

Mellor 1/2

'The Mellor 1/2 Community - learning and achieving together – 2015.

Welcome back to school for term 1. We hope your children had an exciting and enjoyable holiday break. The year 1/2 teachers will be working closely together and we are very excited about our plans for this term. Highlights will be parent/teacher interviews, the community movie night, early year's assembly, Harmony Day and Swimming. Thanks to all the parents who attended our "Moving Along" parent information session.

All Year 1/2 teachers meet regularly to discuss and plan the curriculum, identify student needs to ensure consistency across the five classes.

We are all looking forward to working with you and your children. Please don't hesitate to contact us via email to notify absences or information regarding your child.

Important Dates:

Early Years Assemblies
Hosted by LA1 20/2
Hosted by LA2 on 20/3

Whole School Assembly 27/2, 10/4

Community Movie Night 20/2

School AGM 4/3

Pupil Free Day Friday 6/3

Public Holiday 9/3

Harmony Day 20/3

Swimming Mellor 23/3

Easter 3/4 to 6/4

**Last Day of Term 1- Early Dismissal
2:10pm**

LEARNING ENVIRONMENT

At LNPS we aim to set up our classrooms for success. Classrooms need to be calm, relaxing, organised and student friendly in order for students to be adaptable and flexible thinkers. When students are inquiring in learning tasks, they need space to use large maps, charts, technology and manipulative equipment. In your child's classroom you will find it is organised to allow children a number of different places where students can develop communication, collaboration and problem solving skills. Students are encouraged to participate in decision making about the design of the classroom, to enhance their learning, independence and well-being.

MORNING ROUTINES

Students are well aware of our classroom routines and are developing their independence. In order to encourage further independence we would like to ask parents to say goodbye to their children at the outside door. This will assist in the next stage of the 'You Can Do It Program' which is about organisation. If you need to speak with us there are a few ways in which to do so, these include by email (teachers will respond within 24 hours), writing a note in your child's Communication Book or for any urgent concerns we are available straight after school except on Wednesdays (due to staff meeting). Thank you for your support in these matters.

PARENT HELPERS

Parent help is gratefully accepted which may include listening to children read and high frequency words, for supervision during excursions and working with small groups of students during a range of learning activities. **Please note a police check** is required for parents who intend to assist students. These are valid for three years. If you need to update yours or to have one done, the forms are available at the front office and the school will pay for the cost of the check. We also seek class parents to represent their respective classes as a **Parent Network** volunteer. A **nomination form** is in issue 4, Feb. 11th of the LNPS i newsletter and will need to be submitted by 27th Feb.

Please make sure that students bring an art smock, library bag, ear phones and a box of tissues. Construction boxes will be gratefully received!

Many thanks!

THE ARTS

Students will develop specific knowledge, skills and processes, and also create art works. Through learning to appraise and critique art works, artists and artistic practices, they will learn to value the uniqueness of each art form, and to understand that all art forms are interconnected. Students will come to understand the social, historical and cultural contexts of art forms. Students will learn that the Arts are central to creative communities and cultures including Aboriginal, Torres Straight Island and Asian countries. The Arts provide evidence of the creative and cultural life of community. Students will engage in a range of integrated art activities across the curriculum and in art skills lessons.

TECHNOLOGY

Throughout our day, Mellor 1/2 students will be provided with opportunities to use digital devices, school network and internet services to enhance teaching and learning. Students will explore, use and create digital texts, learning games and fun interactive websites and programs aimed at consolidating their learning.

To ensure safe and responsible practises when using IT equipment, students will sign an **Acceptable Use Policy for Digital Devices, Computer Network and Internet Services**. The acceptable working guidelines include things like: keeping yourself and others safe on the internet; respecting and protecting others; staying on task and showing care from school and personal devices. At times throughout the year students will be invited to bring in a device from home to use for a variety of activities in the classroom. These devices could be a laptop, tablet or Ipad- No phones please. It would be preferable if this device could access the internet through the schools Wi-Fi network. These devices will be used during lesson time and during breaks and will be stored in a safe and secure location. Please ensure the device is well charged for the day.

HASS

Students will study Geography and history in our HASS units. This semester our focus is on family and community history. Students will share their knowledge of family history and inquire about a community history topic by posing questions and researching information. Students are asked to bring in a small historical object to share in class, wrapped in recycled paper to keep the mystery. This can be anything from a photo, toy, household object anything you may like to leave for a while at school or take home on the same day. Objects will be unwrapped and shared in an oral presentation. All objects will be returned to their owner.

We appreciate your understanding that it is not always possible to speak with us at length in the mornings, as we are preparing for the day. If your child is ill or will be late due to medical reasons, it is preferred that we receive a direct email before 8:30am, it has been much appreciated that so many people are already using this method of communication. Thank you for your continued support.

Kindest Regards,

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LA2 Richard Barwa (richard.barwa911@schools.sa.edu.au)

LA3 Joanne Wegner (joanne.wegner768@schools.sa.edu.au)

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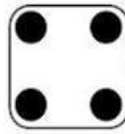


MATHEMATICS

A deep understanding of how numbers work is at the heart of the early years Mathematics program. Our focus will be on students understanding number and applying their knowledge and skills into different contexts.

We use the **Secret Code**, developed by mathematician Ann Baker, to develop the language and strategies needed by students to explain how they calculated their answers. Having words to describe computations they are doing gives students a better understanding of the strategies they use, as well as a way to express their mathematical thoughts. Your child will use terms like **subitise (s)**, **skip counting (sc)**, **counting on (co)**, **rainbow facts (rf)**, **doubling (d)** and **halving (h)** when they talk about their mathematics work and how they got their answer to posed maths problems.

Two critical skills needed for students to be confident and capable mathematicians are the ability to **subitise** when you **immediately know** how many things there are **without counting**, such as the patterns you recognise on a dice or playing cards) and **automaticity**. Automaticity is knowing how many there are without check counting. They also need to understand that four objects (like lollies) is the same amount as four dots (or a picture representation of four things) as well as being able to recognise that the numeral 4 represents the amount of four. All of this understanding needs to happen before developing the skills of putting numbers together and taking numbers away from each other.



This term students will begin with subitise activities to increase their automaticity with numbers before moving onto addition strategies of the secret code, counting forwards and backwards from a range of starting points, recognising number patterns, learning to do skip counting and becoming aware that addition is the reverse of subtraction (and via versa) with numbers up to and past 100.

A range of Subitising Parent Packs are now available to borrow from the Library. The packs have three or four games with instructions and all the equipment needed to play. You are welcome to come and have a look at Pack 1 in LA1 and have a chat to Kathy Kite about any questions you might have about subitising.

When your child is confident with subitising with a range of equipment, in a range of situations, you can begin to play other maths games using the same equipment, but focusing on other **Secret Code** strategies.

Playing cards are good for practicing **rainbow facts**. Take out all the cards 10 and above and play with the cards 1 to 9. Shuffle the cards well. Place all the cards face down in three rows of four. Player 1 turns two cards over to see if they add up to ten. If they do, they keep the cards and turn over two more. If they don't make 10, they turn them back. Then the other person tries to make 10 by turning two cards over. The one with the most cards wins.

A site that offers printable pdf files for open-ended Maths activities, just google lrt.ednet.ns.ca
More information and games can be found on Ann Baker's web site <http://naturalmaths.com.au/>

ENGLISH

There is a focus on developing student's knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are 1. **Language** – knowing about the English language 2. **Literature** – understanding, appreciating, responding to, analysing and creating literature 3. **Literacy** – expanding the repertoire of English usage

Listening and Speaking: Presenting prepared sharing to class, giving and following instructions, providing and understanding differing points of view, listening attentively to other

Reading and Viewing: Read aloud to an audience with emphasis on developing expression and fluency. Understand how punctuation is used when reading: Reading for main ideas, understanding sequence and making predictions.

Writing: Construct with scaffolding, personal responses, recounts and narratives. Understand the importance and use of punctuation- capitals, full stops, question marks and exclamation marks.

Handwriting: Develop neat, legible handwriting attending to correct pencil grip, letter formation and size.

Spelling: Understand that sounds are made by a range of common and uncommon ways, and regular practice with high frequency words. Develop skills of visual editing.

This term all classes will be learning to write recounts and procedures. Students will be using the *Jolly Grammar* program, *Words Their Way* spelling program and will also participate in group guided reading programs.

Take Home Reading

Each student has a "Home Reader Diary" with their borrower barcode on it. Reader returns are placed in a returns box. For LA1 + 2 located by the LA1/ 2 entrance, and LA3, 4, 5 in the Mellor main entrance by **9.00am**. Readers are kept in baskets on tables in the common area opposite LA4, along with a scanner. Borrowing procedures, including borrowing times will be followed with parent and possibly student monitors to assist.

HOMEWORK GRIDS

The use of Homework Grids, which is a whole school policy on learning beyond the classroom, encourages children to pursue an active lifestyle, by valuing sports and other physical activities. It also aims to develop children's learning habits of time management, organisation, responsibility, persistence and independence.

In Early Years classes, we recommend '**90 minutes**' of homework **per fortnight**, unless a child chooses to do more of an activity that they feel passionate about, and are led by their own interest. This time includes reading school and own reading books, books borrowed from school and local libraries as well as texts read online, comics and newspaper articles (about sport, cooking or anything of interest!) If children come across unfamiliar words, they should try to find out what they mean – asking questions and using dictionaries to locate definitions.

In Week 4 we will be sending home the Lockley's North high frequency words. If your child can read the word within 3 seconds it can be ticked off. These sheets are to remain in your child's **Take Home Bag** so that it can be used during learning time. Children in Y2 are expected to be able to read all 460 words by the end of Y2 and spell 300 of these key words. Y1 children are expected to read 300 and spell 150 of these key words. This spelling sheet will form the basis of our spelling activities this term and is personal to each child. Words will then be reassessed as we feel the children are ready and by the end of term.

By the end of Week 5, a spelling list will be sent home that is reflective of their needs. These lists will be individualised for each child. Your child needs to practice reading and spelling these words.