



Pod 3B News

Dear Parents / Caregivers,

I would like to welcome you and your child to my room.

I would like to give you some information to ensure a smooth start to the year.

Morning Routine

We have a regular morning routine to ensure that children quickly settle into their classroom. This is as follows:

Students line up in our allocated lining up space (on the library side of the large tree planter) when the first bell goes. When we go inside the classroom, students are asked to:

Put their reader in the box for the reader folders.

Find their lead pencil.

Sit on the carpet ready to begin the day.

Students are given the opportunity to change readers during our library borrowing time.

School / Home Communication

See Saw is the way in which you are able to communicate with me. You should have all received your invite via your mobile phone by now and most of you are connected. Please contact me if you need any support with this. Some relevant information is that I will not be responding to any messages sent between the hours of 5pm and 8am.

If you need to pass on a quick message, I aim to be out in the yard every morning before the bell goes for the commencement of the school day and every afternoon except Tuesdays when all staff are required to attend staff meeting.

Illness

In these Covid times it is vitally important that your child does not attend school if they are ill so I would ask you to consider others and not risk spreading

Absences

We are legally required to provide a reason for a child's absence. If your child is away from school please let me know in person or by using See Saw or let the office know via a phone message, text message or School loop.

Library borrowing

Students will be able to borrow books during our class library borrowing time which is on Friday mornings.

Donations of Tissues

We are asking that each child brings a box of tissues. If everyone donates a box this usually supplies the class for the whole year.

Healthy Snack

We incorporate Fruit and veggie breaks' into our daily routine. We aim to have our 'Fruit and veggie break' at approximately 10am. This break is of about 5 -10 minutes duration and gives the students an opportunity to get a drink of water and have a quick snack (ie one piece of fruit). We are asking that each child bring to school each day a bottle of water, clearly labelled with their name, which they can leave on their desk, and a small amount of either / or fruit and vegetables that they can eat very quickly during this break time. It is imperative that students bring their own bottle of water as they are not permitted to go out of the room on a regular basis to get drinks.

Suggestions for snacks to eat during this time include celery and carrot sticks, fresh fruit, rice cakes, cheese or cheese sticks, tomatoes and mushrooms. I also allow students to have a small tub of yoghurt or cheese and crackers during our 'Fruit and Veggie break', however packaged or processed foods and sugary or salty snacks are not suitable for eating during Fruit and veggie breaks.



Toys at School.

I am strongly encouraging students not to bring toys to school for a number of reasons, these being

- They are a distraction to school work
- The toys are the students' responsibility and if they get lost or are broken, students invariably become upset.

They can be the cause of conflict between students.

The school is not responsible to cover the cost of replacement or mending of broken toys.

If students are playing with toys during learning time, then I give the students a warning and request that they put it in a safe place where they will not play with it. If the student continues to play with the toy then I confiscate it until the end of the day. It is also a school rule that 'swap cards' are not permitted at school. In the past there have been instances where younger students have been involved in 'swapping' cards and have become upset when they have realised the consequences of their actions. Also if these cards are at school there is the risk of them being lost or stolen. This activity is best left for home and between friends.

Naming Belongings.

Please assist your child to take responsibility for their own belongings, ie. Lunch boxes, drink bottles, clothing, by clearly marking your child's name on them. Un-named lost property goes to the lost property tub in the front office.

Spending money

There is a 'spending money' box on my desk. If your child has spending money it is preferable for them to keep it in there until playtime. The process is that the child gives me the money first thing in the morning and I will place it in the child's spending money bag (a zip lock bag with his/her name on it). They then need to get the money from me during eating time at lunch or recess.

Readers

Your child will be borrowing levelled readers to take home. The level of reader your child is on is determined by testing by the previous year's teachers.

Sight Words

Students who recognise more than 400 sight words will not be given any more to take home. For the other students, sight words will be allocated to them according to where they were up to last year. We are using the Oxford Sight Word list. This will be done in the next two weeks. Just a reminder that sight words need to be recognised and spoken on sight by the student, which is different from spelling words where students use the 'look, cover, write, check' way of remembering them. When your child says the sight word correctly then you can put a tick in the appropriate box. When each box on the sheet of words has 5 ticks, then the sheet of words is changed for the next one.

Other teachers

Angela Princi will be taking the class for Technology, Charlotte Holmes will be taking the students for Performing arts, Joy Han will be taking the students for P.E. and Kim Eukyoung will be taking the class for Japanese.

The Literacy block in Pod 3B

A major focus at Ingle Farm East Primary School is literacy. An identified goal in our School Improvement Plan is that—all students will experience a quality balanced

literacy program. At Ingle Farm East Primary School we begin each day with a structured literacy block.

The first hour of every morning, starting at 9am, begins with the 'Read, Write, Inc' session—an hour of explicit, uninterrupted teaching of synthetic phonics. This is held in every R-3 class, where students are ability grouped and each group of students moves to a designated area with an adult educator.





In Pod 3B, immediately after this we have a fruit and veggie break which is followed by another block of

literacy. This part of the Literacy block will include Guided Reading Groups and Writing.

Guided reading groups.

Students just from Pod 3B are placed into groups according to their Running Record level. In these groups the focus is specifically on decoding and comprehension, with each group having a specific focus just for that

lesson.

In our writing lessons, the focus is on a specific genre and students are provided with information and scaffolding to ensure some success. Literacy is integrated in other

subject areas. In addition there are some occasions where literacy for a subject area is specifically taught, for example when tackling worded problems for Maths, students need to be directed to the vocabulary then the important parts of the sentence to work out what the mathematical problem is.

High Expectations

As a teacher at Ingle Farm East Primary School I have high expectations for all of the students in my class. Each student is encouraged and supported to meet their full potential. I have set up a positive culture in my classroom where students are encouraged to demonstrate respect and responsibility—responsibility through such things as taking care of their belongings and being responsible monitors as well as responsibly following class and school rules. We regularly have class sessions about respect and what that looks like and sounds like. The expectation in the classroom is that everyone behaves in a respectful manner to each other (adults in the room included) and respect property. The other adults in the room (SSO’s) also support the classroom culture of high expectations.

In Pod 3B learning intentions and success criteria are clearly stated and are visible. This enables students to have a clear idea of what is expected of them and what they need to do to achieve success. Each student in room 4 has individual learning goals that are regularly reviewed. By having individual learning goals, students have greater ownership of their own learning journey.

Students in Pod 3 B are supported to reach their full potential through explicit teaching, scaffolding and by providing them with authentic feedback to improve their work and to experience greater success.

If you have any questions or need to see me, you can send me a message via See Saw or see me before or after school when I am in the yard (as mentioned before).

Regards,

Robyn Mills

<p><u>Dates to remember</u></p> <p>Friday March 10th—Proposed pupil free day</p> <p>Monday March 13th—Adelaide Cup Day</p> <p>Wednesday March 15th—Friday March 24th—NAPLAN</p> <p>Week 9—March 27th—March 31st—Teacher parent interviews</p> <p>Thursday April 6th—Sport’s Day</p> <p>Friday April 7th—Good Friday</p> <p>Monday April 10th—Easter Monday</p>
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Pod 3 Overview Term 1 2023

English

- Read, Write Inc.—inclusive of spelling, handwriting and phonics
- Comprehension—identify parts of a story : Making connections and Questioning
- Writing– Recount and Narrative genre and inclusive of grammar
- Vocabulary - activities to assist students understand what they read—activities to extend student's

Maths

- Odd and even numbers
- Number and Place value
- Patterns and algebra

Science—

- Earth and Space science—Night and Day

S.O.S.E.

- Setting up class rules and organisation
- Class monitors
- School values (unpacking them)

HASS

- History
- Year 2—The past in the present
- Year 3—Diverse communities and places and the contribution people make

Physical Education—

- Loco-motor skills
- Team skills
- Co-ordination with balls

Japanese—with Kim Sensei

Year 2—recognise hiragana, kenji words in familiar texts : recognise languages that use Japanese words ie judo

Year 3—recognise 46 hiragana with sounds : understand origins of kanji ; understand and use subjects and object and verb (word order) ; count using ordinal numbers

Design Technologies—with Angela Princi

- Communication Safety
- Features of digital tools.
- Creating digital information.
- Online safety

Design and Technology – Products, services and Environments

- caring for the school environment.

Performing Arts— With Charlotte Holmes

We are building our skills to compose our own melodies. Students will get to use the instruments to play their compositions and share with others. We are developing skills in reading and writing music.

Visual Arts

- with me

Self portraits

Line

Landscapes (background and foreground)

Health

- Hygiene
- Zones of Regulation
- Growth Mindset
- Child Protection Curriculum—The right to be safe

