



---

## Junior School Newsletter

### Term 4, 2009

Welcome back everyone to what is going to be a busy and exciting term.

Our focus this term is *“How does the past connect to our present and the future?”*

This topic will be explored through the Australian Developmental Curriculum and during Literacy and Numeracy sessions wherever possible.

Last week we sent home surveys to be completed by the children with you, grandparents or special friends. This information will be used throughout the term.

Swimming will commence for all prep to year twos in week seven, the date being the 16<sup>th</sup> of November. The notice will be distributed shortly.

The term will then end with a celebratory excursion to IMAX Theatre for all the junior school. Preps will go on Thursday 3<sup>rd</sup> of December and 1/2s on Friday 4<sup>th</sup> of December.

#### **Australian Developmental Curriculum News**

Students will be given opportunities to explore how the past and the present connect to our future. They will be exposed to a wide range of activities to stimulate their interest in the past and begin inventing for the future.

Through all ADC sessions there is a strong focus on the development of literacy and numeracy skills, with students constantly being supported to make connections through investigations. Student choice is an important aspect of ADC sessions and they are encouraged to reflect on their learning. Teachers constantly monitor students and guide them in their learning. Through the ADC, interpersonal skills are fostered as students make decisions about who they are going to work with, what materials they are going to use and how they will solve problems when they arise.

Every classroom during the ADC sessions will look different, as classroom teachers endeavour to meet the needs and interests of the students in their care. For more details about what each class is doing, have a look at the fortnightly planners outside classrooms.

#### **To further support the Australian Developmental Curriculum:**

Donations of any old fashioned paraphernalia will be most welcomed as each class can use them in the Dramatic Play Area. Telephones, gadgets, clothing, toys, will all be welcomed so that the experiences we give the children during ADC will be real and meaningful as possible. If anyone knows any old fashioned past-times e.g. knitting, crocheting, cooking old time favourites etc or can share stories about life in the past, as well as spare time to share these with our students, we would be most interested in hearing from you.

## **English Level 1 and 2**

The topic of “How does the past connect to our present and the future?” will see the children focusing on exploring and developing their understanding of how the past connects with our present and future through reading, writing, speaking and listening.

### **Reading**

This topic will provide a range of reading experiences for the children to explore a variety of non-fiction/factual and fiction texts based on the past, present and future and the connections we can make between these.

Non-fiction/factual books will allow the children to study in depth who they are today and how that came to be.

A variety of fiction texts will also be used to help develop/extend/broaden their own knowledge of who they are and of others.

Skills such as re-telling, making self to text connections, predicting, locating details, answering literal, inferential and evaluative questions, and sequencing still remain a focus during guided reading sessions.

### **Writing**

Both levels will be exploring recounts, information reports and explanations based on fact.

The children will also write using a range of lists, letters, cards and posters. They will explore their own experiences when writing for personal purposes and audiences.

### **Speaking and Listening**

The focus in this area is to develop oral language skills to ask and answer simple questions for information and clarification relating to the past, present and future.

This will involve aspects of sequencing sentences and events using a range of vocabulary to include adjectives and connectors, e.g. ‘then’, ‘when’, ‘first’, ‘before’ etc...

The children will also have opportunities to orally recount and describe familiar personal experiences when participating in discussions.

All children will collect, compare, contrast and present information gathered from the surveys that were sent home last week and from photographs, texts and viewing materials.

## **Maths**

Short number activities, mental computation strategies and quick problem-solving activities are common at the start of a mathematics session. Key maths concepts are also being integrated into student investigations; providing opportunities for students to apply and extend their numeracy understandings and for staff to develop student thinking through problem solving.

### **LEVEL 1 summary–**

- shapes - 2d and 3D
- Pattern – number, shape pictures
- number- calculators, mental computation, collections of items
- mapping
- data collection/graphing
- Revision of areas

### **LEVEL 2 and beyond summary-**

Number games and problem-solving activities are great for tuning students into the mathematics sessions. They provide opportunities for all students to feel success and gain confidence. Key maths concepts are also being integrated into student investigations; providing opportunities for students to apply and extend their numeracy understandings and for staff to develop student thinking through problem solving.

Students will investigate the following topics:

- Investigate simple fractions
- Money
- Mapping and location
- Time
- Capacity
- Division
- 3D shapes and nets
- Revision of areas

## **ICT**

During Term 4, students will continue to develop ICT skills that can be transferred across all Microsoft programs. Students will edit images, text and numeric data. Once a week, Mandy Ferris will work with students specifically focusing on the use of “Photo Story” and “Movie Maker”. These sessions, as well as those conducted by classroom teachers, will continue to foster students’ techniques to allow them to create graphics for their own specific purposes and that of their audiences.

## **Vegetable/flower garden plots**

All classes will be rostered to continue with the maintenance of the plots and the harvesting of vegies and herbs when ready....and the food preparation, cooking and eating that will follow. The roster duties will also include the care and maintenance of our free- ranging hens.

## **Specialist Program Summaries**

### **Visual Arts**

During term 4 the students in the junior school will participate in a variety of activities based on spring and summer and also on special events that take place in Melbourne such as The Show, The Grand Final and Melbourne Cup. They will also experience clay modelling again and a 3D activity based on construction. At the end of the year they will work on some Christmas activities.

### **Performing Arts**

Students in the junior school will be discussing and experiencing music and dance from the past and present. Students will be attempting some simple bush dances, as well as developing general dance skills such as co-ordination, beat and dynamics. In December students will be singing a variety of Christmas songs.

### **LOTE**

The LOTE program is designed to develop an awareness and appreciation of both the Chinese language and culture. This term, Levels 1 and 2 will compare games the Chinese children play today with those of their parents or grandparents. Activities include singing songs, playing Chinese games, reading and writing simple Chinese characters.

### **Library**

During Term 4 students in the junior area will be focusing on "Me". They will be looking at how life and school were for their parents and grandparents, and comparing it to how they do things now. They will be asking questions and using computers to research information.

### **P.E**

The junior program for this term is to include the skills of playground games and the rules and skills of cricket, hockey, bat tennis, basketball and badminton. The students will be involved in the Marching Cup and Games Day in Week 6 where they will represent their house with fun and games. They will march for the Marching Cup and compete in running and games events for the Auburn House Cup.

For any further discussion regarding aspects of this newsletter, please chat to your child's classroom teacher.

We look forward to an engaging final term for 2009!

Regards,

The Junior Area Team

Fiona Catton, Holly Beazley, Rachel Paxton, Cherie Mackley, Louise Hodgkinson, Caroline Athey, Lina Solar, Morgan Lacey, Angela Harvey, Alice Farrar, Martin Heppell.