

Term One 2019

Junior Community Learning Newsletter

*Creating a learning community, nurturing and integrating faith and life,
in a spirit of openness.*

Dear Parents and Carers,

Welcome back to school and to our fabulous Junior Community! We hope you had a wonderful and relaxing holiday and that your children are excited and ready to learn.

As we are in term one, please ensure that your children have their hats and sunscreen so that their skin is protected from the summer sun..



Our Prayer begins at 8:50 am every morning and we would love you to join us and your child/children. *It's important that children have put away their bags and Brain Snack and are ready to join in calmly and with reverence.*

It is also important that once prayer has begun, mobile phones are put away and are on silent as this sets a good example for the children. In addition, saying goodbye prior to this ensures that children are ready after prayer for the roll and and for learning.

- ❖ **New eating routines:** it would help us and your children if Brain Snacks were put into the assigned tub first thing in the morning. First snack could be packaged separately so that it is easier to take out. We have had such a positive start and saved 100 minutes this week which is 1 hour and 40 minutes of extra learning!!
- ❖ **Dojos:** we use Dojos as our reward system and each class will be added to the Dojo class list and Passwords and access to the App will be sent home by Week 3. This year, we will also be using Dojo to share work and celebrate the Gospel Values, Character strengths and keep you updated. You can use the **communication tool** on Dojo however, please let the office know when there will be an absence/lateness/holidays occurring.
- ❖ **Mathletics and Achievement Awards:** all children will receive Mathletics Logins and passwords and over the year and we encourage them to participate in online practice of their mathematical skills. Each child will receive an achievement award celebrating their efforts, behaviour, academic and social progress linked to the Gospel Values/Character strengths/Habits of Mind etc. These awards will be given out in their home room class.
- ❖ **Take Home books** - we are starting a new approach and each child will:
 - Have a Take Home book that is based on their most recent reading data**
[Some children will be taking up to 3 books]
 - Borrow 1 book from the library [their interest/choice]**
 - Borrow 1 book from the class library [different genre]**
- ❖ **At the end of the day...** children will leave the building via their Learning Area door. It's a good idea to agree on a place to meet them either outside their learning area or somewhere in the playground.

Dates for your diary

Wk 3 15th February- Whole School Beginning of Year Mass

Wk 6- 5th March- Burn of the palms liturgy

Wk 6- 6th March-Whole School Ash Wednesday Liturgy

Wk 7- 15th March - Junior Community Mass

Wk 8- 20th March-Junior Prayer Night @ 6:30-7:30pm

Wk 10- 5th April-Whole School Easter Liturgy

Brain Snacks & Nude Food

As part of our sustainability and stewardship of our environment and planet, we are encouraging the use of 'nude' food or, in other words, snacks without wrappers and lots of packaging.

Your children eat their Brain Snacks around 10 am every morning.



Attendance, holidays and lateness

As you may be aware, our roll is taken after prayer each morning and it is a legal requirement for us to report attendance.

Children and parents can enter the building at **8:30 am** and school officially starts at **8:50 am**. Please ensure that your children are on time and ready to sit quietly for prayer by 8:50.

If you come later than this time, please sign in at the office.

If you are going on holiday, please let Rose in the office know so that they can adjust the Attendance Roll.

Thank you for your support in this matter, if you have any questions, please see your child's teacher or pop into the office for a chat.

Parents/guardians are responsible for contacting the school on that day of an expected absence to inform them and to provide an explanation for their absence. This must be done prior to 8:50am of the school day

This may be done via the school's preferred method: SkoolBag App

(email may be used if there are any issues) info@stellamaris.catholic.edu.au

When submitting by SkoolBag: *Go to Home on the SkoolBag App, click on eForms, choose Absentee Form, fill in details and submit.*

Junior Community Teacher Emails

Kathy Randall [JCK, TeamCoach]:

krandall@stellamaris.catholic.edu.au

krichards@stellamaris.catholic.edu.au

Pat Torpy (JCT): ptorpy@stellamaris.catholic.edu.au

Danielle Nash (JCN): dnash@stellamaris.catholic.edu.au

Karina Risk (JCR): krisk@stellamaris.catholic.edu.au

Alex Doran (JCA): adoran@stellamaris.catholic.edu.au

Alison D'costa (JCD): adcosta@stellamaris.catholic.edu.au

TeRina Chase (JCC): tchase@stellamaris.catholic.edu.au

Michele Thring (JCM): mthring@stellamaris.catholic.edu.au

Olivia Nicola [Wellbeing Leader]:

onicola@stellamaris.catholic.edu.au

Susan [Reading Recovery]:

sgregory@stellamaris.catholic.edu.au

If you would like to volunteer, or make a time to talk about your child's learning or to simply give some feedback, please don't hesitate to email your child's teacher.

*If you have a current **Working with Children Check**, you might like to consider helping out in the Junior Community:*

- *Preparing resources*
- *Reading with children*
- *Setting up displays*



Wellbeing

For those of you who do not know me, my name is Olivia Nicola and I am the Wellbeing Leader at Stella Maris. My main focus is within the Junior Community. I help to ensure that every child has an opportunity to flourish and see success in their learning. My working days this term are **Tuesday to Thursday**. Please do not hesitate to email me onicola@stellamaris.catholic.edu.au or pop into the Wellbeing Office next to the staff room area if needed.



Reading Recovery

Welcome to the Junior Community. I am the Reading Recovery/Literacy Intervention Teacher for Year 1 and 2 students at Stella Maris. My name is Susan Gregory. I am committed to developing students into confident and proficient readers and writers. An essential part of this close partnership is with parents and caregivers. I work every day and my email is sgregory@stellamaris.catholic.edu.au My office is in the Junior community.



Our Learning Support Officers are an integral and important part of the Junior Team - the work they do with our children is invaluable!

Tanya Provis and Mel Portelli are both experienced and highly trained and they work with a wide range of children across the Junior Community.

Their work includes but is not limited to:

Maths intervention and workshops, EAL and Speech with individual and small groups of children to enhance their knowledge of the English language. They also work with emerging readers, Social Groups and Emotional and Behavioural intervention groups.



Religious Education

'Building Community'

Key Understanding

Throughout the year, the students will be reflecting on our school Gospel Values and how they could display these values in their everyday lives.



This term, in Religion the students will be focusing on:

- Setting up our prayer space, expectations and behaviours
- The different reasons why we pray
- The different ways we can pray
- How we can build relationships through prayer

This term we will also be looking at the season of Lent:

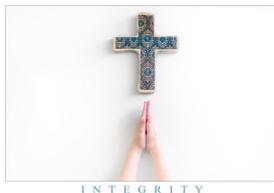
- What is Lent?
- How does Lent help us to understand Jesus and others?

As part of Stella Maris ways of working students will form an idea of how prayer can look and the purpose of why we pray. Each space will form expectations when setting up the space for prayer and how to make prayer a successful one. Parents are most welcome to join our prayer time. Your thoughts are invaluable and often extend our students thinking.

The students will also be learning about the season of Lent and Holy Week. They will have opportunities to explore various resources, discuss and reflect upon the meaning of these two events by listening to bible stories, exploring symbols and rituals. Students will then be asked to

- Record the impact this learning has had on their own emotions and their peers
- Identify key points of both events
- Explore what this means for them and the relationships they value and why?
- Identify the impact these events have had

To help your child in Religion encourage them to talk about how people can demonstrate the Gospel Values daily.



English

Starting in Term One and continuing throughout the year Juniors will be developing self directed learning skills by learning how to sustain reading to self and reading to someone. This enhances and develops their independent reading skills.

Reading

During Term 1, Juniors will be focussing on different reading strategies which will include different comprehension and decoding skills.

These include:

- *Inferring - using the clues within the text and prior knowledge to find out what isn't explicitly written by the author*
- *Using evidence from the text to support predictions*
- *Reading with intonation, expression and fluency*

Vcop

Students are exploring a variety of text types and continuing to use the **VCOP** wall to uplevel their writing. If you'd like to know more about VCOP ask your child to show you their learning spaces VCOP wall and ask them how they use it in their writing.

V is for Vocabulary

C is for Connectives

O is for Openers

P is for punctuation

We are also using the Kung Fu Punctuation movements in a fun and kinesthetic way to embed a wide range of punctuation- ask your child, to show you! You can watch a demonstration video here:

https://www.youtube.com/watch?time_continue=12&v=e0K5TTB9xIk

Throughout all curriculum areas we are using THRASS to explore words. In particular looking at base words, the meaning of words, hearing each phoneme and what graphemes are used to represent these.

Big Write

Our Big Writes will be on Wednesday in Blue week. Each junior student keeps this work in their Big Write Display Folder. Students are encouraged to share this work with their parents before and after school.

To help your child in English please ensure you continue to discuss their 'Talk Home Learning' with them prior to our fortnightly Big Writes. Talk Home Learning will go home on Monday afternoon in Blue week.

A friendly reminder that the expectation for all Junior Students home learning is that they are reading for ten minutes a day. By reading daily at home to an adult, students are consolidating the guided reading skills taught throughout the term and therefore improving their reading. In addition to this students are given the opportunity to read a book from home or the library. While these may not be 'just right books', they are books your child is engaged in and this results in a love of reading.

Parents and guardians are encouraged to record the book read in their child's Take Home Reading Log which are checked weekly by the teacher.

Mathematics

In term one, we are rolling out our Learning to Learn across the curriculum and therefore, we are starting our mathematical learning with counting and place value. This involves being taught to count quantities effectively and accurately.

Counting and Place Value

Four activity cards for counting:

- I can count in 2s:** A caterpillar with numbers 2, 4, 6, 8, 10, 12, 14, 16, 18, 20.
- I can count in 10s:** A caterpillar with numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.
- I can count in 5s:** A caterpillar with numbers 5, 10, 15, 20, 25, 30, 35, 40, 45, 50.
- Counting in 5's:** A grid of numbers from 5 to 100 in increments of 5.

Pattern

Pattern activity with colored pencils and shapes:

- Four colored pencils: blue, green, red, yellow.
- Two rows of shapes: the first row has colored blocks (blue, red, blue, red) followed by empty boxes; the second row has colored circles (green, yellow, green, yellow) followed by empty circles.

Data

FRUIT	NUMBER OF CHILDREN WHO CHOSE IT
PEAR	
WATERMELON	
ORANGE	
APPLE	
BANANA	

Location

Location activity with a grid and directions:

- Grid with various icons (airplane, monster, train, etc.) and a 'START' box.
- Directional arrows: Forward (up), Backward (down), Left, Right.

What you can do at home to support your child's learning:

Counting forward and backwards from different points helps your child to become fluent in counting and comfortable with numbers. Counting collections, playing Snakes and Ladders, dice and card games reinforce the idea that mathematics is fun and stimulating. Using or being exposed to coins and paper bills is also recommended. Reading and writing numbers can also be a fun way of being able to identify 2,3 and 4 digit numbers and how to say them too!

1 2 3
4 5 6
7 8 9

Inquiry

Key Understanding:

Building a culture for learning and behaviour



Contributing Questions/Lines of Inquiry:

- How do I best learn?
- How do I help others to learn?
- How can I be a self directed learner?

Key Concepts:

- Connection
- Function
- Responsibility

Our Junior Community students will commence the year establishing routines to set up for successful learning. This unit will encourage students to develop independence and establish the 'Ways of Working' in the Junior Community. We will focus on understanding our Character Strengths and Zones of Regulation and how they can assist us when we face challenges in our learning. Together we will be unpacking what it looks like, sounds like and feels like to work successfully in a community while developing healthy relationships through authentic connections to our Gospel Values.

