Introduction

Dear Families

Welcome to U4 and another exciting year of learning! Heather and I are looking forward to working with your child. I will be working on Monday, Tuesday, Wednesday and Friday and Heather will be working on Thursday. This year as a whole school we are implementing a connected curriculum that incorporates all learning areas, which is centred around a focus question. This term's focus question is "can all living things flourish?" In addition, the school is beginning our journey towards implementing the Walker Learning Approach from Foundation to year 7. Key aspects which will be trialled this term are; focus students, investigation and reflection. The following is important information on our class procedures and the curriculum content for this term. If you have any questions or comments regarding your child's education, please don't hesitate to make an appointment to come and see me.

Maths

Maths is taught at an explicit level through practical and integrated activities that build on previous mathematical knowledge. This year we will be covering mathematical skills and knowledge in the following content strands: Number and Algebra, Measurement and Geometry and Statistics and Probability.

This term students will be focusing on place-value, developing confidence with number sequences to and from 100, partitioning numbers, and solving simple addition and subtraction problems. In addition, we will also be focusing on length and area. Students will be estimating, measuring and comparing lengths using informal units. This will be done through a range of hands-on activities with the use of various concrete materials.

Further information regarding Mathematics and the Australian Curriculum is available at the following link: http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?layout=1#level1

English

Each morning students are engaged in a literacy block where reading (shared and guided), writing, phonics, spelling and comprehension is explicitly taught and practised. Students will be introduced to a wide variety of strategies to assist with further developing students’ accuracy and fluency and extending their sound and sight word knowledge.

Our focus for writing this term is on the structure and language features of recount and narrative texts. Students will be explicitly taught the structure of a recount whilst also looking at sentence structure and punctuation. In addition, students will also be reading, deconstructing and comparing texts with the opportunity to create oral and written narratives through a variety of independent and group activities.

In spelling our focus will be on the sounds of the alphabet, where students will be introduced to a variety of word families, blends and digraphs. This term students will be focusing on 'ch', 'sh', 'th', 'ng', 'ph', 'ck', suffix 's', 'qu' and 'wh'. To assist students with building their vocabulary, spelling words will be given out on Mondays and glued into their homework book to practise at home ready for a spelling test on Fridays. In addition, students will be engaging in an author study on
Pamela Allen where they will be identifying the style, genre and comparing characters and texts. Further information regarding English and the Australian Curriculum is available at the following link: http://www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1#level1

**Science**

In Science this term we will be focusing on Biological Science, in particularly looking at living things. Students will have the opportunity to observe the features and behaviours of small animals, learning how they move, feed and protect themselves. This will provide students with a better understanding of the importance of adaptation and survival for animals in their habitat. U4 students will be working with U6 students as they develop their skills to conduct, investigate, process data, predict and communicate their thinking.

For further information on the Science Curriculum please see the link below: http://www.australiancurriculum.edu.au/science/curriculum/f-10?layout=1#level1

**HASS – Humanities and Social Sciences**

The learning in HASS will focus on History for terms 1 and 2. The content explored will allow students to share ideas and pose questions about similarities and differences in family life over recent times and how people may have lived differently in the past. This is an ideal avenue for our “Connected Curriculum” question about living things flourishing.

**Specialist Areas**

This year students will be provided with the following specialist lessons:
Positive Education (with Desy Pantelos on Fridays)
Japanese (with Belinda Brenan on Wednesdays & Fridays)
PE (with Terry Ahern on Thursdays)
The Arts (With Tiffany McCallum on Tuesdays)

Japanese:
Students will participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to develop understanding and convey meaning based around our theme. They will also participate in shared listening, viewing and reading of texts, and respond through singing, role-playing, drawing and actions. We will begin to recognise and copy some hiragana and a few high-frequency kanji as well as notice that there are differences in how language is used in different cultural and social contexts, especially important for children to understand.

Physical Education (PE):
Terry offers a 45 minute session once a week. The focus for this term is fundamental movement skills and in particularly exploring locomotion (running, skipping etc.). All sessions begin with a warm up and during hot weather, students will be involved in indoor activities such as indoor hockey, gaga ball, and towers.

Performing Arts:
Performing Arts will be covering Music, Drama and Dance. In Music, students will become aware of rhythm and demonstrate aural skills by keeping in time when listening to and practicing music. Students will learn an Indigenous lullaby as a performance item. In Drama, students will explore body movement and expression to communicate dreamtime stories. In Dance, students will become aware of how their body can move exploring locomotor and non-locomotor movements.
Positive Education:
In the PEARL room this term students will be exploring the following skills:

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.

Morning routines

Students are to:
1. Walk in quietly and hang up their bag on their hook.
2. Put their reading/take home pouch on their table.
3. Take down their chair.
4. Put lunch orders in the lunch basket.
5. Hand up any notes or information via the communication book.
7. Students sit on floor ready to begin lesson time.

Library Day / Computers

U4 visits the library every Wednesday morning and during this time the class gets the chance to have a browse in the library and also the opportunity to do their borrowing. When your child has finished reading their borrowed books they can place it in our ‘Book Returns’ basket in the classroom so that they may be able to borrow again.

In ICT we will begin with safe use and care of the laptops, how to logon, then locate and use programs and websites that support learning, eg ABCYA, Scootle, blog, keyboarding skills.
<table>
<thead>
<tr>
<th>Parent Helpers</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Kidman Park Primary we value the support and expertise parents can bring to the classroom. If you have a special skill that you would like to share with the students or are able to volunteer for reading or support the activities during literacy block please let me know. Please note that it is a DECD requirement that all volunteers need a DCSI History Screening. To access a form please go to the following link: <a href="http://www.dcsi.sa.gov.au/services/screening">http://www.dcsi.sa.gov.au/services/screening</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Important Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquaintance night is week 2 on Tuesday the 7\text{th} of February.</td>
</tr>
<tr>
<td>U4 and U6 will be hosting assembly in week 7 on Tuesday the 14\text{th} of March at 2:15pm.</td>
</tr>
<tr>
<td>School photos are in week 10 on Wednesday the 5\text{th} of April.</td>
</tr>
</tbody>
</table>