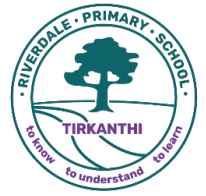




# Paitya kuu – Snake room

## Term 3 2024 Newsletter



### Dear Parents and Caregivers




Welcome back to term 3, we have a busy term planned, looking forward to getting started!

### Classroom Organisation

If children can begin their day by lining up waiting for hand sanitiser, coming into class and unpacking their bags ready to start the day. Children have a designated locker for their belongings. Their lunch box can stay in their bag or be placed in front of their bag. Drink bottle goes on the drink trolley and reader folder, goes in the yellow box. The reader folder is a vital part of our learning and needs to come to school every day. Library books can stay home until Tuesday, our library day. I also ask that fruit, whiteboards and white marker are on desks ready to learn.

### Homework

Homework may look different for each person depending on where they are at with their learning. Homework should not become a nightly battle; Homework is set for a variety of reasons. It helps to consolidate the skills that are being taught at school and provides children with additional revision opportunities. It also gives children an opportunity to explore learning in an unstructured setting, encouraging them to be independent and follow their own lines of enquiry. In addition, homework creates a partnership between school and family, giving parents an insight into what their child is learning. If Homework does become a battle, please come and see me and we can work something out.

-  Practise reading
-  Work on blending
-  Practise letter sounds

### Communication Details

[Tammy.Dow127@schools.sa.edu.au](mailto:Tammy.Dow127@schools.sa.edu.au)

The best form of communication will be via the dojo app. Mornings are very busy, I am happy to catch up for a quick chat or if you need help with separation. The best time to have a lengthier catch up is at the end of the day. At the end of the school day I always stand outside the classroom, so please feel free to catch us just to say hi or if you have any questions or concerns. Any notes/concerns can be communicated through email, Class Dojo or a phone call. I understand at times, that there may be concerns regarding your child; this is best communicated via the above email address.

Riverdale utilises the Audiri App and Facebook as platforms for sharing essential school-wide information and significant dates. Furthermore, we will ensure that comprehensive school-wide information is distributed to students in paper form. Kindly stay attuned to these channels for ongoing updates and relevant details. All other classroom information will be communicated via **Dojo app**.

### Important Information

#### Drink bottles and lunch boxes:

The children will keep their lunch box and water bottle inside. Please clearly name your child's belongings.

**Hats:** The children's hats will be kept in their tray. It needs to be a bucket hat or wide-brimmed hat. No hat, No Play!

#### Start of the day

Gates open at 8:30am, children are able to play quietly in the courtyard. At 8:50am the first bell will go and children will make their way to class and line up. If your child is not in class by 8:50, I must mark them as away.

#### End of the Day:

Beginning this year school will finish at 3:00pm. This is 5 minutes earlier than last year.

#### Absences:

Please let the school or myself know of any absences via Dojo or phone.

#### Spending Money:

I ask that the children give me their spending money first thing in the morning for safe keeping.

#### Fruit and Vegetables

Children are allowed to eat fruit and vegetables anytime in class. This is nonpackaged food only. Any other food can be eaten at recess and lunch time. I generally say to the children, "If it grows in the ground or on a tree it can be eaten anytime."

**Week: 2 - Tuesday:** School Photos

**Week: 3 - Friday:** Drumming Performance

**Week: 4 - Monday:** Pupil Free Day

**Week: 4 - Friday:** School disco

**Week: 5 - Friday:** Book Week Parade

**Week: 6 - Friday:** Wear it Purple Day

**Week: 7 -** Optional Parent -Teacher interviews

**Week: 8 - Thursday:** Wear it yellow day / Casual Day

**Week: 10 - Friday** Term 3 Concludes 2:00pm

## Mathematics

### **Space and location**

In this unit students will:

develop an understanding of what shapes are and how to name, recognise and draw them. Students explore shapes in different orientations and their appearance on objects in their environment.

Students will use directional language to describe the position and location of an object, and themselves, compared to another object or person.

### Literacy

**Phonological awareness** (the awareness of speech sounds, syllables and rhymes) **Phonics** (the mapping of speech sounds to letters)

Students will be provided with systematic explicit teaching to develop phonological awareness and phonics using the Department Phonics and Spelling scope and sequence. During our Phonics lessons students will learn to:

- Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words.
- Segment sentences into individual words.
- Orally blend and segment onset and rime in spoken one syllable words.
- Isolate, blend, segment and manipulate phonemes in spoken one syllable words.
- Recognise, name and match all upper- and lower-case letters (graphemes) and know the most common sound that each letter represents.
- Write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words.
- Use knowledge of letters and sounds as a strategy to spell words.
- Read and write some high frequency words and other familiar words.
- Understand that words are units of meaning and can be made of more than one meaningful part.

### English:

- Use comprehension strategies including predicting, visualising, connecting, and exploring how images add meaning to words.
- Recognise and talk about the feelings of characters in different events.
- Respond to texts in different ways including using drawing, beginning forms of writing and role play to retell and adapt story events.
- Connect to the explored text when making a short persuasive statement.

### HASS: Olympics

- How are we connected to ourselves, our community and others?
- The representation of the location of places and their features on simple maps and models
- Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps

## Science:

### **Make your move:**

- Observing how things move and grouping them based on their movement
- Observing and describing ways that different and unusually shaped objects move.
- Comparing the way that similar shaped objects of different sizes roll and bounce.
- Exploring how the material something is made of affects how it moves

### Design and Technologies

Generate, develop and record design ideas through describing, drawing and modelling.

Use materials, components, tools, equipment and techniques to safely make designed solutions

Sequence steps for making designed solutions and working Collaboratively.

### Health & PE

#### **Reception / Year 1 Health and PE**

During PE lessons in Term 3, the reception/year 1 students will engage in a mini-Olympics unit, where they'll participate in various athletic events, fostering teamwork, sportsmanship, and physical fitness.

In health lessons, students will be learning about social skills and managing relationships. This includes how to get along with others and communicate effectively, as well as understanding the emotions of others, fairness and diversity.

Kind Regards *Mrs D*