



# Senior Sub School Newsletter

March 2017

## Dates to remember:

- Fri 3rd March — Chelsea & District Swimming Carnival
- 6th—10th March—Life Ed Van
- Wed 8th March—Reach Rookies
- Sun 5th March—Working Bee 9am—1pm
- **Sun 19th March — School Fete 10am—4pm**
- Mon 13th March — Labour Day Public Holiday—NO SCHOOL
- Fri 24th March—Summer Interschool Sport Lightning Premiership
- Fri 31st March — Easter Bonnet Parade, Term 1 finishes, 2:30 dismissal
- Tues 18th April —First Day Term 2
- Wed 19th — Fri 21st April —Level 6 Camp (Term 2)

Welcome back to school in 2017! We hope you all had a lovely holiday and are looking forward to an exciting year in the Senior Sub School. We are pleased to announce the teachers for 2017: Mrs. Laura Freeman 5/6C (Senior Sub School Leader), Paul Duncan 5A, Lisa Reiffel 5B and James Ireson 6C. Please come and say hello if we have not yet had the pleasure of meeting with you.

## Numeracy

This term in mathematics, we have been focusing on Place Value and Exploring Number. This has included tasks based around place value beyond thousandths, identifying and describing factors and multiples of whole numbers and using them to problem solve. We have also been using estimation and rounding to check the reasonableness of answers and identifying and describing properties of prime, square and triangular numbers.

## Literacy—Daily 5

The Daily 5 is a framework for structuring literacy time so students develop lifelong habits of reading, writing and working independently. During our mini lessons in Daily 5 we focus on a CAFÉ strategy.

In February we have focused on:

**Monitor and Fix Up.** Readers stop and think to see if what they are reading makes sense, whether they understand what is happening in the story, or what the selection is about. If meaning breaks down, the reader has strategies to go back and fix it.

**Read appropriate-level texts that are a good fit.** To foster fluency and comprehension, students are engaged in high accuracy or high success reading, so most of each student’s independent reading time is spent with material they can read with 99–100 percent accuracy.

**Use pictures, illustrations, and diagrams.** Readers increase their vocabulary by paying attention to pictures, illustrations, and diagrams. They use the context of the story, their background knowledge of what is being read and, at times, infer to gain meaning of the word and text.

## Oral Language

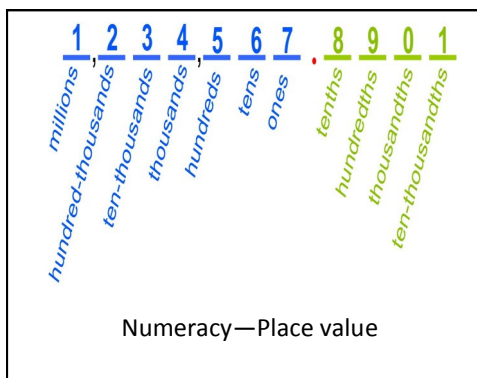
Oral language is the foundation for literacy learning. Successful use of language is critical for students’ wellbeing. Almost all classroom-based learning relies on oral language.

Students vary in their ability to use their existing language in order to learn. The level of oral language knowledge and competency of some students is substantially different from the demands of the curriculum.

An explicit oral language program acknowledges that the ‘Speaking & Listening’ dimension of the English Domain requires further elaboration for those students with oral language difficulties, or gaps in language knowledge, skills and practice.

This term, in the senior school we are focusing on Promoting Auditory Memory. This is the ability to HEAR information presented orally, PROCESS it, STORE it and RECALL what has been heard.

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Students playing a game of Decimats



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Without this skill, children are unable to retain information, even though they appear to be listening. They will also think they know the instructions for what to do when they actually do not have any idea what is happening. This skill is also related to reading: children who have a poor auditory memory will also not remember information they have read to themselves. Different parts of the brain are responsible for recalling words, letters, numbers etc – so just because a child can recall numbers does not necessarily mean they can recall words. An example of application of this skill is being able to not just recall one sentence from a passage, but mentally summarise and give the main idea and supporting evidence.

## Health

For approximately half of this term, the Senior Sub School will be focusing for two hours weekly on our Integrated Studies unit. This unit is a part of the Health and Physical Education Victorian curriculum strand focusing on 'Personal, Social and Community Health', under the sub-strand 'Health- Communicating and Interacting for health and wellbeing'. Within this unit we will study our mental health, safety and wellbeing. Lessons will allow us to explore our own individual strengths and weaknesses, allow us to investigate ways to access community resources for support, understand that the media can influence our attitudes and beliefs, work on building and assessing the impact of personal relationships and also analyse emotional responses that can influence our decision making. In addition to these sessions, experiences such as our Reach Foundation 'Rookies' workshops and the Life Education Van incursion will support and enhance our classroom teaching of these themes.



Students excited to be using iPads during a Numeracy game



Students participating in the Smiling Mind program

## Science

For the remainder of Term 1, the Senior Sub School will undertake a unit of science called *Earthquake Explorers*. This unit is part of the 'Earth and Space sciences' sub-strand of the Victorian Curriculum within the 'Science Understanding' strand, which requires Year 5 & 6 students to understand that 'Sudden geological changes or extreme weather can affect the Earth's surface'. The *Earthquake explorers* unit is an ideal way to link science with literacy in the classroom. This unit provides opportunities for students to develop an understanding of the causes of earthquakes and how they change the Earth's surface. Through investigations, students explore earthquake magnitude data from Australia and neighbouring countries, drawing conclusions about patterns in the data.

## ICT

Thank you to the parents and students who attended the information night. Students are excited about using their iPads in class this week. Please remember to read the iPad user agreement with your child and sign the back page. The students' iPads are in the process of being set up on the school network and will be ready to be used in the classrooms this week.



**The Senior Sub School Team**

**Laura Freeman, Paul Duncan, Lisa Reiffel & James Ireson**