

WELCOME POD1 - 2021 LEARNING

Dear parents/caregivers,

Welcome back to what will hopefully be another fantastic year at Ingle Farm East Primary. I am very excited at the prospect of working with new and returning students. As a teacher I approach learning by fostering quality relationships and creating an environment that values student opinions and beliefs, in turn this leads to a successful, safe and challenging learning environment. I am optimistic, positive and genuinely care about student wellbeing, success and happiness.

I set learning goals that provide achievable challenges for students of varying abilities and characteristics. Furthermore, I find learning which is connected to real world experiences critically important in student learning. I strive to incorporate student's interest where possible to further engage and encourage.

I have high expectations of all students in my class this year. As your child progresses through life it is important that they are able to develop the key skills to become strong independent learners. Learners who are responsible for their own actions and have the ability to actively problem solve when situations arise. Therefore, a lot of work will be done with students to help them develop the keys skills required to be responsible in managing their own time, behavior and meeting the high expectations expected of them.

Thank you!

WORK HARD AND BE KIND
WE CARE ABOUT EFFORT

- **ENGLISH:** Will be looking at creating complex narratives, as well as building on our understanding around persuasive writing. There will also be a recap and consolidation of the basic conventions of writing, editing and publishing.
- **MATHEMATICS:** This term we will be recapping and consolidating general number knowledge, fractions, percentage, decimal, conversion and using units of measurement.
- **SCIENCE:** We will be investigating Earth Sciences, including natural disasters.
- **HASS:** For History we will be looking into 'Research Skills'.
- **HEALTH:** We will have important lessons on general health as well as building skills in structured play via dedicated P.E lessons.
- **ART:** We will begin to explore some famous artist throughout history and their techniques.

We use many forms of feedback in Pod 1 to develop student knowledge and develop clear individual learning goals.

Specific and focused learning intentions and success criteria help to focus the learning and clear success criteria makes it easy for students to understand what skills/learning need to be able to demonstrate

CONTACT ME

Please feel free to contact me at school if you have any questions or issues relating to your child's learning and wellbeing. I am free most days after school, except for Tuesday, please feel free to contact me via the school, seesaw or email. I prefer seesaw, I am available between 8:30-4:00 to respond to inquiries, please keep in mind that I will be teaching most of the day and will strive to get back to you as soon as I am free.

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Thank you.

EXPECTATIONS

I have high behavioral expectations. As your child has now been at school for between seven to eight years I fully expect them to be able to follow simple expectations. Below is the basic expectations for our classroom.

POD 1 EXPECTATIONS

In Pod 1 we are a team of learners and teachers, we all as a team help to build a safe environment that is focused on not only learning but also developing decent kind people.

These are our most important basic expectation we follow as a class.

These behaviors are **not** acceptable in our class:

- LEAVING THE CLASSROOM WITHOUT PERMISSION**
- NEGATIVELY IMPACTING ON PEOPLE'S LEARNING OR TEACHING.**
- DISRESPECT**
- MAKING OTHERS FEEL UNSAFE**

LITERACY BLOCK

Each day we will be doing many literacy activities, we will focus on reading, writing, vocab, grammar and spelling.

We do many different types of reading, individual, peer to peer, guided reading, modeled reading and class reading.

GUIDED READING:

Each student does a minimum of one guided reading session a week (small group reading), in this session the learning intention is taken from the students reading assessment as well as the writing style we are doing at the time. We use this to develop key reading strategies and identifying key text elements. This all works to continue to develop each child as a balanced reader.

We will spend a lot time learning about the skills around '**The 4 Knowledge's of Spelling**'. For students to become proficient spellers, there are 4 different kinds of spelling knowledge they require.

PHONOLOGICAL KNOWLEDGE

A speller develops a deep awareness of the sounds in our language and their relationship with the letter combinations that represent the sounds in written form. They can segment words into individual sounds and syllables, blend sounds to form words, manipulate sounds, and recognize onset and rime.

ETYMOLOGICAL KNOWLEDGE

Students are also provided with the opportunity to explore word origins and history. Students explore the roots of words and word meanings and learn to recognise the relationships between words. They develop an understanding of how some words are derived and how the meaning of unfamiliar words may be determined by examining parts of a word and similar related words.

VISUAL KNOWLEDGE

Encourages students to look at words as a whole, as well as syllables and as individual graphemes. They learn to recognise spelling patterns and also to identify deviations from regular patterns.

MORPHEMIC KNOWLEDGE

As students continue to explore the words of our language, they start to discover more patterns and generalisations. As they look at the meaning of words and how words are formed, they discover that words conform to certain patterns and can also deviate from these patterns. This helps students to explore the formation of compound words and the use of prefixes and suffixes to change word meanings. Word building is explored and students look at how changes to a word create changes to the word's meaning and grammatical use of the word.

DATES

Here are some important dates for term one!

- ✿ **8/2-MEET THE TEACHER, 2:30 PM**
- ✿ **15/2- AGM, 3:30PM**
- ✿ **23/2-GOVERNING COUNCIL**
- ✿ **26/2- ASSEMBLY**
- ✿ **8/3- ADELAIDE CUP**
- ✿ **11/3- PUPIL FREE DAY**
- ✿ **16/3- GOVERNING COUNCIL**
- ✿ **26/3- SPORTS DAY**
- ✿ **1/4- ASSEMBLY**
- ✿ **2/4- GOOD FRIDAY**
- ✿ **5/4 EASTER MONDAY**
- ✿ **9/4- LAST DAY**

HOMEWORK

I 100% expect your child to read for fifteen minutes each night, reading regularly has many, many positive benefits. I will be giving out reading journals for the student's to fill in each night. You will need to monitor this and make sure that your child is reading. If not we will have to organise a time to catch up and work out a plan to ensure your child is reading.

I do not set generic "homework". However, if your child is not meeting my expectations for their work in class. They will take that work home and complete it, this about building independence and time management skills. Or they may be required to complete their work in the library at lunch time.

ATTENDANCE

It is critically important that you send your child to school every day and on time. We expect **95%** attendance rates for students. Missed days and late arrivals add up quickly, this has a negative impact on your child's learning and wellbeing.

COVID-19

Adults, including parents must continue to physical distance wherever possible, including at school pick up and drop off. This means that we are once again requesting that parents remain outside of the school buildings during school hours.

To support physical distancing we request that parents do not congregate in large groups around the buildings at the end of the school day and assemble in a shaded area such as under trees, outside the library or under our new sheltered area.

Personal hygiene will once again be reinforced and we ask that parents do not send children to school if they are sick.