**Parent Information**

**Booklet**

**2018**



**Castle Cove Public School**

**3F Parents**

**Here is the 3F timetable for TERM 1:**

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| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
|  |  | Chess  (before school) |  |  |
| Science 10.05 |  |  |  |  |
|  |  |  |  |  |
|  |  | Library  11:50  Scripture/Ethics  12:35pm | Moving Bodies  11.50  Library  12.30 | Sport (Middle Session) |
|  |  | Band  (lunch) |  |  |
| Assembly  2:45pm |  |  |  |  |
| Band  (after school) |  |  |  |  |

**Stage 2 Curriculum**

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.

**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 – students will continue developing their handwriting skills with the introduction of cursive style handwriting through class lessons. There will be no textbook this year.

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.

**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.

**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:

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| --- | --- | --- |
| 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.

**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.

The history component will be focusing on the theme of **First Contact and World Explorer.**

The geography component will investigate the theme **World Environments.**

**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 *Prezi* and *Glogster* and learn the basis of computer coding using *Scratch.*

**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 2 school readers each week, as well as other books from home)
* Maths Badge Books (Yellow Level)

Other optional tasks include:

* Spelling City ([www.spellingcity.com](http://www.spellingcity.com))
* Enrichment Tasks (provided by teachers)

**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 will 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, please make sure a letter is sent each time your child is absent. If your child is late to school or needs to leave early, parents **MUST**call 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 on the wall below the counter. Students 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 (especially hats and raincoats) is **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.

Mrs Sally FitzGerald (Class Teacher) [sally.fitzgerald2@det.nsw.edu.au](mailto:sally.fitzgerald2@det.nsw.edu.au)

Ms Susie Jacobs (Stage 2 Supervisor) [Susan.Jacobs1@det.nsw.edu.au](mailto:Susan.Jacobs1@det.nsw.edu.au)

**Helping with Home Reading**

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| ***Before Reading*** | * Talk about the cover, the title and the pictures. * Encourage the student to guess what the book may be about. |

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| ***During Reading*** | * Discuss the story so far. * Encourage the student to guess what might happen next. * Ask him/her questions about the story and characters. |

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| ***After***  ***Reading*** | * Talk about the story. * Ask questions about the story and the pictures. * Relate any relevant aspects of the story to the child’s experiences. |

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| ***If your child is stuck on a word…*** | Pause for 5 seconds so the student can think about it and have a go.  If the student is still stuck, prompt him/her by:   * Suggesting they go back to the beginning of the sentence, or read past the difficult word to the end of a sentence. Then, try and go back to the word. * Ask the student to sound the word out. * Look for a clue in the picture or the words. * Look at the first letter and think about what the word could be. * Give the student a hint e.g. “where was the…?” |

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| ***If a word read, does not make sense…*** | * At the end of the sentence, ask him/her “Did that make sense?” * Ask him/her to read it again. * Tell him/her the word. |

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| ***If the word makes sense, but is wrong…*** | * At the end of the sentence, point to the incorrect word and ask “What does this word say?” * If the word has regular letters that can be “sounded out”, ask your child to check the sounds. * Tell him/her the word. |

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| ***Praise the student for:*** | * His/her efforts. * Accurate reading. * Self-correcting his/her reading. * Making a determined effort to work out a word by sounding it out, using the picture or using the story plot to have a guess. |