for families who are new to working with me... I began my teaching career in 2018, having my first teaching contract out in the country! In 2019 I returned to Adelaide, doing relief work in a number of different schools in Term 1. In Term 2 I was fortunate enough to receive a contract with Parafield Gardens R-7 for the remainder of the year, working with Year 4. Which brings us to 2020, where I can not wait to teach Year 4's again this year!

I will spend the first two weeks of this term getting to know your children and how they learn best. We will refresh ourselves with our school peace values and establish our class expectations we will have in place for the year. I look forward to meeting all of you at Acquaintance Night on Tuesday Week 3, where I will be able to share in more detail the ins and outs of our classroom.

### Communication

Parent and teacher communication is crucial to maintaining an orderly and productive learning environment. If your child is absent please remember to contact the school to inform us to the reason why. You can do this by writing a note in their diary, calling the school, sending me an email or replying to the text message you receive on the morning of their absence.

If you have any questions or queries please don't hesitate to make a time to come in to have a chat with me. My door is always open and I strive to work together with families to achieve the best possible outcomes for individual students. It is important that your child has an enjoyable experience at school and feels safe

I have also developed a Room 28 ClassDojo account for 2020. It would be great for all families to be connected so you can stay in touch with the learning and achievements that are happening in the classroom. I will be sending out invitations within the first week of school so all our families can get connected asap! ClassDojo is also a great way to communicate with me quickly, as I continually monitor it!



### What's on this term

**This term assemblies are held on Thursdays at 9am in the Hall in weeks 2, 4, 6, 8, 11**

#### Diary dates

#### Week 3

**Tuesday 11th February**  
Acquaintance Night, AGM and Channel 9 weather crossover

#### Week 5

**Tuesday 25th February**  
No Pen Day

#### Week 7

**Monday 9th March**  
Adelaide Cup Public Holiday

**Tuesday 10th March**  
Pupil Free Day

#### Week 8

**Saturday 21st March**  
Harmony Day

#### Week 10

**Monday 30th March - Friday 3rd April**  
Parent Teacher Interviews

#### Week 11

**Wednesday 8th April**  
Casual Day  
with gold coin donation

**Thursday 9th April**  
Last day of Term 1  
Early dismissal at 2pm

## Diaries and Homework

Every student received their diaries on the first day of school. They are expected to fill in their dairies every Monday and have them signed by you every Friday. Each night they should also record in their diary the book that they have read, the page numbers that they have read and the time they have spent reading. Teaching children the importance of organisation at this level of schooling is detrimental in preparing them for further independence as they continue to progress through their years of schooling. I ask that you please encourage the correct use of their diary and check that it is complete each week.

It is expected that students in Year 4 complete 15 minutes of homework each school night. Please make reading a priority at home. Students should be reading each night for a minimum of 10 minutes. Students are able to read in a variety of ways including reading to self, reading to an adult and/or reading to a sibling. Students are encouraged to read aloud as much as possible as it helps to developing fluency and increases their vocabulary and comprehension. It is also important for a child to hear other people read aloud as often as possible to help them to develop and understand fluency, rhyme and humour. Students will also be given a homework activity grid along with a Study Ladder account log in. Their homework book further explains their homework expectations and should be taken home and back to school every day.

## Hats and Uniform

Hats must be worn at school during recess, lunch, PE lessons and any outside activities. Please make sure your child has a hat at all times. Finally, help us to help you! Please clearly label all school equipment and items of clothing especially, jumpers, jackets, drink bottles and hats. Labelled items are easily returned to students or can be easily identified in lost property.

## Library Borrowing

As a class, we will be visiting and borrowing from the library each **Wednesday**. I ask that you please make sure your child is returning books on time so that they have the opportunity to borrow each week. Students can borrow and return readers any day in the classroom.



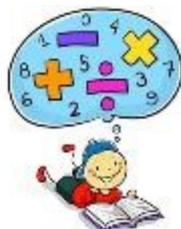
## Term 4 Overview

### Mathematics

Students will continue to develop *Natural Maths* strategies linked to the *Big Ideas in Number; Trusting to Count, Place Value, Multiplicative Thinking and Partitioning*. This will be explored through numeracy games, mental routines, problem solving activities and flash cards.

In addition to this, our key skill lessons will cover a range of different content areas from the number strand, including:

- place value
- odd and even numbers
- addition
- subtraction
- symmetry



## English

The types of texts we will be covering this term are:

- letters
- narrative Writing
- procedure Writing

Students will write a narrative and persuasive assessment piece this term which will be assessed and scored using the Brightpath scale. This is a school-wide assessment that is administered multiple times throughout the year.

We will be using the *Jolly Grammar* program for the students' spelling and grammar lessons. *Jolly Grammar* teaches a wide range of language forms including the parts of speech, plurals, punctuation, and the tenses past, present, and future. It also teaches a wide range of spelling rules, including defining aspects such as the short vowels.

Our class novel for this term is *Storm Boy* by Colin Thiele. This will be a time for students to engage as a whole class with a text, promoting excellent oral language discussions. These lessons consist of the students following along with the story being read aloud, asking questions about unknown words and having ongoing discussions about what is happening in the story. Following this, they have an opportunity to make predictions, answer reflection questions and complete comprehension activities.



## Science

This term in Science we will be using the Primary Connections program to explore Biological Science. We will be focusing on "Friends or Foes" and through the use of hands on experiences and investigations, students will discover the connections between plants and animals. We will make connections between multiple subjects areas including English, Mathematics and with the Stephanie Alexander Kitchen Garden Program.



## Humanities and Social Science (HASS)

This term in HASS we will be exploring the question **How have laws affected the lives of people, past and present?** This question will incorporate aspects of history, geography and civics and citizenship. Students will have the chance to inquire, research, question and analyse to help them answer this question.

## Design and Technology

This term students will unpack and familiarise themselves with the design process. They will then begin to develop their skills in coding using the program *Scratch* to create a Karna Language quiz.

## Health and Well being - Keeping Safe Curriculum

This term students will explore rights, responsibilities and relationships. Students will develop an understanding of their rights and responsibilities, along with trust and networks within a variety of different relationships.

### Stephanie Alexander Kitchen Garden Program

This term we are working with Ms Nina Ostrun in The Hive on Wednesday and Friday as part of the Stephanie Alexander Kitchen Garden Program. This program teaches students about creating and maintaining a garden including weeding, planting, watering, creating compost and building and caring for a worm farm. The kitchen element of this program helps students to understand more about safety in the kitchen including knife skills, storing food correctly and hygiene. As well as this, students will have the chance to cook using the fruits and vegetables that are in season and have been grown in the garden throughout the program. The Stephanie Alexander Kitchen Garden Program will make links with numerous other curriculum areas including Science and our work with Biological Sciences, Mathematics, Technology and English.



I look forward to working with you and your child this year.

Kind regards.

*Jessica Cobb*

### Specialist subjects

This year we will have Music and Drama, Auslan and Health and PE as specialist subjects.

**Music and Drama - Tuesday - Georgia Yates**

**Auslan - Wednesday - Christine Krohn**

**Health and PE - Thursday - Joshua Parsons**

### Music and Drama with Georgia Yates

This term in music students will read, write and compose rhythms using ta, titi, za and tika tika. They will investigate the difference between beat and rhythm and practise their discoveries through playing bordun and ostinato patterns using xylophones.

In drama, students will use facial expression, body language and gesture to become characters and show their reaction to different situations. Students will focus on creating and sustaining a setting using tableau and mime. They will investigate the effects of tension and focus in dramatic works and apply these to their performances.

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 Christine Krohn

Language Other Than English – Australian Sign Language is the recognised visual language of the Deaf community. During First Term 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.



### Health and PE with Joshua Parsons

During Health lessons students will learn how to positively respond to challenges and failure by using growth mindset strategies. Students will also describe strategies they can use to manage their emotions before making a decision to act. Throughout the term we will investigate how respect, empathy and diversity effects relationships by:

- exploring how success, challenge and failure strengthen identities
- describing how respect, empathy and valuing diversity can positively influence relationships
- describing strategies they can use to identify and manage their emotions before making a decision to act

In PE students will participate in a mini-Olympics athletics event at the culmination of the term having had the opportunity to learn and develop their skills in throwing, jumping and running events. Students will also participate in a 'Striking and Fielding Games' unit (cricket, baseball etc), where they will develop their fundamental movement skills in rewarding, authentic, sport-specific environments by:

- practising and refine fundamental movement skills in a variety of movement sequences and situations
- practising and apply movement concepts and strategies with and without equipment
- participating in physical activities from their own and other cultures
- Adopting inclusive practices when participating in physical activities
- applying basic rules and scoring systems, and demonstrate fair play when participating in physical activities