Parent Information Booklet

2018

Castle Cove Public School
3/4R Parents

Welcome!

I'm so glad I get to meet your children and teach them this year. They have become part of a class which values hard work, fairness, kindness and collaboration. I greatly enjoy the challenge of figuring out the best ways to engage your children, ensuring they are getting the most out of the learning process whilst feeling safe, happy and respected. I have a variety of exciting programs to work through with them this year. I look forward to working with you to ensure your children have the best year possible.

Here is the 3/4R timetable for TERM 1:

Monday	Tuesday	Wednesday	Thursday	Friday
		Chess (before school)	Concert Band (before school)	
			Library 10:05am	
	Science 11:50am	Scripture/Ethics 12:30pm	Moving Bodies 12:30pm	
	Concert Band (lunch)	Training Band (lunch)		
Assembly 2:45pm				Sport (after lunch)
Training Band (after school)				

Stage 2 Curriculum Overview

Below is a table of the Key Learning Areas that will be covered and the topics that will be incorporated into the first term.

- English
- Mathematics
- Science & Technology
- History and Geography
- Personal Development, Health and Physical Education (PDHPE)
- CAPA - Visual Art, Music , Dance, Drama

English

Students will be provided with opportunities to respond to and compose texts through a range of reading and writing, speaking and listening and writing and representing activities.
They will learn to use language effectively, appreciate, and reflect on their learning. Activities in English will engage in activities that are imaginative, creative, interpretive, critical and powerful.

Throughout the year, they will respond to a wide range of texts. They will read and view examples of spoken texts, print texts, visual texts, media, multimedia and digital texts.

- **Reading and Viewing**

Students will read and view of a variety of quality texts including, novels, School Magazine and Behind the News documentaries. They will develop an appreciation and enjoyment of literature and learn about grammar, punctuation, vocabulary and techniques authors use to engage their audience.

Throughout the year, we will be doing a few novel studies. These include "Two Weeks With the Queen" (Moris Gleitzman) and "The Butterfly Lion" (Michael Morpurgo). More on that as the time gets closer.

- **Speaking and Listening**

Students will engage in class discussions related to a variety of topics studied across the key learning areas. Opportunities will be provided for students to work independently, in pairs and cooperatively in groups and to present formal presentations, including speeches.

- **Writing and Representing**

Types of Texts – Students will write a range of imaginative, persuasive and informative texts. During writing activities, they will be encouraged to identify spelling errors, edit and proofread their work and enhance their writing.

Handwriting – Year 3 students will be using the textbook 'Writing Time', and Year 4 students will be developing their skills through more targeted practice. Students who display cursive handwriting with consistent joins, size, slope, space and legibility will receive a pen licence.

Spelling – Students will be using the spelling text book 'Sound Waves'. They will become familiar with various ways of representing sounds, blends and letter clusters in writing. They will develop an increasing bank of known and unknown spelling words and knowledge of spelling rules.

"Just Write" – This is a 15-20 minute free writing time on most mornings each week. The purpose of this time is for students to try to write a page, as we have found that, when faced with the idea of "just writing something", most students have an imagination blank. The "Just Write" time builds their confidence in placing their thoughts and ideas on the page, without having to worry about spelling or punctuation etc.

Big Writing – This is an hour-long session which involves discussion, planning, writing and editing, and builds upon concepts learnt over time. Students work hard to demonstrate their goals during these sessions.

- **Grammar, Punctuation and Vocabulary**

These will be taught in context and related to reading and writing, speaking and listening and writing and representing activities. Students will be encouraged to experiment with a range of more complex vocabulary, punctuation and grammar to enhance their writing, and will also focus on basics such as sentence structure.

- **Spelling**

Our spelling program is highly differentiated. Each week, students will take a pre-test and from this, 10 words will be assigned to them based on their errors. Students bring these words home on a slip, and can practise the words throughout the week using www.kidsspell.com (create a free account). Students also practise these words in class time. Then, one week later, we have a post-test where students can see how they've progressed. This method ensures all students are working on words appropriate to their level of spelling.

Mathematics

Students will engage in teaching and learning activities that encourage them to be confident users of mathematics.

Working Mathematically -Students develop understanding and fluency through inquiry, exploring and connecting mathematical concepts, choosing and applying problem solving skills and mathematical techniques, communicating and reasoning. Working mathematical skills will be developed across all strands and sub-strands of mathematics.

These include:

Number & Algebra	Measurement & Geometry	Statistics & Probability
Whole Number Addition & Subtraction Multiplication & Division Fractions & Decimals Patterns & Algebra	Length Area Volume & Capacity Mass Time Three-Dimensional Space Two-Dimensional Space Angles Position	Data Chance

Numerous mathematical concepts will be covered in Stage 2. All concepts will be explicitly taught through practical activities using a range of mathematical equipment. A strong emphasis will be placed on quick number recall and linking mathematical concepts to real life examples. Assessments will be carried out to monitor progress. Regular revision at home on tables and mental strategies is helpful. The *Mathletics* computer programme will complement the classroom activities.

Throughout the year in Mathematics, the programme will be differentiated to accommodate the specific needs of individual students. Enable or extension/enrichment will be given to students as required.

Writing, Reading and Maths Goals:
In the coming weeks, each student will have a Reading, Writing and Maths goal clearly outlined for them. This will also be communicated to you, so that you can help them at home. These 3 goals will change throughout the year as they progress. The goals will be targeted to their needs, and help them to be more aware of what they are trying to achieve.

Science & Technology

Science will be taught by Anjali Rao for 80 minutes each week.

Science and Technology will be taught through a variety of fun and challenging experiments. Four main topics will be covered during the year. These include:

- Term 1: Matter
- Term 2: Biodiversity
- Term 3: Day and Night
- Term 4: Plants

History and Geography

In History and Geography, the focus is on developing a strong link to culture, tradition and the environment.

In semester one, students will study a History unit, with Geography featuring later in the year.

The history component will look provides a study of exploration in both a local and broader context, focusing on the theme of **First Contacts**. Students will describe people, events and actions related to world exploration and its effects. They will describe and explain effects of British colonisation in Australia, and will learn to apply skills of historical inquiry and communication.

The geography component will investigate the theme **The Earth's Environment.** Students will look at how the earth supports all living things. They will examine the idea of sustainability, and postulate solutions for problems plaguing our planet.

Personal Development, Health and Physical Education

Term 1: Safe Living, Bounce Back, Moving Bodies, Sport
Term 2: Drug Education, Bounce Back, School Sport/PSSA
Term 3: Child Protection, Life Education, Bounce Back, Moving Bodies, School Sport/ PSSA
Term 4: Healthy Lifestyle, Surf Education, Sport

- *Bounce Back is a class based, pastoral care programme which encourages self-reflection, resilience and social skills. The children participate in a wide range of activities to develop these critical life skills.*

Creative Arts

The creative arts provide opportunities for students to learn to work within and learn about the art forms of visual arts, music, drama and dance.

Visual arts – are provided with opportunities to make and appreciate arts works. How artists work and how it relates to them. An art smock is required for all students.

Music – Throughout the year students will be provided with opportunities to perform, organise sound and listen by experiencing musical concepts. Students will have opportunities throughout the year to attend performances from MusicaViva. They will learn about the elements of music through singing in the classroom and arranging musical compositions using technology.

Drama – Students will explore elements of drama based on their learning experiences related to their work in English and HSIE. Examples include role play, reader's theatre etc.

Dance – Students will participate in a dance programme taught by Moving Bodies. We will also do a class dance performance in assembly later in the year.

Information and Communication Technology

Today's students are both engaged with and have an affinity for technology. To educate and prepare our students for an increasingly technology-driven world teaching staff use technology to facilitate high quality teaching and learning to more fully engage students.

To support teaching and learning all computers are networked. They have a fast, secure and filtered connection to the Internet to facilitate research and collaboration. All students have their own login and password to access the School's ICT network and the Student Portal.

Stage 2 students have access to a bank of iPads to use in the classroom. These are available to each class on many occasions throughout the week. In addition, there are desktop computers available in all classrooms, computer lab and library.

Students will develop their understanding of Digital Citizenship and how to be safe online. They will increase their proficiency in creation programs such as *Canva* and *MS Word* and learn computer coding using *Scratch.* They are also required to increase their proficiency with typing. Students have their own TypingClub password/log in, and can access this from home as well.

Scripture/Ethics

Weekly Scripture/Ethics and ethics sessions occur on a Wednesday from 12:35 pm to 1:05 pm.

Sport

Please view the schools website for sporting options for your child this year.
In the event of wet weather please view: http://castlecovesportspage.blogspot.com

Homework

Compulsory homework includes the following:

- Mathletics (weekly tasks as well as Live Mathletics)
- Home Reading: at least 20 minutes each night, including reading aloud. Students should be borrowing at least 2 home readers per week; Independent Readers should be reading increasingly difficult books over the year.
- Maths Badge Books (Yellow Level)

Other optional tasks include:

- Practicing spelling words using www.kidsspell.com
- Enrichment Tasks (please see the school website)
- Learning Games via the Symbaloo (http://is.gd/3Rwebs and http://is.gd/3Rmaths)

General Information

Students are given **Castle Cards** for positive reinforcement. When they have 10 Castle Cards they bring them to school and receive a Merit Certificate. When they have 10 Merit Certificates they receive a Bronze Certificate at our K-6 Assembly. This system continues through to Silver and Gold Certificates. Children need to be encouraged to look after awards earned, so they can bring them to school to receive their next award.

Students are also given praise, encouragement, stickers, stamps, table points, house points as positive reinforcement.

As **school rolls** are legal documents, if your child is late to school or needs to leave early, parents **MUST** call in at the office where staff will assist you and print your leave slip. **School hours are 9:25am to 3:25pm.**

Excursion permission notes with money enclosed are posted at the office in the silver letterboxes below the counter. Children in Years 2-6 need to be encouraged to be responsible for putting their money/permission slips in the silver letterboxes before school.

Make sure your child's clothing and belongings are **clearly labelled.**

Teacher Meetings: On Monday mornings and Wednesday afternoons all teachers attend staff meetings or professional development. We would appreciate your cooperation in avoiding lengthy conversations during these times. If you would like to meet with your child's teacher please make an appointment with the class teacher for another time.

We value our contact with parents and believe that we are most successful when working in partnership with children's families. Therefore, I encourage you to contact me if you have any questions or concerns that you would like to raise.

Natasha Reynolds (Class Teacher) Natasha.Reynolds5@det.nsw.edu.au

Susie Jacobs (Stage 2 Supervisor) Susan.Jacobs1@det.nsw.edu.au

How can you help your child at home?

1. Be patient. Every child learns at a different rate.

2. Ask your child to talk about what they have been learning in class.

3. Encourage your child to cook with you, shop with you and participate in household activities.

4. Encourage estimation – money, length, distance, weight, time, speed, temperature, volume, area.

5. Listen to your child read a variety of texts, including recipes, sign, labels and books and then talk about the content.

6. Watch TV News or listen to radio news if possible. Watch some documentaries which are suitable for Stage 2 and ask questions such as:
   - Why do you think so?
   - What would happen if…?
   - What reasons do you have?
   - Why do you think they acted like that?

7. Encourage your child to always do their best work.

8. Help your child develop good reading habits. If they go through stages of reading literature of limited merit, do not panic. It is natural that reading progress goes through stages and forcing pace will not necessarily enhance progress.

9. Encourage your child to take responsibility and reflect on their learning.