Gum Valley Primary School

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Dear Parents,

We welcome you back to Term 3 and hope you had a relaxing holiday break. We are now officially halfway through our PP and Yr. 1 learning programs!

Term 3 contains our 100th Day Celebration, Science Week and Sports Carnivals. Please note due to COVID-19 Book Week has been moved to Term 4, along with NAIDOC Week.

Please find attached our program/overview for Term 3:

**Staff**

This term, we welcome *Emily Biondillo* (Miss B), from *Notre Dame University,* to our classroom. Emily will be with us for all of Term 3 and I am sure you will make her welcome. We love having student teachers in our classroom; the fact that it lowers the student to adult ratio, gives our students more one on one interactions and increased learning opportunities.

**Drop Off/Parent Helpers**

We ask you to continue dropping off and picking your child up at the door. We can have parent helpers but no younger siblings. If you are available, we would love your assistance to work with a group and/or listen to children read and complete their sounds.

We will also place our laundry roster at the door, which we would appreciate you adding your name to.

**Term Three Themes/Topics**

We will be completing a 15 Week HASS geography theme, which will take us into Term 4. The big questions we will be exploring within in this unit of work will be:

* What are the places around us?
* *How are places different?*
* *What does our World Look Like?*

The big question, *What does our World look like*, will be a shared unit of study by all classes form PP- Yr. 2. This will give PP- Yr. 2 classes opportunities to work collaboratively together. We have planned a PP- Yr. 2 excursion to Kings Park in Week 9 and we will send out further information on this event closer to its time.

**Reports**

Should you have any queries about your child’s Semester 1 Report, please come and speak to me. Due to Covid-19, this is the first time we have had reports without grades and we would appreciate feedback. At this stage, our understanding is that Semester 2 reports will have grades.

**Literacy Focus**

In **Pre-primary**, our **Letters and Sounds** program, operates from Mondays to Thursdays from 12:45-1:15pm. Within these sessions, we have tested, and grouped students based on their knowledge of letters and sounds, so we can teach them all at their point of need. We will continue to re-test and readjust our groupings throughout Term 3.

**Yr. 1 Letters and Sounds** sessions, will continue to take place on Mondays to Thursdays from 12:30-1:15pm. Once again, students are tested and placed in groups based on their needs, with students being re-assessed and grouping adjusted where required throughout the term.

Additionally, within Pre-primary, we will have a specific sound and letter focus each week. This allows us to focus on letter formations and create an art piece around the reviewed sound. This weekly focus looks like this in Term 3:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Wk. 1 | Wk. 2 | Wk. 3 | Wk. 4 | Wk. 5 | Wk. 6 | Wk. 7 | Wk. 8 | Wk. 9 | Wk. 10 |
| Letter/sound focus: | y | w | x | v | z | qu | ch | sh | th | ng |

All students will continue to have opportunities to use their sound knowledge to attempt to write and decode words. We continue to encourage students to write and have a go by completing daily-modelled writing and reading sessions, where they listen to, comprehend and identify rhyme, letter patterns and sounds in words. We also examine capital letters and full stops and introduce students to other punctuation during modelled writing and reading sessions.

In **Year 1**, student’s spelling focus will be on words they are misspelling in their everyday writing. We will also continue to revise some of the trickier consonant blends and tricky words from Phases 4 and 5 of the Letters and Sounds program. A big part of our Literacy focus will be on teaching grammar and punctuation. This term’s Yr. 1 focus will be on articles (a, an, the), verbs, adverbs, capital letters, full stops, question marks, exclamation marks, adding s, ing and ed, and tenses; past/present/future, and adjectives.

Our Term 3, Talk4Writing focus, will be on narratives, allowing us to concentrate on characterisation and story beginnings, middles and ends. We will continue to revise and expose students to other genres, such as procedural texts, retells, rhyming verse, descriptions and simple reports.

Our Guided Reading program will commence from Week 2 onwards and take place on Tuesdays and Fridays. We would love parent help.

In previous parent letters, we have drawn your attention to the online  Oxford- decodable readers that support the *Letters and Sounds* program, that you may access at home. Alternatively, your child is more than welcome to borrow the readers from school, however, please note they are not always decodable; as previously explained, we find the Oxford series superior as it is free, and the readers are decodable.

**Maths**

This term in Mathematics the curriculum focus is on **Number, Measurement, Space and Statistics and Probability**.

Our **Number** focus in **Pre-primary** will continue to be on:

* Establishing understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point.
* Connecting number names, numerals and quantities, including zero, initially up to 10 and then beyond.
* Number recognition 0 to 20 and how we can partition these numbers.

We will introduce:

* Represent practical situations to model addition and sharing

Our **Number** focus in **Year 1** will continue to be on:

* Number sequencing to and from 100 from any starting point.
* Recognising, modelling, reading, writing and ordering numbers to 100 and locating where these numbers occur on a number line.
* Counting collections to 100 by partitioning numbers using place value.

We will introduce/consolidate:

* Count collections to 100 by partitioning numbers using place value.
* Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.
* Recognise, describe and order Australian coins according to their value.

You can assist your child’s counting fluency at home by listening to them practise their counting, both forwards and backwards and practising their skip counting. Remember you do not always have to start from one.

In **Space**, **PP** students will sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment. On **Wednesdays,** with Miss Lange, the **Yr. 1 students** will learn to recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features.

In **Statistics,** we will look at our question of the day, but our focus will be on identifying outcomes of familiar events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’

Our daily **problem-solving** focus will continue. Within this forum, we will examine different calculate strategies we could use.

Our **Calculate** focuses within Term 3 will be:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Weeks** | **1 and 2** | **3 and 4** | **5 and 6** | **7 and 8** | **9 and 10** |
| PP | ***Consolidation:***  *Skip counting*  *Count back* | ***Consolidation:***  *Counting principles*  **Explicitly teach:**  Partitioning to 5 | ***Consolidation:***  *Subitising*  *Count on*  **Explicitly teach:**  Rainbow facts to 5  **Exposure:**  Rainbow facts to 10 | ***Consolidation:***  *Rainbow facts to 5*  *Skip counting*  **Explicitly teach:**  Turn Arounds | ***Consolidation:***  *Partitioning to 5*  *Adding zero*  ***Explicitly teach:***  Turn Arounds |
| Yr. 1 | ***Consolidation:***  *Doubles/Near doubles*  *Rainbow fact subtraction*  **Explicitly teach:**  Fact Families | ***Consolidation:***  *Partitioning to 20*  *Rainbow facts to 10*  **Explicitly teach:**  Bridge through 10 | ***Consolidation:***  *Skip counting by 2s, 5s, 10s*  *Partitioning to 20*  *Number line to 100*  **Explicitly teach:**  Number splitting | ***Consolidation:***  *Subtraction undoes addition*  *Subitising*  **Explicitly teach:**  Halves and wholes relate to time/money/  fractions | ***Consolidation:***  *Count on*  *Adding zero*  Partitioning to 20  **Explicitly teach:**  Repeated addition links to sharing |

We will also be launching a computer program called **Rock Stars** this term. This program is an interactive computer program that looks at improving the speed of students learning their times tables; this will be a Yrs. 1-6 program. More information about this program will be available in our fortnightly school newsletters throughout Term 3.

**Science**

On Wednesdays Alysha (Ms Lange), will focus on ***Physical Sciences.*** For**PP** this means exploring the understanding that the way objects move depends on a variety of factors, including their size and shape. For **Yr.1,** it will examine how light and sound are produced by a range of sources and can be sensed. Science Inquiry Skills will continue to be a focus and developed through hands-on science learning experiences.

##### We will also celebrate Science, during the week of the 15-23rd August, 2020 (Week 6).

##### Technology

##### Within Technology, we will continue to examine:

##### Design Technologies. That is, how people produce familiar products and services to meet personal and community needs.

* Digital systems (hardware and [software](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/software)) are used in everyday life and have specific features.

We will also introduce the students to processes and production skills. That is, presenting [data](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/data) of any kind using a variety of [digital tools](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/technologies-overview/glossary/digital-tools). We plan to familiarise the students with *story creator* to produce their own storybooks using photos taken/found on the internet. We hope to integrate this into our narrative topic and look forward to sharing our creations with you!

**No Hat No Play**

In Term 3, students continue to require a hat to join in sport and outdoor play sessions. We are running very short of spare hats and would appreciate you checking at home to see if any of our spare hats may have accidentally been taken home.

**Physical Education**

A large portion of our Term 3, Physical Education program, will be spent preparing for our sports carnival, which involves students from PP- Yr. 6. Many parents request time off work for our carnival; the best parental viewing time is in the mornings.

In the first four weeks of Term 3, we will be training hard for our school cross-country event. This involves our Yr. 1-6 students. Training usually looks like us building up the students’ endurance by running around a designated section of the oval, with the students trying to beat their previous daily record/s. We will do our 10-15 minute training each day and will include the Pre-primary students. Please ensure your child is wearing suitable shoes to run in.

Term 3 will also include our fundamental movement skills. For example, running, jumping, skipping, hopping and so on. As well as continuing object control skills, such as throwing and catching as well as team game skills.

Our designated sports day is Monday; however, this may change occasionally due to weather restrictions. We will also need to have joint sessions with common year levels, and hence be flexible with our sports days and times.

**Crunch and Sip**

Our Yr. 1-6 students participate in crunch and sip sessions each day. Due to our class being a split PP/Yr. 1 class, we have not participated in this program. This term we hope to trial the program in Room 6.

***Crunch & Sip is a set time during the school day for students to eat vegetables and fruit and drink water in the classroom*.** Students bring vegetables and/or fruit and a clear water bottle to school each day for the Crunch & Sip break. The time may change but involves all children stopping to eat for a 10-minute period, usually whilst they are listening to a story.

We would appreciate you bringing in your child’s crunch and sip and leaving it next to the door. Yr. 1 students can leave their drink bottles on their desks and PP students can leave theirs with their crunch and sip. Please clearly label your child’s containers.

We plan to commence this program from **Week 2** onwards, to give us an opportunity to talk to the children about why we are doing crunch and sip and our expectations.

**Health**

Our Health focus in Term 3, will be on Protective Behaviors; that is, protective behaviours to keep safe. For example, saying no, moving away, telling an adult.

**Change of Clothes**

Please ensure that you do have a change of clothes for your child in their bag, accidents do occur, and wet weather means we can accidentally get wet.

**Unwell**

We ask if your child is unwell that you keep them at home, even if they only have a slight sniffle. At this time, we request that everyone is extra vigilant, as we want students and staff to remain well.

**Library**

Our Library Day is on Monday. However, if your child forgets his/her book, we are happy to change it for them on other days of the week.

Please see me with any queries.

Kind regards

Maureen French [Maureen.French@education.wa.edu.au](mailto:Maureen.French@education.wa.edu.au)

20/07/2020