## Introduction

Welcome to P2. This year Merilyn Knott will be working in the class room on Monday, Tuesday, Wednesday and Friday, whilst Adriana Aucello will be working in the classroom on Thursdays.

We are a class of 30 Year 4 students. We are looking forward to supporting the students in consolidating their previous learning and providing opportunities to extend their knowledge and thinking skills, whilst having an interesting year full of new challenges and experiences.

As well as working in our individual class groups we will be working together with P1 and P3. The students will be encouraged to collaborate within the 3/4 team. We will also be organising clinic groups when appropriate across the team and combining for many fitness sessions.

Establishing a strong, effective and open relationship with students and parents/caregivers is important in our role as educators. In our relationship with students we ensure responses are positive but honest and show respect and fairness to enable all to flourish.

Through our Social Skills program and the school focus on the Joy program we hope to encourage students to make positive choices and decisions about their life and learning.

Over the year, in line with the school plan, our focus is also to help students develop their 21st century skills of Self-Regulation, Collaboration, Knowledge Construction, Real-World Problem-Solving, ICT for Learning and Skilful Communication.

This year we are implementing the Kathy Walker Approach. The key areas of our focus will be creating a positive learning environment, a communication board, continuing with Circle Time/Class Meetings, Clinic Groups, and Focus Students. Most afternoons will have a focus on using the Connected Curriculum (incorporating STEM) to undertake our Education Research Projects.

We are very pleased to see the class already working well and all students making a pleasing, committed and enthusiastic start. We look forward to working with you and your child this year to further their learning.

I hope the following information is useful. Please remember that our programs are constantly being reviewed to meet the needs of the students and the following summary may change.

## Expectations

After discussion we negotiated our class expectations

- Be Safe
- Listen and think
- Share, cooperate, and help others
- Be friendly and respectful
- Focus and think about work
- Always persist and do your best
- Work without disturbing others
• Give eye contact to the speaker
• Be organised and look after your things

Following class expectations will lead to many positive consequences and experiences and encourage the children to “Aspire and Soar”

Consequences
The following steps are followed to help students who need to redirect their focus and meet classroom expectations
1. Reminder to follow expectation and probable loss of a Dojo point
2. Class Time Out
3. Buddy Class – removal to another classroom
4. Office Sit Out – Counselling from Admin Staff
A proforma informing parents of children reaching step 3 or 4 will be sent home and will need to be signed and returned to me the next day.

Routines

USE OF BLUE WALLET /DIARIES
The blue wallet contains their Reading Log, Spelling Log, Personal Reader, Homework, Notices and Spelling / Communication. It is important that this goes home and is returned daily.

The Communication book fulfils a very important function in helping your child to be organized. It will be used every school day. Your child is responsible for their homework and organising themselves. I would appreciate it if you could check the diary regularly but you are not required you to sign it unless you want. Feel free to write notes and comments, either as encouragement to your child or a note to us.

It will be used as an important means of communication. If for some reason your child can not participate in the 12 minute run on Fridays or unable to complete set homework a diary note is an easy way of informing me.

Library time is Tuesday afternoon (even weeks) or Wednesday (odd weeks).

Homework

It is also expected that your child will be practising their personal spelling words, reading and revising their maths tables daily.

Set homework should be entered into diary for each day. It will usually be a spelling task. This occasionally will be the completion of work begun in class or tasks which complement class tasks. On occasions your child may have finished this work at school but I still encourage them to take it home and show you their work.

The usual weekly routine will be
• Monday : Write out spelling words three times.
• Tuesday: Write 4 sentences containing spelling words.
• Wednesday: Complete spelling activity sheet.
• Thursday: Mathletics.
(If homework is not completed, a note of explanation would be appreciated)
## Curriculum Areas

### ENGLISH

English (The Australian Curriculum) is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- **Language**: knowing about the English language
- **Literature**: understanding, appreciating, responding to, analysing and creating literature
- **Literacy**: expanding the repertoire of English usage.

This term

- **Spelling**
  - Set activities will reinforce spelling rules, syllables, vocab, use of dictionaries, word usage, word building etc.
  - 12 words weekly, from lists and personal Spelling Log.

- **Writing**
  - Aspects of grammar and formalities will be taught.
  - Time will be spent discussing sentence construction, good editing procedures and paragraphing.
  - Students will be expected to plan, draft, proofread & edit, then publish set pieces of text. This term we will be focusing on Narrative and Report writing.

- **Reading and Viewing**
  - Comprehension skills, reading for interest, research skills, oral reading, will be covered through group guided reading, personal and class tasks, and home readers. Some students will choose their home readers from the library and others will continue to read books from the levelled boxes as well as the library. Most students will be expected to complete a Lexile Quiz on the Lexile book they choose from the library.

- **Listening and Speaking**
  - Students are encouraged to speak confidently, clearly and to express their opinions and ask questions.
  - Listening for details, meaning, understanding, information and instructions are skills reinforced by a variety of activities.

### MATHEMATICS

Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry (on Thursdays with Ms Aucello), and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

This term new learning in the areas of

- operations
- number
- measurement
- graphing

will be especially emphasized. Mental tasks will be completed each day to reinforce students' learning. These mental tasks are not meant to introduce new work or concepts but to consolidate previous learning. However some children will have to practise at home to revise or establish a sound recall of number facts, as this is the foundation for all our maths work.
EDUCATION RESEARCH PROJECT
Our Inquiry question for this term is ‘Can all living things flourish?’. Within this inquiry we will be covering our Science, HASS and Design and Technologies. The big ideas are:
We make choices about where and how we live and we need to consider how this affects other living things and our planet.

We need to promote and maintain a healthy life for all by looking after our own bodies, the planet on which we live and the other living things with which we share the earth.

Who we are, who came before us and traditions, values and practices that have shaped and can influence societies.

When we develop solutions to meet needs we need to consider the benefits and risks on future liveability, economic prosperity, environmental sustainability to create a preferred future for all living things.

INFORMATION TECHNOLOGY
• Regular use in class of laptops to expand students use of word requiring students to use new tools and processes. Use of ICT for research and publishing.

• Mathletics and Lexile programs.

VISUAL ARTS
• Class tasks associated with units of work.
• We will explore new art skills and experiment with a range of traditional and emerging techniques.

Specialist Lessons

JAPANESE
Okaerinasai – Welcome back! It's exciting to see all the students back at school and ready for a great year of learning. Here is what will be happening in the Nihongo Room in term 1.

We will start the year learning about Oshōgatsu – Japanese New Year – the traditions, customs, symbols, holidays and Zodiac. This is alongside focussing on the skills of being a successful language learner, initiating some aspects of the Joy Project and looking at our four school values and classroom expectations.

Our theme for the term, “Being Japanese,” links beautifully with our school’s Cross Curriculum Big Question “Can all Living Things Flourish?” as we explore the lives, experiences, values and relationships of Japanese children living in Japan.

Year 3-4
Students will interact with others to exchange information about themselves, and their lives, comparing them to Japanese children’s lives. We will increase their ability to express praise, support and respect for others in Nihongo. They will show that they can follow instructions and directions by responding appropriately, and use simple questions and statements of their own. Students will locate and make use of points of information in familiar texts associated with people and places. We will continue working on developing their understanding of basic grammar and sentence structure.
JOY PROJECT
Skills in the PEARL room this term
Gratitude: One of the easiest ways we can add joy to our lives is by practising gratitude. Gratitude is when you feel thankful for some positive aspect in life, whether it is a person, an object or an experience.
Kindness: When someone performs an act of kindness towards others, it has a powerful ripple effect, because both the person who received the kindness and the person who performed the act benefit from it. Learning to be givers shapes children’s values and provides greater opportunities to develop kindness as a virtue, which improves their lives whilst also reducing violence and bullying. This also ensures greater joyfulness in their lives.
Love: Love is more than an emotion or an intangible connection; it is indeed a truly tangible action. If everyone treated others with love, it would guarantee to make the world a nicer place. Students will be involved in activities targeted to acts of kindness, consideration, respect and compassion. This will bring greater joy into all their lives.
Forgiveness: Teaching students to forgive is an essential life skill that will make navigating childhood into adolescence and even further into adulthood easier. Holding onto anger and resentment is a sure recipe for anxiety and stress for both children and adults. The earlier that forgiveness can be taught and reinforced, the earlier we can prevent our children from taking on the victim role, and in turn helping to prevent anxiety. It is vital for kids to learn that they can be forgiven and acknowledge that they can forgive others.
Compassion: Compassion radiates from the heart along with love, kindness, caring, forgiveness and acceptance. The essence of compassion is connection and communication. Students will be focusing on connections particularly where they are kind and empathetic. Compassionate kids truly make a difference in this world.
Regards: Desy Pantelos.

PE NIT TERM 1 2017
I offer 45 minute sessions once a week with most of our F-5 classes this year, often in 3 week blocks to reinforce individual sport skills. I also work with class teachers, combining our PE programs to practise these skills. And I always encourage children to enjoy some ‘ PE homework ’ with family. Can you help?
My PE focus for early years (F-2) is fundamental movement skills, exploring locomotion (throwing, catching, running, skipping etc.). For primary years (3-5) it is games and sport. My focus for the first assessment will be ‘ throwing and catching ’ for each F-5 student using a variety of equipment, targets and games to suit all ability levels.
My second block will be the ‘ HotShots ’ Tennis Program, Tennis Australia’s official development program for primary aged children: using tailored equipment, including smaller courts, racquets and low compression balls ensuring children are introduced to tennis suited to their age and skill level.
My third focus will be cricket skills for our F-2s, using the excellent Milo ‘ in2 Cricket ’ resource and dovetailing with in - school clinics run by SACA. Our primary and middle years will work on advanced cricket skills and games, boosted by the free SACA clinics.
All sessions begin with a warm up e.g. red rover, rabbits hares ‘ n ’ foxes, passport, do you dare?, relays etc. During hot weather, indoor activities will include indoor or scooter hockey, twin towers, gaga ball and dodge ball.
We have won a further ‘ Sporting Schools ’ government grant of $2500 for term 1 this year to employ coaches for F-7 skill clinics: to kick off we ’ ll employ Volleyball SA. I continue to explore free clinics offered by our local community sporting bodies e.g. Basketball SA, book them up, and incorporate them into our PE program.
I’m looking forward to a fun, active term.

Terry Ahern
KPPS Sport Teacher
**PERFORMING ARTS**

In Performing Arts, students will connect the traditions and practices of Aboriginal and Torres Strait Islanders and modern elements of the arts to relay dreamtime stories through movement and song.

Storytelling in Indigenous Australia was a means to pass on culture and identify from generation to generation. Students will be using Dreamtime stories as a stimulus to inspire dramatic and contemporary dance works that uphold the integrity of the culture.

**Year 3-5**

In Music, students will be exploring rhythm by experimenting with sounds, silence tempo and volume.

In Drama, students will use body movement and expression to communicate dreamtime stories.

In Dance, students will explore body movement to choreograph dances that communicate meaning of a chosen dreamtime story. Students will critically appraise a work from Bangarra Dance Theatre to explore how the elements of dance that create meaning, especially that of Aboriginal and Torres Strait Islander culture.

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**Useful Web Addresses**

- [https://slz04.scholasticlearningzone.com/auth/intl/Login/AUS4RTD](https://slz04.scholasticlearningzone.com/auth/intl/Login/AUS4RTD) (lexile)

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**Extra Assistance**

Teresa Marshall is the Special Education & Literacy Intervention Coordinator. Maria Harrington is the EALD Literacy Support teacher. Extra assistance will be provided by School Services Officers who provide structured learning programs for students with specific needs, e.g. English as an Additional Language or Dialect, Negotiated Education Plans, Individual Learning Plans, Literature and Information Literacy support. Cooperative planning with teachers takes place to meet classroom and individual student needs. Student support is coordinated and taught through one on one, small group and in-class support. School Support Officers are integral to these programs for students with identified needs.

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**Learning Buddies**

The students have a buddy class with whom we share learning and social skills activities. This year we will work together with the year 1 students in U4 (Ms Lekkas.)

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**Important Dates**

- Acquaintance Evening: Tuesday 7th February 2017
- Swimming Term 2

See Newsletter updates.