



Room 24 Newsletter

Term 1 2021



Dear Families,

Welcome to Room 24. We have an exciting and jam packed year ahead of us with a wealth of new experiences and learning to explore. Our class will be working quite closely with Room 23 as we share a movable wall. In order to keep the children as safe as possible it is vital that they come into the classroom from the outside door closest to the classroom. The entry way closest to the OSHC building is the exit point for the older classes and will be considerably less safe for our smaller children to navigate. Please ensure that your child keeps their hat in their tray ready for each day. Our school is SunSmart and therefore hats are an important part of this. Junior Primary children will be required to spend their break times underneath the verandah near the canteen if they do not have their hats. It means of course that there are limited opportunities to run around, make and maintain new friendships and burn off any extra energy.



If your child has medication that they may need to take at school, make sure that the front office has a Health Care Plan for the medication which is up-to-date and medication which is ready to be used if necessary.

Please make sure that your child's clothing is named so that it can be returned quickly if it is misplaced.

Absences

If your child is absent please either ring the school or use the student diary which will be coming home shortly, to share the reason for the absence with us, as for legal reasons we are obligated to have this information. If your child is away without you contacting the school with a reason an SMS message is sent to you as a reminder.

When coming to school during the day please make sure that you make your way to the front office **first**, as it is again a legal requirement that the front office knows who is on site.

Arriving on time

Mornings in every classroom are important. This is when each child learns vital routines around reader change over, borrowing and often the start of lessons for the day. The first school bell goes at **8.35am**. Everything that happens after that time is important. It is a time of the day when a child is most ready to learn. What may seem like a small amount of time in lateness certainly adds up over the term and the year. Getting into a routine where your child is responsible for time keeping and knowing when you leave your house to come to school is a great way to teach children time management and awareness of time passing. Please make every effort to bring your child to school on time as this is a precious period in a child's life not to be missed. This is also the time that our older buddies come into the classroom to hear the children to read. It is vitally important that the children have every opportunity to practise reading.

In **English** this term the children will be practising rhyme through the wonderful world of Dr Seuss. Rhyme is one of the fundamental skills necessary for the easy acquisition of reading and as such the children will be spending several sessions each week making sure that they are automatically able to recognise and produce rhyme. Every day we will be using the Heggerty programme which helps children to produce and recognise rhyme, recognise and identify sounds within words and a variety of other vital skills



"The more that you read, the more things you will know. The more that you learn, the more places you'll go." -Dr Seuss

DIARY DATES

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

**Monday 8th February
Acquaintance Night and AGM**

**Monday 8th March
Adelaide Cup Public Holiday**

**Tuesday 10th March
PUPIL FREE DAY**

**Tuesday 23rd to Thursday 25th
March
Music Incursion**

**Monday 29th March to
Thursday 1st April
3 Way Learning Conversations**

**Friday 2nd April
Good Friday**

**Easter Monday
Monday 5th April**

**Wednesday 7th April
Casual Day with
Gold Coin Donation**

**Friday 9th April
Last day of Term 1
with Early Dismissal at 2:00pm**

Always have a go!

Remember **mistakes** are stepping stones to **learning!**

which help in the understanding of the way words are used and created. For the acquisition of letter and sound knowledge the children will be using the programmes of Jolly Phonics and Jolly Grammar and a variety of games to reinforce their daily sessions. In writing this term the children will be exploring the fundamentals of narrative and recount writing. The children will be participating in shared writing sessions involving choosing characters, settings and situations and working their imaginations to collectively create narratives. The children will have a dictionary to use in order that their writing reflects what they want to write rather than be restricted to words that they are able to write. The children will be participating in handwriting sessions twice a week so that their letters are correctly and efficiently formed.



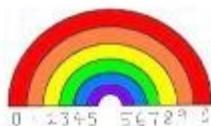
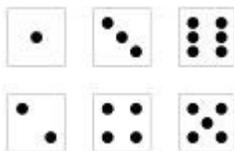
Each morning, older children from room 25 will be joining us to make sure that the children have the maximum number of opportunities to read to as many people as possible. The children will not be getting a reader straight away as there are often adjustments which need to be made to their reading levels after the Christmas break. Each Monday starting from week 2 children will be bringing home a small memo book which will have their words for the week. These words will be based around a particular sound and will be sourced from the Jolly Phonics and Grammar sequence. The children will be visiting the library once a fortnight for borrowing. They will be able to borrow in their own time before school also if they wish.



Testing for the childrens' reading level will commence in week 4. Please remember that your child's ability to work out what each word says is only half of the requirement for proceeding through the reading levels. Children must demonstrate an understanding of what they are reading before they can be

considered to be completely successful. To this end please make sure that you include questioning as part of your reading time at home so that your child has a clearer understanding of what they are reading. We have talked about creating a movie in our heads when we are hearing a story or creating one because visualisation is an important strategy for reading comprehension.

In **Maths** this term the children will be working intensively on their number skills through the use of Big Ideas in Number and Ann Baker's Natural Maths strategies. The children will be practising their subitising skills on a daily basis so that they are able to identify groups of objects very quickly without counting. The children will have many opportunities to demonstrate their knowledge of the Rainbow Facts, their ability to count on and their ability to count, recognise, model, represent and order numbers to at least 1000. The children will become confident recognizing doubles and near doubles. The children will be working on mental routines, problematized situations and reflecting afterwards on which strategies were most efficient.



In **Technology** this term the children will be working on their coding skills. We will be using the school's iPads to use the iPad programme Scratch Jr. The children will have a great time coding characters to move them around the screen and interact with each other. These skills will be used on several occasions later on in the year.



In **Science** this term the children will be working on the Primary Connections unit entitled Push-pull. The children will be learning that forces are at work in everything we do – we push to open doors, and pull to tie ropes. Gravity pulls on things to make them fall down or to keep them down. Scientists and engineers study forces to design better bridges and faster aeroplanes, and to reduce the forces that impact on people in car accidents.

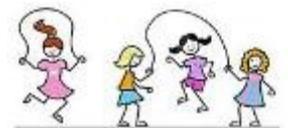


The *Push-pull* unit is an ideal way to link science with literacy in the classroom. The unit provides the opportunity for students to explore pushes and pulls. Through investigations, students observe and gather evidence about how these forces act in air and water, and on the ground. Students identify the effect of the pull of gravity and learn that both air and water can 'push'.

In **Health and P.E** in term 1, students will be focusing on keeping healthy, safe and active. Students will begin with 'getting to know you' games and activities to help them gain familiarity and confidence amongst their peers and environment.

In Health students will study the concept of Growth Mindset, undertake Growing with Gratitude exercises, as well as learning vital social skills to aid relationships and friendships, including identifying feelings and emotions. Students will also study Sun Safety, learning about the dangers and effects of the sun and how to keep themselves safe in line with the Sun Smart Program.

In Physical Education students will partake in various games that will support the development of their fundamental movement skills, including running, skipping, hopping, jumping and leaping. Students will participate in various striking games, including tee-ball and cricket, which will promote both individual growth and positive social skills in students, including team work, sharing, cooperation and communication.



*Please be aware that your child has Health and PE on **Friday** and therefore will need to **wear appropriate sports shoes, clothing and a hat** to be able to fully participate in lessons. They will also need a drink bottle of water to drink.*

This term in **Visual Art** students will explore the elements of art: colour, line, shape, texture, value, form and space. They will create art in response to range of books including, *Mix it Up*, *The Pencil*, *The Girl Who Never Made Mistakes*, *Dot* and *Beautiful Oops*, to

name a few. Students will experiment with a range of mediums including paint, pencils, textas and crayons to create original artworks.

Students will showcase their understanding of the elements of art through the development of textural flower collages inspired by Australian artist, Andria Beighton.



In **HASS** this term the children will be posing questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They will be comparing objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They will be sequencing familiar objects in order. The children will be visiting the Birdwood Motor Museum to experience how transport has changed over the last century and why those changes have occurred.

AUSLAN with Belinda Mentha

During first term, the students will be reviewing greetings, including self-introductions, Finger Spelling their own names and the names of their peers as well as cultural norms within the class and Deaf community. We will be focusing on birthday celebrations this term. The students will learn through sign games, songs, video, the use of ICT equipment, written and signed presentations and class interactions using the target language.

Music and Drama with Mrs Thomson

This term in music students will feel and show the beat of songs. They will practise reading and writing rhythms using ta, titi and za. Students will gain confidence when singing solo and 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.

Communication

Please do not hesitate to come and see me if you would like to discuss your child's education or any other matter that you need me to know. If it is a quick chat in the morning or after school I am more than happy to see you then, but if a longer chat is needed then please book a time that is most convenient to both of us.

Jenny Radoslovich



DOUBLE

Sometimes you do not need to count. Knowing your doubles can help you to add. Try doubling - it's fun!

How many dots on this domino?

Did you know that double 3 is 6?

How many dots on this domino?

Did you use a double?

RAINBOW FACTS

0 10 20 30 40 50 60 70 80 90 100

To add 30 and 70, think of rainbow facts.

$30 + 70$

If you know your rainbow facts to 10, you can use them with the friendly numbers.

To add a list of numbers, start by looking for rainbow pairs.

$28 + 65 + 83 + 47$

Natural Maths Strategies we will be using this term.

NEAR DOUBLE

Sometimes you do not need to count. Knowing near doubles can help.

How many pips on these two cards?

$4 + 5$ is near to double 4. Just say "double 4 is 8 and 1 more is 9". Double 5 is near to $4 + 5$ as well. Just say "double 5 is 10 and take away 1 is 9".

How many pips on these two cards?

Did you use a near double?