

Room W12's Newsletter

Term One

Welcome

Welcome to the 2018 school year. The students have settled into the class exceptionally well and learning is well underway. A warm welcome to new students and families. I am looking forward to a fantastic year with the class. I will be encouraging students to reach their full potential by having high expectations for them and having very clear behaviour guidelines for them to follow.

The purpose of this newsletter is to inform you about the curriculum your child will be learning this term.

This term we will be covering the following:

Important dates

- 13th February - Tuesday - Parent acquaintance night
- 16th February- Friday- Gathering at 9am
- 9th March - Friday - Gathering at 9am
- 3rd April - 6th April
Parent/Teacher/Student interviews
- 29th March - Gathering at 9am
- 30th March - 2nd April - Easter long weekend
- 13th April - End term 1 - 2pm dismissal

Mathematics

Throughout the term students will be learning about:

- Addition, subtraction, multiplication and division
- Place value
- Number properties
- Efficient mental and written problem solving strategies
- Estimation and rounding to check the reasonableness of answers
- Converting units of time
- 12 and 24 hour time
- Comparing regular and irregular shapes
- Comparing, describing and connecting 2D and 3D shapes
- Continue consolidating Natural Maths strategies
- The proficiency strands understanding, fluency, problem solving and reasoning will be embedded into all mathematics learning

Science

The learning outcome for Science this term is understanding that living things have structural features and adaptations that help them to survive in their environment

Students will

- explain how particular adaptations help survival such as nocturnal behaviour, silvery coloured leaves of dune plants
- describe and list adaptations of living things suited for particular Australian environments
- explore general adaptations for particular environments such as adaptations that aid water conservation in deserts

During this investigation students:

- follow instructions to pose questions for investigations and predict the effect of changing variables when planning an investigation.
- use equipment in ways that are safe and improve the accuracy of their observations.
- construct tables and graphs to organise data and identify patterns in the
- compare patterns in data their with predictions when suggesting explanations.
- describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.

HASS

Humanities and Social Sciences with Kath

History lessons will be based on the following Inquiry Questions

- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

The following Inquiry Skills will be taught during lessons

- Questioning
- Researching
- Analysing
- Evaluating and reflecting
- Communicating

Digital Technology and Design and Technologies

This term we will be learning computer coding using the program Scratch. Students will be creating their own computer game or animation. We will also be using a 3D modelling program called Sketch up which is used by architects, designers, builders, makers and engineers. Students will also have many learning opportunities with these subjects during STEM lessons.

Other subjects

For specialist teachers curriculum information please read individual teacher's newsletters.

Health and Physical Education will be taught by Michael .

Japanese will be taught by Erin.

The Arts will be taught by Michelle.



English

Receptive modes (listening, reading and viewing)

Students will learn to explain how text structures assist in understanding the text. They will develop their understand how language features, images and vocabulary influence interpretations of characters, settings and events.

When reading, they will learn to decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. Students will learn to analyse and explain literal and implied information from a variety of texts.

Students will learn how to describe events, characters and settings in texts and listen to and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students will learn about language features to show how ideas can be extended. They will then develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students will create imaginative, informative and persuasive texts for different purposes and audiences.

Students will make presentations which include multimodal elements for defined purposes and contribute actively to class and group discussions, taking into account other perspectives. They will select specific vocabulary and use accurate spelling, grammar and punctuation and edit their work for cohesive structure and meaning.

Please feel free to contact me through my email
Amy.Baker316@schools.sa.edu.au or Class Dojo.

Kind regards,
Amy Goalder

