



O'Connor Cooperative School
together we learn, together we grow



NEWSLETTER

Term 4 Week 2 Wednesday 24 October 2018

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DATES TO REMEMBER

We have a very busy term ahead. Notes, where required, will be sent home with your child.

- 30 Oct Preschool Jamboree @ Southern Cross Early Childhood School
 - 30 Oct Softball clinics at school K -10.30, Year 2 11.20, Year 1 11.50
 - 01 Nov Outdoor Classroom day
 - 07 Nov Preschool hosting assembly
 - 12 Nov Yr 2 Lyneham transition 9-11.45am
 - 15 Nov Inner North Cluster gathering Corroboree park 11 – 1pm
 - 19 Nov Yr 2 Lyneham transition 9-11.45am
 - 21 Nov Kindergarten hosting assembly
 - 23 Nov Chief Minister's Reading challenge awards 11.30-1.00pm
Year 2 Governor General's Sports day 10am - 2pm @ Government House
 - 30 Nov Yr 2 Turner transition 12-1.30pm
 - 05 Dec Year 1 hosting assembly
 - 11 Dec P&C Family Picnic Tuesday 5.00 - 7.00pm Bush Band and Class dances**
 - 14 Dec Yr 2 Graduation 9.00 – 10am
 - 14 Dec Yr 2 Turner transition 12.30-1.30pm
 - Week 10 Swimming K, Yr 1 swimming - Gungahlin Leisure Centre Yr 2 swimming – Civic Pool
- Community Singing every Friday 2.30pm in Redgum - All welcome**

Children's Week This week is National Children's Week. The week is a celebration of children's rights, talents and citizenship and always celebrated around Universal Children's Day which is held on the fourth Wednesday of October in Australia. "A Caring World Shares", is the overarching theme of Children's Week, and each year there is a sub theme. This year focuses upon Article 12 of the UN Rights of the Child Declaration which says that a Child should be able to have opinions and they should be heard. A very significant development from the approach to bringing up children who it used to be said should be "seen but not heard".

O'Connor students are celebrating all week. Preschool participated in an Indigenous plants walk at the National Botanic Gardens, Kindergarten had a visit from the Fire department on Monday. All classes attended "The Gruffalo" at Canberra theatre on Tuesday. Today we had Pyjama Day with funds raised from the gold coin donation going to the Indigenous Literacy Foundation.

Congratulations NATHAN !

As part of National Children's week today I attended the Childrens Week awards ceremony at the National Museum with three of our Year 2 students. Nathan Young was presented with the Community for Children award – a very well deserved recognition.



World Teacher's Day

We will celebrate the work of our amazing teachers this Friday. World Teachers day is officially held on October 5 each year but as this date falls in our school holidays we will celebrate this week. Please take some time to recognise the dedication and talent of our amazing teachers this week .

Concert Photos

Have you seen the photo display in the front office from our concert last term? Pop in and have a look.

Term 4 Overviews

The term 4 overviews for all classes follow in this newsletter. You can contact your child's teacher if you have any questions.

PIPS for Kindergarten

Kindergarten students will be working with Christie to complete their PIPS assessment over the next week. PIPS stands for Performance Indicators in Primary Schools. The final assessment provides information on the progress of each student relative to their starting point. Schools use this data to monitor and review their learning programs. Individual reports will be provided to families later in the term.

Tea Towel Orders

A friendly reminder that the last day for tea towel orders is tomorrow, Thursday. Orders are not able to be accepted after this date as the tea towels are printed according to the numbers we purchase.

Order forms are available in the front office, please remember to put the order form and correct money in an envelope with 'tea towel order' clearly marked.

Front Office

Michelle will be on leave for the next two weeks. During this time Liz Blakeley will be in our Front Office - I am sure you will make her feel welcome.

Regards *Jenny*

General information for all families

School starts at 9.00 am

Families are asked to make sure children are at school by **9.00am each day**. We appreciate your efforts to ensure that the learning for your child and others in their class can start promptly at 9.00am. Supporting the teachers and valuing the start of the day means every child has access to the outline of the learning to take place. ***On the rare occasion you may be late, please sign the register at the front office and collect a late slip for your child to hand to their teacher.***

School Gates

Please ensure that gates are closed as you enter and exit the school grounds and encourage any older siblings to remember to close the gates as well. We ask that children do not climb the gates to locate the opener, as this leads to the gates becoming unstable and requiring repair.

Please do not let children out of the gates if they are not in your care.

Anaphylactic friendly school

In the interests of all children's safety, we ask that all nuts and nut products are kept out of the school grounds: This includes any food containing nuts or nut products. There are also several students in the school with allergies to various foods, including nuts, eggs and certain fruits including kiwi fruit and mango.

- If you are supplying a birthday cake or treat for the class, please check with your child's class teacher to see if there are children with allergies.
- If your child has an allergy you may wish to provide an alternative food which can be kept in the freezer at school for such occasions.

Administration of Prescribed Medication

The Directorate is committed to providing a safe and healthy environment for students. While school staff have a duty of care to students to provide first aid assistance when required, parents will be aware that schools cannot be responsible for the general management of medical conditions.

In special circumstances, staff may be able to assist with the administration of medication. In these cases, directorate policy requires principals to ensure that a comprehensive written authority is obtained from the student's parents and also seek from them a written statement from the student's doctor authorising a member of staff to administer the prescribed medication. In these cases medications must be clearly marked with the child's name and dosage requirements and handed to the front office. The medication **must** remain in the office, where it will be administered to the child.

Student Injury, Insurance and Ambulance Transport

The ACT Ambulance Service provides free ambulance transport for students who are injured or suddenly become ill at school or during an approved school organised activity **within the ACT**.

The Education Directorate does not provide any insurance cover for injury, disease or illness to students resulting from school activities or school-organised excursions. Claims for compensation are met where there is a legal liability to do so. Liability is not automatic and depends on the circumstances in which any injury, disease or illness was sustained.

As there is no automatic insurance cover for personal injury if your child is injured at school or during a school organised activity/excursion you should consider whether taking out personal insurance cover for your child is warranted.

Being a Volunteer at School - Working With Vulnerable People Act

Volunteers who regularly work with children in classrooms or regularly make contact with children during other school activities need to be registered. This means applying for a Working With Vulnerable People (WWVP) card. This is a fairly simple process involving taking identification and completing a form at any ACT Government Shopfront. There is no cost for volunteers. Becoming registered is a positive action and all parents and carers are encouraged to consider registering so that you are readily available to assist the children of our school. Without registration people are not able to assist children. Some volunteers may choose not to register but to continue supporting the school by reducing the number of days on which they work so as to avoid exceeding statutory limits. If you are unsure whether you need to be registered, please contact the school.

ALL volunteers must sign in and out each day they assist at O'Connor School. We are strengthening protection for children, but we depend on our volunteers in a variety of ways and look forward to your continued support in whatever capacity you choose.

Staff Carpark

The staff car park has limited spaces as you know and it is important that parents do not use the staff carpark during the day - especially during pick up and drop off times. Whilst there may, on rare occasions, be a vacant spot we have many part time staff, visiting staff and Directorate representatives who also need to use our car park. Crossing the footpath during drop off and pick up times can also be dangerous as children are hastily making their way to school. In the interest of safety for all and especially our children, I would ask you to please park in the street and walk into the school grounds.

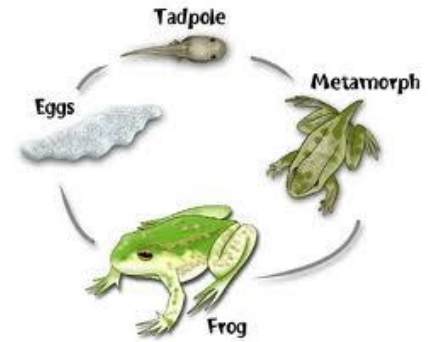
Being SunSmart

Our students all wear the O'Connor Cooperative school bucket hat during outdoor time at school. **Please remember that children need to wear clothing which covers and protects their shoulders and backs of their necks during the hotter weather.** Our school polo shirts provide good UV protection. The Cancer Council recommends the use of sunscreen to protect students (and adults) from any foreseeable harm, and over-exposure to solar UV radiation which may be a cause for skin and eye damage but also skin cancer, including deadly melanoma. This is because UV is a known and proven carcinogenic (something that causes cell damage and cancer). Parents are asked to apply sunscreen to children at home and to provide sunscreen which can be reapplied during the day because lunch time is when daily UV levels peak and the risk of sunburn increases with it!



Preschool Learning Overview Term 4

This term we will continue to support the inquiry process and encourage the children to share and gain new knowledge from their **wonderings**. We will continue to invite the children to ask questions about life cycles, frogs and the environment. By investigating through the arts and hands on experiences and gathering facts, the children will have the opportunity to engage in meaningful discussions relating to sustainability and The **Frogwatch** Program. We will be investigating metamorphosis and familiar animals that go through this process, amphibian life cycles, and the importance of caring for all habitats and actions that the children have already taken or could take.



EYLF Outcome 2: **Children are connected with and contribute to their**

world. They develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

We continue to invite families in to share their knowledge, aspects of their family culture or experiences or to simply read a story. We have really appreciated the families who have been involved in all aspects of the program from fruit cutting to, attending excursions, to taking a lesson and all in between.

EYLF Outcome 1 and 2: **children are connected to their world and have a strong sense of identity.**

They respond to diversity with respect and feel safe, secure and supported.

Learning Experiences:

Australian National Botanical Gardens holds the largest living collection of native Australian flora. The children engaged in an Indigenous plant walk and Indigenous handling collection to learn how native plants can provide many of the essentials of life, including food, medicine, tools, weapons and clothes. They also discovered how Aboriginal people use native plants today. This excursion also promoted the importance of sustainability and the interconnection and interdependence of all living things.

EYLF Outcome 2: **Children are connected with and contribute to their world. They demonstrate an increasing knowledge of and respect for the natural environment.**

Canberra Theatre experience to see **The Gruffalo** story being told through drama. In the lead up the preschool children will have had the opportunity to enjoy hearing **The Gruffalo** told in a variety of ways including animation, story picture book and storytelling. The children will explore the text from a range of perspectives. A theatre production provides a cross curriculum experience giving students opportunities to understand and learn about dramatic elements in storytelling and drama.

EYLF Outcome 5 **Children are effective communicators. They engage with a range of texts and gain meaning from these texts.**

Cooking will occur throughout the term beginning with the children making pansy salad with cheese and feta triangles again! We will invite the children to suggest the salad ingredients to go with the Pansy's. Together they can create their own pansy salad recipe.

Preschool Jamboree In week 3 the preschool will have a fun opportunity to visit Southern Cross Early Childhood School for the Preschool Jamboree which offers children from several Early Childhood Preschools the opportunity to have fun and explore different environments including the Forest Treehouse, Learn to Ride Centre, Balance Challenge Circuit and other fabulous indoor and outdoor learning spaces at Southern Cross Early Childhood School. This experience provides links to the wider community building on our sense of belonging. The children will be looking at maps in class to see where the school is on relation to ours. The children will join with other schools to eat their lunch and have a disco.

EYLF Outcome 2: **Children are connected with and contribute to their world.** They develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

Celebrations During Week 6, Thea’s mum Kylie, will share aspects of **Thanksgiving** (November 23) widely celebrated in America each year.

We continue to invite families in to share their knowledge, aspects of their family culture or experiences or to simply read a story. We have really appreciated the families who have been involved in all aspects of the program from fruit cutting to, attending excursions, to taking a lesson and all in between.

EYLF Outcome 1 and 2: **children are connected to their world and have a strong sense of identity**. They respond to diversity with respect and feel safe, secure and supported.

In week 4, Wednesday 7th November, the preschool will lead assembly. We look forward to seeing you there.

Throughout the term, the children will have the opportunities to engage in orientation activities in preparation for their transition to kindergarten.

Children will have the opportunity to learn songs and dance from around the world. We look forward to sharing an evening of family dancing with you at our family P&C picnic in week 9 on Tuesday 11th December 5.00 – 7.00pm here at school.

| Belonging | Being | Becoming |
|--|---|---|
| <p>Children belong first to a family, a cultural group, a neighbourhood and a wider community.</p> <p>Belonging acknowledges children’s interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial.</p> | <p>Being recognises the significance of the here and now in children’s lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life’s joys and complexities, and meeting challenges in everyday life.</p> | <p>Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.</p> |
| <p>Connections with The EYLF Learning Outcomes:</p> <ul style="list-style-type: none"> • 1.1, 1.2, 2.3, 2.4 • 2.1, 2.2, 2.3 | <p>Principle and Practice... Belonging, Being, Becoming.</p> <ul style="list-style-type: none"> • Let’s respect and appreciate each other physically, spiritually, socially and emotionally and build a strong sense of wellbeing. • Let’s celebrate and share each other’s strengths, cultural traditions, the multiple ways of knowing, seeing, and living as well as languages spoken at home. • Let’s celebrate and respond to each other’s strengths, abilities and interests. | |

Kindergarten Learning Overview Term 4

Fruit/vegetables – Children share a platter during the morning session. A basket is set up on the table outside the classroom door for fruit and vegetables to be collected. When your child arrives, please place a piece of fruit/vegetable in the basket. We need more fruit and vegetables as our daily supplies are low and the majority of children participate in eating it. Thank you so much to the parent/carers who cut up the fruit. Your assistance is noticed and appreciated.

Library – Kindergarten visit the Co-op library to select books for home borrowing. Children are allowed to borrow up to four picture books at a time. Our library day is Tuesday at 2.30pm. Children can only borrow books if they have a library bag and no outstanding books.

Parent helpers – This term, our literacy learning rotations will still be at 9.00am for an hour every day (except Wednesdays) I would greatly appreciate parent helpers to assist with a rotation. I will show you what to do on the day and it is a great way to observe your child in the classroom.

Late arrivals – If your child arrives at school after 9.00am, you are required to sign them in at the front office. It would be beneficial for your child to not arrive late as our literacy block starts at 9.00am, straight after the roll. I understand that sometimes it is unavoidable.

Absences – If your child will not be attending school, please let us know by speaking or emailing the teacher or phoning/emailing or speaking to the school or Michelle.

Investigations

Investigations runs as a core part of the Kindergarten program. This opportunity allows children engagement in open-ended play experiences that supports their development in social, emotional, fine motor, creative and cognitive skills. This term Science, Geography and The Arts are used to guide experiences. English and Math are always drawn upon during this time. Investigations is a wonderful time for building on social skills, problem solving, creative thinking, negotiation, accountability, persistence, and self-regulation. Over the course of the term each child will have several opportunities to take on the role of reporter and focus child. Every week, each student's participation is noted and recorded. Please come in and look through our Investigations books.

English

Reading - A weekly focus text (a big book) is selected for shared viewing and reading. This text is used to explicitly teach print, grammar and reading concepts, as well as providing a meaningful context for writing. High frequency words and letter sound relationships are introduced using the focus text and used during reading and writing sessions. Children have been given sight words to take home, please practice these with your child as these words will assist your child in reading and writing. This term, a focus will be on comprehension. Children need strong vocabularies, rich background knowledge, and well-developed comprehension strategies to become successful at understanding what has been read.

Literacy Rotations – Takes place four days a week for an hour beginning at 9.00am. During this time, the teacher will target specific needs in small groups. At this stage, areas of focus include; targeted guided reading, word work, letter and sound knowledge, high frequency word recognition, fine motor development and blending and segmenting activities.

Writing - Children are provided with opportunities to write for a range of purposes across the curriculum. Children's writing will be related to their own experiences and interests and targeted tasks from the weekly big book. Writing will be integrated with the teaching of Science and Geography.

Handwriting – Handwriting skills will be taught explicitly on a weekly basis. During this time, the teacher will focus on letters and sounds explored in the weekly focus texts, and work towards achieving accurate letter formation. Students have been put into 'Good Writers' groups and they have their own individual goal that they need to work towards during writing sessions and once the goal is reached, they will be moved onto another goal to work towards.

Oral language – Children are supported to share ideas during classroom discussions, reflections of learning, circle time and within cooperative learning groups. Focus skills include turn taking, active listening and speaking clearly using appropriate annunciation volume and pace. Children will still be bringing home Chloe the Cow and Sammy the Sloth. So far, in Chloe's and Sammy's books, the children (that have had a turn) have engaged in wonderful writing and illustrating. Just like last term, the children will share back to the class their adventures. This term, the writing focus in Chloe's and Sammy's books is based from our (HASS) Humanities and Social Sciences Unit 'Caring for Special Places; Your Land, my Land'. Please encourage your child to write and draw what they did with Chloe/Sam and relate it to their special place (this is detailed in the front of Chloe and Sammy's books).

Humanities & Social Sciences

This term, Kindergarten will participate in a Geography inquiry unit – 'Caring for Special Places; Your Land, my Land'. Children will identify special and meaningful places in their community and in their own lives. They will recognise why some places are special to people. Children will explore the places they live in and belong to. They will develop an understanding of what makes a place special and how this may differ for different people. Students learn about the importance of looking after places. Children will be familiarised with the Ngunnawal People (the traditional custom of the land that our school is on), and the significance and importance of the Acknowledgement to Country.

As you have no doubt heard, we have tadpoles in our classroom. We have our tadpole diary and we will be completing each week and we will be monitoring their growth and life cycle. We have been learning lots of interesting facts about their lifecycle, such as, did you know that the word Amphibian means 'two lives'? After talking about this interesting fact, Liam said "it's because they live in the water first, then they change and get to live on the land".

Mathematics

Mathematics sessions are structured to incorporate explicit teaching giving opportunities to implement new learning. During math lessons, children will have opportunities to work independently, as well as in selected small groups, using a range of different materials in order to build an understanding. Children will be encouraged to make connections through their learning and reflect

on their work. This term we will focus on the following:

- *Understand numerals and quantities to 20* – (50 days left of kindergarten – forwards and backwards)
- *Sort and classify familiar objects* – (how can we sort these into groups?)
- *Comparing objects by volume* – (using direct and indirect comparisons)
- *Digital and analogue clocks* – (discuss the difference between analogue and digital clocks and duration of time)
- *Familiar 3D shapes* – (sort describe and name 3D objects in the environment)
- *Direction; left and right* – (using everyday language describing which direction is which)
- *Introduction to Coding* – (coding will help children visualise abstract concepts and will allow them apply math to real-world situations making math fun and creative!)

Science

Growing Well! Biological Sciences - This term children will investigate what they think they know about living things and their basic needs such as food and water. Through hands on, shared experiences students will discover what plants need to survive by investigating the growth of plants under different conditions. The children will observe the parts of a plant and discover how plants use water. The children will become frequent users of the terms predict, observe and investigate when reporting back to their peers.

Technologies

Children will use the interactive whiteboard (IWB) to engage with online educational learning experiences. In the classroom, the iPad will be used for photographs of documentation of children's learning and investigations. For our HASS unit, children will be using the iPad to assist with their end of term task and to view online resources and photographs. The classroom interactive screen will be used during some literacy rotations.

Outdoor Program Health and P.E

Physical Education - Development of fundamental movement is achieved through whole class and small group games and activities. Children are encouraged to play fairly, accept game consequences, persist with challenging experiences. This term we will focus on activities to support development of kicking, throwing and catching. We will continue working on our gross motor skills of coordination, balance, core strength and crossing the midline. We also do Yoga in the classroom. This term we are lucky enough to be able to participate in a softball clinic. It will run every Tuesday from week 3 to 6 (four lessons). We will have our swimming lessons in all of week 10 in the afternoons. You will get information about this closer to the date.

Health – Every Friday Yasmine will be in our class in the middle session to teach health and wellbeing.

This term Kindergarten will be engaged fun activities and lessons that promote a healthy planet and sustainable living. Students will also be engaged in discussions about physical and social changes that occur as they grow older. Social changes including responsibilities for themselves such as health and the environment.

Towards the end of the term the children will be engaged in making a healthy meal of their choice.

Social and Emotional Learning

This term, children will be encouraged to look out for each other during play and learning. At O'Connor Cooperative School, we draw upon a literary based social and emotional program called Friendly School's Plus to support key social skills. Over the year, five key areas will be covered in the Kindergarten program: self-awareness, self-management, social awareness, relationship skills and social decision making. These are promoted through role-play, circle time, and explicit teaching.

The Arts

Dance – This term children will be exploring dance particularly looking at ways we express ourselves through dance. The children will identify where they might experience dance in their lives and communities, think about why people might dance and investigate dances from other cultures including dances of Aboriginal and Torres Strait Islander Peoples. They will have an opportunity to learn some new dances and respond to these using their own words and learnt dance terminology.

Singing – Singing is a part of our everyday program in kindergarten.

Community Singing

Families and carers are invited to join us for community singing in Redgum from 2:30pm on Friday afternoons. During this time Dr Susan West from the Music Engagement Program will join us to share singing and learning new songs.

Home Reading

I strongly encourage children to read at home daily. Reading *with* someone, reading *to* someone, and being read to is extremely important for children's reading development. It is beneficial for children to talk about what they read, allow time for your child to ask questions, clarify meaning and make links to other texts and experiences. If your child reads the same book often, it is a good thing; they are doing this for success, enjoyment, understanding and importantly their confidence. Please see a separate note with information about reading strategies.

Dates to Remember

- Assemblies will be held on Wednesday mornings at 9.00am, each even week in the Redgum room.
Kindergarten will be hosting assembly in week 6 on 21st November 2018
- Softball clinics – commence week 3 through to end of week 6
- Children's Week – week 2 (Gruffalo excursion, pyjama day, investigations in the park)
- Outdoor learning day – 1st November 2018
- Kindergarten transition visits - transition visits to Year 1 (once during weeks 8 and 9)
- End of year bush picnic – week 9 - Tuesday 11th December 2018
- Week 10 Swimming @ Gungahlin Leisure centre
- Last day of school for the year – Friday 21st December 2018

Year 1 Learning Overview Term 4

The final term of the year is upon us. We have had a wonderful year learning together. This overview provides information about the learning that will take place in our year 1 classroom this term.

English

Reading skills will continue to be developed by the explicit teaching of reading strategies at the start of each session. The children will have opportunities to practise their reading skills through reading to self, reading to someone, working on writing, working on words and listening to reading. They will work on specific learning reading goals with the teacher during small group sessions or during one-on-one conferencing. **Writing** will have a text focus for this term on information and explanations. The children will look at a number of samples of these writing formats with the aim of learning about the features used to create effective texts. The teacher will explicitly teach writing skills at the start of each session to support the children in working towards writing their own texts. Our geography inquiry task will be an information text that the children will work with a partner to create. **Oral language** is a focus across all learning areas. Children will be supported to further develop vocabulary, talk about their work, ask and answer questions, give and receive instructions, explain their ideas and respectfully interact with others.

Mathematics

Our areas of focus in mathematics this term will be:

Number and Place Value

- Recognise, model, write and order numbers
- Count collections by partitioning numbers using place value
- Number patterns and facts
- Represent simple addition and subtraction problems using a range of strategies

Measurement and Geometry

- 3D shapes

Probability

- Recognise outcomes of familiar events involving chance

Mathematics lessons are structured to incorporate explicit teaching and give opportunities to implement new learning. The children will work in small groups and independently using concrete materials for hands on experiences. This supports the children in building good understandings of the concepts being learnt. Children will be encouraged to make connections between their learning and reflect on their work.

Humanities and Social Sciences (HASS)

This term we will continue with our geography inquiry based on the following questions: 'What places and activities do I care about? How have these places changed over time?'

The children will use their geography knowledge, understanding and skills to complete a task about a local park. To help the children with the task we will have local people visit our school to share their stories about how the local park has changed and how it is cared for.

Science

In science we will focus on physical sciences, looking at light and sound. Children's prior knowledge and wonderings have been used to shape this term's unit of work. Over the term children will have opportunities to apply their science inquiry skills as they are guided through different experiments and explorations.

Investigations

Children will be engaged in a number of learning experiences during investigations to support the development of their social, emotional, fine motor, creative and cognitive development. Each term we have focused on different learning dispositions. This term the focus will be on confidence and inquiry.

The children's interests, strengths and needs will be reflected in the learning experiences offered during investigations. They will be able to choose areas of investigations they would like to explore. These may link with English, mathematics, science, geography and other areas of the curriculum. We will have

focus children and reporters for investigations. These children will help the whole group reflect on the learning occurring during Investigations. This term we have tadpoles from the ACT Frogwatch program in our classroom. Our reporters will observe the tadpoles and complete a Frogwatch diary each day.

Design and Digital Technology

Technology is integrated within the children's learning whenever possible. The children will be given opportunities to communicate their ideas by making plans and designing models. In digital technology there will be a focus on using Chromebooks to publish work.

Health and Physical Education

This term in health the children will be engaged in fun activities and lessons that promote a healthy planet and sustainable living. They will discuss social changes including responsibilities for themselves such as health and the environment. Towards the end of the term the children will be engaged in making a healthy meal of their choice.

The children will continue to develop fundamental movement skills through whole class and small group games and activities. The group will be encouraged to play fairly, cooperate and persist with challenging experiences. This term we will focus on activities to support the development of bouncing and throwing. At the end of the term the children will attend swimming lessons for a week.

The Arts

Dance - Over the term children will have opportunities to work individually, in small groups and as part of a class group on a range of dances. Some of these will follow the ideas presented in the 'Belong' performance we viewed at the start of the term. Others will be linked with Music Engagement Program (MEP) repertoire.

Music – The children will be focusing on improvising and composing music using percussion instruments. They will create drawings of movement and generate music to express the movement.

Library

The children are given daily opportunities to explore and find books that interest them in our classroom library. When we have library the children have a dedicated time to choose books for their reading boxes in the classroom and books to borrow to read at home. The children can first choose books from the classroom libraries and then from our school library. The children need to bring a library bag to school to keep their books safe. Library is every Friday. In our Year 1/2 bag area there are books for the children to borrow and take home any time they choose.

Dates to remember

Week 8: Wednesday 5th December Year 1 assembly

Week 9: Tuesday 11 December, P&C Bush Dance 5-7pm

Week 10: Swimming Lessons

Please also refer to the fortnightly newsletter for updated events and reminders.

We invite you to let us know if you would like to help in our classroom. If you have any questions or concerns, please do not hesitate to come and talk to me or you can contact me via email at

Caroline.Doverty@ed.act.edu.au

Caroline, Mariana, Yasmine, Leena and Nathan

Year 2 Learning Overview Term 4

Welcome to term 4! This overview provides information of our teaching and learning programs for the term.

-Year 2 routines-

Fruit – Please sign up on the Year 1 & 2 fruit roster if you are able to volunteer to cut the children’s fruit. Your help is greatly appreciated 😊

Parent helpers – All volunteers are required to sign in at the front office. Regular parent volunteers need to be registered for a Working with Vulnerable People card. The school can provide the relevant forms for you to complete and take to an ACT shopfront.

Late arrivals – If your child arrives at school after 9.00am it is required that they be signed in at the front office to be marked present for the day.

Absences – If your child will not be attending school please let us know by phoning the school, emailing Michelle or completing an absence slip at the front office.

Assembly – Assemblies are held every fortnight. This term the Year 2 assembly will be held in week 9 for graduation.

Library – Year 2 children will visit the Co-op library every Friday. Please ensure your child has a sturdy library bag.

Home reading – Books for home reading are available in the bag area, these can be identified by a purple home reading sticker. Children are welcome to change over home reading books as often as they like.

Co-op reading log – Logs will be sent home later this term. They will be collected by the teacher every Friday.

Community Singing – Families and carers are invited to join us for community singing in Redgum from 2:30pm on Friday afternoons. During this time Dr Susan West will join us to share in singing and learning new songs.

-English-

During literacy children are explicitly taught reading, writing, speaking and listening skills through:

Reading Workshop – During this time the teacher demonstrates reading behaviours and strategies through whole class modelled reading experiences. Children have opportunities to practise new skills using IPICK books and texts selected by the teacher. **Guided reading** sessions enable the teacher to target children’s specific needs in reading, through small group and whole class work. Areas of focus include; decoding strategies, comprehension and reading with fluency and expression.

Writing – this term we will focus on texts with the purpose to instruct and inform. The children will have opportunities to examine the features of these texts as they work with samples, jointly create pieces with the teacher and work on producing their own written texts.

Handwriting will be taught explicitly on a weekly basis.

Oral Language is a focus throughout the Year 2 program. Children are supported to share ideas during classroom discussions, reflections of learning and within cooperative learning groups. Focus skills include turn taking, using active listening behaviours and speaking clearly using appropriate announcement volume and pace.

-Investigations-

Children will be engaged in a number of learning experiences during investigations to support the development of their social, emotional, fine motor, creative and cognitive development. Each term we will be focusing on different learning dispositions. This term the focus will be on **confidence and inquiry**.

The children’s interests, strengths and needs will be reflected in the learning experiences offered during investigations. They will be able to choose areas of investigations they would like to explore. These may link with English, mathematics, science, history and other areas of the curriculum. Information and Communication Technologies (ICT) will be available for the children to conduct research and record information. We will have focus children and reporters for investigations. These children will help the whole group reflect on the learning occurring during Investigations.

-Humanities and Social Sciences (HaSS)-

This term we will continue our inquiry in geography to explore the questions: ‘What places and activities do I care about? How have these places changed over time?’

The children will be working to develop an information report about the park behind our school. Through this project the children will:

- Explore the features of the park and map their location.
- Consider how the park is used by our local community.
- Find out what the park was like in the past and identify how it has changed over time.
- Describe ways that the park can be cared for.

-Mathematics-

Mathematics sessions are structured to incorporate explicit teaching and give opportunities to implement new learning. During lessons, the children work independently as well as in small groups, using a range of different materials in order to build an understanding of a range of concepts. Children will be encouraged to make connections through their learning and reflect on their work. This term we will focus on the following:

Number and Algebra

- Recognise, model, represent and order numbers to 1000
- Explore and describe patterns with numbers
- Solve addition and subtraction problems using a range of strategies
- Explore multiplication through repeated addition, groups and arrays
- Money: Count and order small collections of Australian coins and notes

Measurement and Geometry

- Shape: Recognise features of 3D objects
- Using units of measurement: Tell time to the quarter-hour

Statistics and Probability

- Chance: Describe outcomes for everyday events

-Health and Physical Education-

P.E Sessions – Development of fundamental movement skills is achieved through whole class and small group games and activities. Children will be encouraged to play fairly, accept game consequences, cooperate and persist with challenging experiences. This term we will focus on activities to support development of catching, throwing, bouncing and dribbling.

We will also continue our weekly yoga practice with Becca (Isabella's mum).

Health and Sustainability

The children will continue working with Yasmine on Friday mornings to develop social literacy. This term they will participate in fun activities and lessons that promote a healthy planet and sustainable living. Year 2 will also be engaged in discussions about physical and social changes that occur as they grow older. Social changes including responsibilities for themselves such as health and the environment.

Towards the end of the term the children will be engaged in making a healthy meal of their choice.

-Science-

Schoolyard Safari - This term in science Year 2 will be going on a 'Schoolyard Safari'. The children will be exploring the tiny creatures living in our schoolyard and observing them in their natural habitat. Through investigating, making predictions, recording observations, asking and answering questions, recording data and reporting back to the class students will discover that they share their playground with a range of creatures, discovering how some of them move, feed and protect themselves.

-Technology-

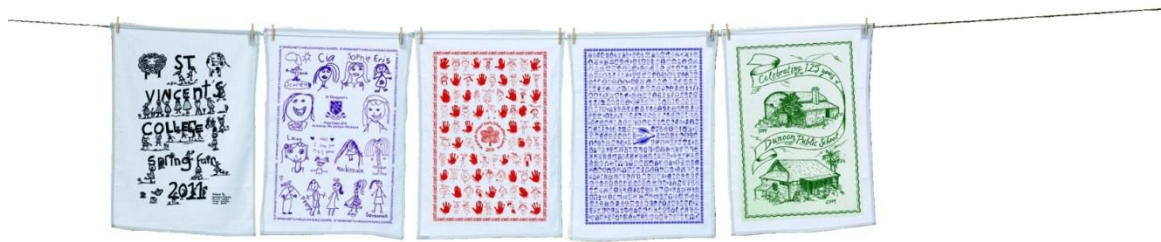
Technology is integrated within the learning experiences whenever possible. The children are given opportunities to share their creative ideas by making plans and designing models. Year two will continue to use Chromebooks to support learning. The children will have opportunities to learn about coding by using BeeBots. There will be ongoing discussions with the children regarding the importance of e-safety.

-The Arts-

Media Arts: This term in the Arts the children will be exploring Media Arts. We will be exploring the process of stop motion animation, where, how and why it is used and creating a stop motion animation that will tie in with our science unit. The children will share their media artworks with their peers explaining the process and how they have incorporated sound.

Singing and Music: Singing continues to be a part of our everyday practice in Year 2.

If you have any questions or concerns, please feel free to come and see me any time before or after school or contact me via email at Rose.Patrick@ed.act.edu.au



TEA TOWEL FUNDRAISER

O'Connor Cooperative School P&C is running a group tea towel project for families.

The limited edition tea towel design will be made up of self-portraits drawn by all our children and staff. The pictures and names will be arranged all together as a commemorative design for the whole group, then screen printed in green onto premium quality white cotton tea towels (50x70cm).

Samples from previous years can be seen in the Front Office

Every year the tea towels are popular. The children are thrilled to see their own artwork in print; they make a lasting memento to remember classmates, are amazing as gifts for parents, relatives and special friends, as an addition to your child's keepsake box or just use them to dry the dishes!

It is only \$12.50 for one limited edition tea towel. Don't forget to order a few extras for family members. Some families purchase one to use and another to keep in their child's memory box.

An order form will be sent home with your child early next term.

Tea towels can be ordered by returning the order form **with correct cash payment** in an envelope clearly marked "TEA TOWEL ORDER" to the secure post box in the front office or to the following parents from your class.

| | |
|--------------|---|
| Preschool | Michelle Nolan (Tasman, Hamish & Fritha year 1) |
| Kindergarten | Matt Farrington (Daniel) |
| Year 1 | Michelle Swan (Phoebe) |
| Year 2 | Peter Jones (Eleanor) |

Orders must be received by, Thursday 25 October 2018 (Tomorrow).

Thank you for your continued support.

If you have any queries please contact the front Office or Michelle Nolan 0466 453 381

Community News



SEE-Change, Canberra has received a grant from the ACT Government to design and plant an area in O'Connor for the purpose of creating habitat for our native, small birds, bees and butterflies. The chosen site is across from the Turner Primary School along David Street.

The planting days will commence this Saturday, 20th October and all from the community are welcome to attend and participate! This is a child-friendly event as children can assist with planting as well as do some pom-pom making and yarn bombing.

SEE-Change is providing some drinks and cake, but it is requested that you bring your own gardening gloves and a trowel if you wish.

Future planting dates are:

24th October, 10am - 1pm ; 3rd November, 1pm - 4pm; 10th November, 1pm to 4pm

You can go to the SEE-Change Facebook page and register for this event, which will assist them with catering, or just turn up on the day!



Look no further than the Australian Girls Choir because we encourage, challenge and inspire girls as they learn to sing, dance and perform.

For more than 30 years, the Australian Girls Choir has played a role in the growth and development of girls across the country. We provide an experience that goes far beyond the stage; your daughter will develop confidence, public speaking and presentation skills, resilience and friendships that will last a lifetime.

Our senior performers have entertained everyone from Queen Elizabeth II to Oprah and have shared the stage with a long list of artists including Hugh Jackman and Pharrell Williams. For the past 20 years, we've been proud to represent Qantas at live events and in the 'I Still Call Australia Home' advertising campaigns.

Now accepting 2019 enrolments for our rehearsal venue in Deakin.

Join us at our OPEN DAY on Sunday November 4!

Call 1800 338 142 or email headoffice@aspagroup.com.au



AUSTRALIAN SCHOOL OF PERFORMING ARTS

Gilmore Primary School Car Boot Sale AND Mini Fair



**Saturday 10 November 2018
9:00am - 2:00pm**

Car spaces
available for \$25
Market Stalls
3m x 3m for \$40

**Gilmore Primary School
Heagney Crescent, Gilmore**

Help us raise
money for our
school!



Preloved, handmade and new items
for sale! Hot food and cold drinks!
Coffee! Cake stall! Kids activities!

Book your car space or stall by emailing gilmore.panda@gmail.com



Could \$500 help you with school costs?

Join Saver Plus and we'll match
your savings, dollar for dollar,
up to \$500 for school costs.

- laptops & tablets
- lessons & activities
- uniforms & shoes
- books & supplies
- sports fees & gear
- camps & excursions

To join Saver Plus, you must have a Centrelink Health Care or Pensioner Concession Card, be at least 18 years old, have some regular income from work (you or your partner), and have a child at school or attend vocational education yourself.



Contact
Kathleen Watson
your local Saver Plus
Coordinator

Phone
0448 730 305
02 6283 7606

Email
kathleen.watson@thesmithfamily.com.au

Web
www.saverplus.org.au



Saver Plus is an initiative of the Brotherhood of St Laurence and ANZ, delivered in partnership with Berry Street, The Brotherhood Society and The Smith Family and other local community agencies. The program is funded by ANZ and the Australian Government Department of Social Services. Go to www.ans.gov.au for more information.

Emergency Services Open Day on Sunday 28 October 2018 from 10am to 3pm.

The Open Day provides an opportunity for the ACT community to learn how emergency services works. It is a day of family fun with the opportunity for people of all ages to sit in trucks, try out fire hoses, ride in a helicopter, tour the incident management facilities and learn about Emergency Services Agency operations. A family event filled with entertainment, food, skills demonstrations, and hands on activities! This is an exciting day out for all ages where you can meet the people who keep our community safe, and learn how you can take care of what matters most during an emergency. It's up to all of us to work together for a strong and resilient Canberra.

FREE entry and parking.

[ACT Emergency Services Agency](#)

9 Amberley Av Fairbairn Business Park Majura ACT

Tidbinbilla Nature Reserve Open Day on Sunday 7 October 2018 from 10am to 3pm.

The annual Tidbinbilla Open Day is on again this year. Mark this date in your diary for a fun-filled day of nature-based experiences, kid's activities, live music, displays, demonstrations and more - held in the greatest venue of all, the great outdoors! The theme this year is 'Rediscover Tidbinbilla' where we encourage you to explore the Reserve with renewed curiosity and a fresh perspective.

Rediscover the rich Indigenous culture of Tidbinbilla through a guided experience on Ngunnawal Country. Rediscover adventure and take the chance to explore our natural environment through immersive NaturePlay activities. Rediscover science with a hands on experience to learn about our Threatened Species Breeding Programs. Rediscover heritage and take a step back in time to explore the stories of the Tidbinbilla Valley and how they have shaped the reserve to what it is today.

A relaxed family friendly atmosphere with free entry to Tidbinbilla Nature Reserve all day. <https://www.tidbinbilla.act.gov.au/whats-happening>



Curious Hearts Yoga Spring Mini-Retreat By Becca Posterino

Becca Posterino, Mum of Isabella in year 2 will be hosting a mini-yoga retreat, here are the details. Bookings can be made on Eventbrite on the link below.

Curious Hearts Spring Yoga Mini-Retreat

Sunday, November 11

Power Yoga Canberra

21 Atree Court, Phillip

9am-12pm (Seasonal morning tea provided)

Join Becca for a morning of invigorating yoga followed by a focused journaling session to connect you to your purpose on and off the yoga mat. Then share a delicious seasonal morning tea with an intimate group of like-minded people on the rooftop balcony. And finally, finish with a deeply rejuvenating yin yoga sequence designed to send you home restored and inspired!

Becca is offering a 25% discount for our Coop community, please use the discount code **COOP** when you purchase your ticket.

Here is the link to the Eventbrite page to reserve your place:

<https://www.eventbrite.com.au/e/curious-hearts-yoga-spring-mini-retreat-tickets-49878082688>



GUIDES
AUSTRALIA
NSW & ACT

ALL GIRLS are invited to visit their local guide unit and find out what guides get up to.

Guides have **FUN** indoors and outdoors, learn new skills and make new friends.

Guides is for girls aged 5 –18 yrs.

Local guide units meet once a week at the Guide halls in Lister Cres, Ainslie and Clianthus St, O'Connor.

To find out more, go to:

<https://www.girlguides-nswact.org.au/>