



Room 23 Overview Term 3 2022



Dear Parents/Caregivers,

Welcome back to term 3! I hope you all had a restful, productive and fun holiday break. I have used this time to re-coop, tidy and freshen up the classroom and plan everything ready for a busy Term 3. I even managed to sneak a few PJ days. The students were very excited to get back into the classroom and see their peers.

We have a full term with swimming at the Aquadome and a million experiences in which the children will be participating. It was great to see many of you all engaging in the schools communication platform, Class Dojo. I frequently share the students learning and experiences in the classroom to this platform, plus post all important information of upcoming events, reminders of notes and achievements. Please endeavour to keep this happening during this term so you don't miss out on anything.

Homework

For Term 3, students will again be required to read their take-home reader each school night. Please remember to use the comprehension question cards that I posted onto Class Dojo and spoke to you about during learning conversations. These are questions that you can ask your child before, during and after reading the book to help them comprehend the story which they are reading.

Upon reflection of student engagement with homework from last term, it was evident that a large number of students were not practising their spelling words each week. This was then affecting their success in their spelling and dictation tests at the end of each week. Students are expected to practise their spelling words at least three times a week. These can be found in their small memo books in their home-packs. The learning intention from this activity is to practise the common focus sound for that week (this will be able to be seen by reading through the words). Students can then practise writing out the words, making sure to remember what the focus sound for that particular week is, not just the spelling of those particular words.

Please remember that consistent attendance is vital to ensure academic and social growth within the students. If your child is absent for any reason from school, it is your responsibility to either let myself or the front office know. This can be via a phone call or Class Dojo message. If you know of any dates in advance that your child will be away, please let me know and I will mark this down for you. A reminder that school finishes at 3:00pm on Tuesday to Friday and 2:15pm every Monday.

Lets have a great term 3!
Miss Kelsey.

DIARY DATES

This term assemblies are held on Thursdays at 9am in the Hall in weeks 2, 4, 6, 8, 10

Pupil Free Day
Monday 8th August

Science Week
Monday 15th to
Friday 19th August

Early Years Swimming
Tuesday 16th to
Friday 19th August

Book Week
Monday 22nd to
Friday 26th August
With Book Week Parade
on Thursday 1st September

School Closure
Friday 9th September

3-Way Conversations
Monday 19th to
Friday 23rd September

Casual Day
with gold coin donation
Wednesday 28th September

Last day of Term 3 with early dismissal at 2:00pm
Friday 30th September

Term 4 commences
Monday 17th October

REMEMBER

- Students wear hats all year round!
- Bring a drink bottle of water
- Borrowing and returns from The Hive will now be from 8:15am-8:50am.

Overview

The first few weeks after students return from holidays, we will be working on re-establishing classroom expectations, building relationships and familiarising ourselves with the changes of the timetable. Students will still be having Miss Maddie every Tuesday for the last three lessons. During this time she will cover CPC (Child Protection Curriculum), shared reading via a class novel, and book making. Students will also be engaging in a program with me called 'The Zones of Regulation'. I will send out an information slip about this program and what it looks like in the first few weeks of term. And lastly, we have swimming coming up in week 4 which everyone is very excited about!



English

Learning in English will consist of the following areas:

- Spelling/Grammar – We will be using the Jolly Grammar program whilst also revising the Jolly Phonics blends.
- Writing – Students will be engaging in daily writing tasks in both explicit teaching lessons and activities. We will primarily be looking at information reports this term, whilst also revisiting narrative and persuasive texts.
- Reading – Students will read at numerous points of everyday via Paired Reading, Echo Reading and Choral Reading. They will be focusing on 'The Big Six' elements in particular using the Gradual Release of Responsibility Model. We will also be reading a class novel together called 'The Magic Faraway Tree' by Enid Blyton.
- Phonological Awareness – Students will be engaging in a program called *Heggerty*, which will support them with phonological awareness.
- Mentor Sentencing – Students will be completing activities that incorporate spelling, writing, reading and grammar each day via this program.
- Bump It Up Wall – This display will now have goals suited for information texts for students to aim to achieve, rather than narrative based like it was last term.
- Handwriting – Students will engage in two handwriting lessons per week.
- Guided Reading – I have worked over the holidays to develop and implement a Guided Reading program to infuse into our timetable this term. The first few weeks will be students familiarising themselves with it. After that, I will aim to have students engage in Guided Reading at least once a week.

Maths

This term we will be working on Measurement. In particular we will be learning:

- to tell the time to the quarter-hour
- to using the language of 'past' and 'to'
- to compare masses of objects using balance scales
- to compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units

Each lesson will incorporate a mental routine to begin the lesson, followed by a discussion of the learning intention and success criteria, before the explicit teaching takes place. Students will then complete an activity to solidify their understandings before reflecting on the learning.

The Big Ideas In Number program will be used throughout the term. Students will be working towards independent goals within a group. Some students have now passed the *Trusting the Count* component and are now up to *Place Value* which is very exciting.



Science/STEM

Learning in Science this term will be via the 'Primary Connections' program. For term 3 in particular, we will be following the unit entitled 'Water Works'. The Water works unit is an ideal way to link science with literacy in the classroom. This unit provides opportunities for students to develop an understanding of, and appreciation for, a precious natural resource.

Through investigations, students explore how water is used, where water comes from and how to use it responsibly. STEM learning refers collectively to science, technology and mathematics integrated with engineering as a process to solve problems involving complex thinking. For the next 2 terms the children will be conducting an inquiry project. They will be exploring ways to increase the number of native wildlife in our school grounds. The children will be conducting a wildlife audit, identifying what animals require to survive and thrive and discovering the ways that they can assist rather than disrupt the lives of the wildlife around them. If circumstances permit, the project will be culminating in an excursion to The Adelaide International Bird Sanctuary.



HASS

This term the children will be working on the topic of "Preserving the Past" In this unit the children will be challenged to think about why historical places are important and why they should be preserved. Starting with a lesson about the history of Port Arthur, the students investigate the different historical stages of one of Australia's most famous historical sites and reflect on why it's an important place. Students then consider the importance of Aboriginal and Torres Strait Islander history and look at Kakadu and Indigenous stories from their local area. The unit finishes with an opportunity to bring the learning from these lessons and the first unit together, where students reflect and consider why historical sites are important and why they should be preserved. The Key Inquiry Question is "What remains of the past are important to the local community and why?"

Health & Physical Education

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

also learn about the importance of building positive relationships.

The Term 3 Physical Education component includes participating 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.

Students will also practise all of the Sports Day events in which they will be competing to ensure that they are prepared for Sports Day in Term 4. This will assist in developing their fundamental movement skills.



Your child has Health & PE on a Thursday this term. Please make sure your child wears appropriate clothing and footwear to enable them to participate. It is also important that they bring a drink bottle to school to keep hydrated.

Mr Cuconits - Specialist Health/PE Teacher

Visual Arts with Ms. Dimitropoulos (weeks 1-5)

This term in Visual Art, students will engage with a range of CBCA Book Week stories, including 'Walk of the Whales'. Students will create their own sculpture of a whale using the papier mache technique.



Music & Drama (weeks 6-10)

In music, students will continue reading rhythms using ta, titi, za and ta-a and begin to introduce an even longer note, ta-a-a-a (the king). They will use xylophones to identify pitch direction, use ostinato patterns and play simple melodies.

In drama, students will participate in Process Drama, where the students become "Super Helpers" to solve problems within drama scenarios.



Mrs. Thompson - Specialist Music/Drama Teacher

AUSLAN

We have had a big term in our new classroom where we have been learning how to give information about ourselves such as our names and ages. We were also

excited to discover a new Bluey character who uses Auslan to communicate with his mum.



This term we will be focusing on understanding what is being signed to us and interpreting different pieces of information delivered in Auslan while learning about food and drink signs by playing and using flash cards as well as focusing on understand what our own personal signing space is.

Mrs. Neilsen - Specialist Auslan Teacher

Technologies

This term the students will be working on their Microsoft PowerPoint presentations. The students will be using the program to share their knowledge that they have gained around a variety of animals that we will be researching. If time permits, students will also be practising their typing skills via an online program called 'Typing Tournament' & practising their math skills via the online program 'Prodigy'.

Health & Wellbeing

Throughout Term 3, students will continue building positive relationships with both their peers and adults within the school, and take a more in-depth look at what a positive growth mindset is and how it can be used in order to be safe and respected at school. Students will then continue exploring the child protection curriculum.



Focus area 4: Protective Strategies

- strategies for keeping safe
- persistence
- network review and community support



*Kind regards
Kelsey Pitman-Newlyn*