

Term Dates

Week 4

Room 3 assembly
Sorry Day—Friday

Week 5

Reconciliation Week

Week 6

Friday Stephanie Alexander
Special Lunch

Week 7

Monday 12th June Queen's
birthday public holiday
Friday Room 3 Stephanie
Alexander Kitchen Garden

Week 9

Pupil Free Day - TBC

Week 10

Thursday – written reports to
go home

Welcome Back



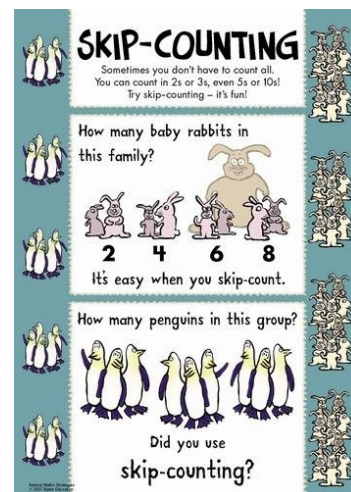
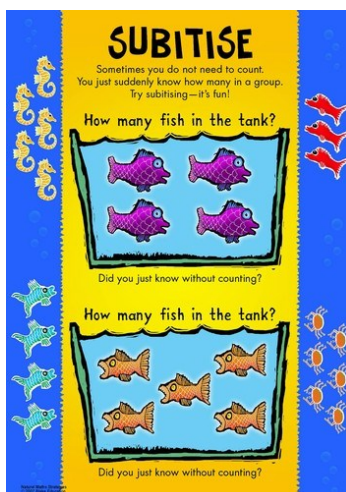
Welcome back after 2 wonderful weeks of holidays. I hope you and your family had a chance to relax together. This term we welcome Minori Hanada to our classroom. Minori is a pre service teacher who will be with us for the first 4 weeks of term. Minori will be practicing the craft of teaching with us and is looking forward to connecting with both the children and parents of Room 3.

Thank you to all the parents and care givers who came in to discuss their child's progress towards the end of last term. These meetings are very important so that you have a clear understanding of where your child is heading. Each child has their own goal to work towards this term, which was discussed at parent interviews and these are displayed on their place mat. If you have a spare moment, please pop in and talk with your child about these goals and see how they are progressing.

If you were unable to attend these interviews and would like to catch up now please do not hesitate to get in touch with me so a time can be arranged.

Curriculum — Maths

In Maths we use Ann Baker Natural Maths strategies to help the children understand the Maths they are completing and so they can verbalise their understandings using the correct terminology. The strategies we are focussing on this term are subitising and skip counting.



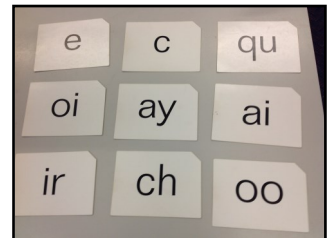
Curriculum — Reading

The most important homework a child at this level can do is to practise their reading. This will include practising sight words and phonograms. The goal is to be able to recognise and read these sounds automatically so that we can start combining them to make words.

To be able to read is not only being able to read the words but to understand what has been written as well. To help your child progress in this area we are in the process of learning reading strategies that will help their reading skills. Each time I listen to your child read I will attach a note in their diaries with the strategy/skill they need to work on for that week. It would be great if you could talk to your child about this strategy and help them practise it. Talking to your child about what they read is equally important. Asking questions and getting them to think more about the story/ characters etc. and why things happen, helps further develop their understanding.

Please record your child's reading each night as it helps me to understand if a child's reading is not progressing due to infrequent practice or due to other factors that may need extra help or intervention. I would encourage you to listen to your child read 4 days a week.

Reader bags and all the contents need to come to school each day.



Curriculum - Stephanie Alexander Kitchen Garden

This week and in week 7 it is our turn to be involved in cooking with Melissa Daralievski and Julie. Small groups will cook on a Friday and the class will share this food. This is a great way for children to try new food and develop their understanding of where our food comes from.



Curriculum - Wellbeing Classroom



As you may be aware this year both R/1 classes have been focussing on emotions through the Wellbeing Classroom using Kimochi dolls and 'Play is the Way' games to foster well-being within the classroom and individuals. For the first 4 weeks of this term we are fortunate to have a pre-service teacher working in our class for 1 hour per week. Adele started last Thursday and will continue until Thursday Week 4.

Reminders

Uniform: Keep up the good work with the children wearing school uniforms. It certainly makes a class look smart and helps the children feel a part of the school team. This term the older students will be keeping an eye on the UV rating to determine if the children need to wear **hats**. If the rating is for 3 or above on any given day a hat is needed. Please ensure your child has a named hat that can be left at school; this will help avoid any disappointment of not being able to play.

As the weather gets cooler the children start to wear their jumpers and then shed them when they get hot. Please **label** your child's jumpers so that lost property can be returned to its rightful owner. **A quick reminder that black or maroon pants are agreed school uniform without any emblems.**

Drink bottles: Although the weather is cooler it is still a good idea for the children to have a water bottle at school. Easy access during the day minimises disruptions to work time. It is also handy when the children have tickly throats so they can sip on water if necessary – sipping water is better for sore throats than cough lollies, as these can cause damage.

Tissues: With the cooler weather and winter approaching I am sure we will have many runny noses in the class. If you have not done so already we would appreciate the donation of a box of tissues. Thank you to those families who have already sent a box in.

Head Lice: It appears our room is a popular place to be this year, so can you please be vigilant about checking your child's hair for lice or eggs. If you do find evidence of these annoying little critters please treat your child according to the instructions on the packets and then inform me so a note can be sent out to remind other parents. If everyone checks their child's hair we may be able to stop the cycle. Your child's confidentiality will be maintained at all times.



Parent Workshop - Spelling/Phonograms/Reading

When speaking with parents at 3 way interviews I spoke about the phonograms and that we would be moving into spelling dictation this term. I am happy to run an afternoon or evening session for parents so you can familiarize yourself with the approach I use to spelling and develop a deeper understanding of the importance of the phonograms. Please see me or write a note in your child's diary indicating whether you would like a session like this and I will arrange it as soon as possible.



English:

Spelling
60/45 phonograms
oral and written reviews
Rule 4 - Sounds at the end of syllables
Spelling dictation
Writing
phonograms 1 - 45
base line, mid point, line above
simple sentences & punctuation
write a dictated sentence/word
Narrative & procedural writing
Reading
guided reading - reading strategies, sounding and blending, using punctuation
retelling the story in sequence
comprehension strategies - In the book/ in my head; making connections
read selected sight words
Text structure - narrative texts



Japanese: Sensei Shannon

- * Self- introduction in Japanese
- * Numbers in Japanese. Children will be able to say and recognize numbers 1 - 10.
- * Children will learn how to receive items and say "thank you" in Japanese.
- * Hiragana alphabet: developing ability to read and write hiragana letters.
- * Introducing some katakana letters and kanji through names and numbers.
- * Japanese culture: Tanabata festival (Star festival).

Health and PE:

- School / class rules - A choice behaviours
- Kimochis - feelings
- Powerful Learners - growth mindset
- Brain breaks
- Healthy Mind Platter



Room 3 : Term 2 Overview : Mrs Fulton

In Room 3 we will be the best we can be by ...
Following 5 L's of good listening
Following all adult instructions
Working hard
Having "safe hands"



Humanities and Social Sciences

History
How the past, present and future are signified by terms indicating time, as well as by dates and changes that may have personal significance eg birthdays, celebrations or seasons.
How stories of families and the past can be communicated for example through photographs, artefacts, books and museums.



Maths:

Number and Algebra
subitise small collections of objects
Sip count by 2's, 5's and 10's from zero
count collections to 100 by partitioning numbers using place value
Measurement
Give and follow directions to familiar locations
Describe position and movement

Statistics and Probability
identify outcomes of familiar events involving chance using everyday language such as 'will happen', 'might happen'



The Arts:

Visual Arts -
Kandinsky's Concentric Circles using different mediums, dot painting, symbols
Media Arts/Music - Mrs Costello
rhythm, pitch, dynamics and expression, form and structure, timbre and texture
Students making and responding to artworks using different technologies.

Science:

Physical Sciences
"Sounds Sensational" (complete)
Earth and Space
"Up, Down, All Around"

