

# Room 3 Term 3 Newsletter



OMG! What a crazy world we live in. It was great to be back on Monday and Tuesday and now look at where we are— online learning, phone calls from teachers, and parents working with their children from home. Who would have thought?



I just want to say thank you to all parents for the work you are doing with your children during these unusual times. Please remember that your day at home is not like a school day and if your child works for 15 mins and then has a break and does more later, that is perfectly acceptable. You have to manage your homes in the way that suits you best. I can't wait to see everyone once lockdown finishes!

I have attached a term overview outlining the areas of learning for the term along with some reminders and term dates.

Belinda

## Expectations - Individual Learning Goals

All children have their individual learning goals that I helped them set throughout last term. It is expected that the children can verbalise what they are working towards so they know when they achieve them. Although this may sound intimidating it is pleasing to see many of the children being able to explain in their own way what they are working towards. The benefit of starting with learning goals in the early years is that by the time the children reach middle and upper primary they have a better understanding their learning and they have more confidence to take on more challenging tasks, regardless of their ability. When I'm back at school I will attach a photo of your child's learning goals in Seesaw so you can see what they are working towards.



## Reading

A reminder that the Department for Education sets reading goals for our children. These are:  
Reception - Level 5 by the end of term 3  
Year 1– Level 13 by the end of term 3.

I am happy to say the Year 1's are well on their way to achieving this goal and I'm pleased that so many of the children are practising their reading at home. Please keep this going.

All Reception children now have a decodable text that they are taking home to practice with. We use decodables to start with as the sounds in these books are predictable and they can practice their decoding skills - 'Fred talking' to read these books. Please don't read the books to your child before they have a go. It is most important that they use the skills we teach in Read Write Inc so they become automatic. Encourage sounding out rather than guessing at words.

The children will also bring home lists of high frequency words to practice as this will help them to reach the reading goal of Level 5 texts.

If you want more information about the difference between decodable and levelled texts please don't hesitate to ask.

- Reading diaries: Please continue to fill in your child's reading diary each time they read. Aim for at least 3x a week, so the children can keep moving up our Home Reading wall.
- Premier's Reading Challenge: Use the readers they practice with at home to continue filling in the Premier's Reading Challenge sheet. This finishes at the start of September!!



# Room 3 Term 2 Newsletter

**Winter:** With winter well and truly upon us there have been 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.

Please continue to send a water bottle to school even if the weather is cooler so your child can access a drink easily during lesson time to help with tickly throats.

If your child is unwell please keep them home so the spread of germs is minimised and contact the school via Seesaw, phone Deb in the front office, or speak to me.



**Uniforms:** I understand that the children are wearing layers of clothing to school. They certainly need to be warm when outside at recess and lunch time but then shed a layer in the class. Although we remind the children to put their jumpers in bags, inevitably there are always some left lying around.

**Please, please, please** put your child's name in their jumpers so we can return them to their rightful owners. I'm sure you don't want to keep buying new clothes and I can not possibly know which jumper belongs to which child.

**Headlice:** These annoying little critters are a fact of life anywhere there are children in close contact with one another.

Please check your child's hair on a regular basis and keep long hair tied back. If you do find live lice or eggs, please treat your child's hair before sending them back to school.

It is important that you also let one of us know, so a note can be sent home to all families.

**Interviews:** Parent teacher interviews will be taking place in week 9. Closer to this date you will be able to book in your time to come in and discuss your child's progress and goals. As always, if you have any questions or queries, please feel free to contact me on Seesaw or catch me in the yard in the mornings.

## Upcoming Events

### Aug 3rd

Governing Council

### Aug 16th - Aug 20th

Science Week

Yr 1's - Phonics Screening Check

### Aug 23rd - Aug 27th

Book Week- "Old worlds, New worlds, Other worlds" theme

Wednesday- Book Fair

Friday- Book week performance

Dress up day TBA

### Sept 6th

Pupil Free Day- Show Day

### Sept 8th

Stephanie Alexander Kitchen Garden

### Sept 10th

Room 3 assembly item

### Sept 13th – Sep 16th

Parent Interviews

### Sept 24th

Last day of term—2.05 dismissal

# Room 3

# Term 3 Overview

## English:

### **Listening and Speaking**

- Read Write Inc – correct pronunciation of speed sounds, blending sounds, Fred talking
- Review sounds - Set 1/2/3
- Narrative texts – understanding the features
- High frequency words
- Guided reading

### **Writing**

- Read Write Inc – hand writing – correct letter formation, using Fred fingers to spell words
- Simple punctuation – capital letters and full stops
- Recount writing
- Narrative writing
- Simple sentences

### **Reading and Viewing**

- Read Write Inc - Reading green words, ditties and group texts
- Guided Reading—narrative text structure
- Using Fred talk to decode unknown words
- Premiers Reading Challenge

## Digital Technologies - Ms Princi

Sustainability to take care of our school environment.  
Eg rubbish reduction, gardening.

Graphing information about our school environment.

## Science - Ms Princi

Physical Sciences - Energy

Light, sound and heat energy - how do we produce and sense it?

## Maths:

### **Number and Algebra**

- Money - recognise, describe and order Australian coins
- Yr 1: count collections to 100 by partitioning and using place value & model, read and write numbers to at least 100
- Rec: compare, order and make correspondences between collections & connect number names, numerals and quantities up to 20

### **Measurement & Geometry**

- Yr 1: tell the time to the half hour & describe duration with weeks, months, years and seasons
- Rec: connect days of the week to familiar events & compare and order duration of events using the language of time.
- Yr 1: Give and follow directions to familiar places
- Rec: Describe position and movement

## Humanities & Social Sciences:

### **Geography**

- The place people live in and belong to, their familiar features and why they are important to people & the natural, managed and constructed features of places, their location, how they change and how they can be cared for
- The reasons why some places are special to people, and how they can be looked after & activities in the local place and reasons for their location.

## Health & PE - Mr Baker & Mrs Fulton

- Child Protection Curriculum
- Healthy Eating & benefits of movement and physical activity
- Fundamental movement skills and manipulative skills in basketball and netball - throwing and catching, as well as dribbling and shooting.
- T-ball skills