Parent Information Night
I hope those who were able to attend the Reception Information Session on Parent Information Night found it informative.
Thank you to everyone who has volunteered to listen to reading in the classroom each week. If anyone else would like to listen to reading a morning a week, please let me know. This usually takes about half an hour if only one parent is available.
Your child now has their ‘Homework Book’ inside their reading folder. Please go through a few sight words each night and colour the picture once your child knows the word well and can recognise it readily. There are enough number grids for your child to use one per week. If you would like more at any stage, please let me know.

Starting School
Attached to the back of this newsletter is a Starting School parent guide from Parenting SA. It contains useful information about establishing routines to assist your child settle into school life.

School Banking
In your starting school pack you will have received information from both the Lutheran Laypeople’s League and Bank SA about opening a school bank account for your child. If you wish to do this, please send your child’s passbook to school on Tuesdays for money to be banked into their account.

Lunch Bags
A few weeks ago a parent sent in money for lunch bags. Unfortunately there was no name on the envelope and we have been unable to send them home to you. If you have sent in a Ziplock bag with $2 for lunch bags and have not yet received them, please let me know.

Email Addresses
At Parent Information Night I asked parents to provide an email address so that I can send out group email reminders for the Reception Class. This system worked really well last year in the Year 4/5 class and I hope it will be equally successful in the Reception Class. If you were not at the Reception Session, or have not yet provided me with an email address, please do so if you have one. Information will still be shared in notes and newsletters if this option does not suit your family.

Unit of Inquiry – Who We Are
Our first Unit of Inquiry for this year is an inquiry into safety. This unit includes learning in the curriculum areas of English, Christian Studies, Social Studies and Health (Personal, Social & Physical Education)

Central Idea: Safe practices influence our lives
Lines of Inquiry:
• The importance of safety and rules
• Ways we can keep ourselves safe
• The people who care for our safety

*Essential Elements*

*Key Concepts:*
Function - How does it work?
Connection - How is it connected to other things?
Responsibility - What is our responsibility?

*Knowledge:*
Social Studies, Language (English), PSPE, Christian Studies

*Attitudes:*
Cooperation
Integrity

*Learner Profile:*
Thinker
Reflective

*Approaches to Learning:*
Social Skills

**Excursion**
To assist with our inquiry into the central idea: safe practices influence our lives, we are organising an excursion to the Road and Cycle Safety Centre at Ridgehaven. This excursion will take place on Friday the 14th of March. More information and permission slips will be sent home shortly, once details have been finalised.

We will also be organising visits from the emergency services to our school to help with our inquiry into the people who care for our safety.

**Language – English**

**Reading**

*Central Idea:* There are established ways of setting out print and organising books

*Lines of Inquiry:*
• How we listen attentively and respond to stories read aloud
• How we handle books, showing an understanding of how a book works, (e.g. cover, beginning, directional movement, end)

*Essential Elements*

*Key Concepts:*
Form – What is it like?
Function – How does it work?

*Attitudes:*
Curiosity
Enthusiasm

*Learner Profile:*
Communicators
Courageous

*Approaches to Learning:*
Communication Skills (Listening, Reading, Viewing, Non-verbal Communication)

This term we are using the Mr. Men and Little Miss books to discuss the features of picture books. We know a book has a front cover with a picture, title, and the names of the author and illustrator. There is also a word or picture that tells us who the publisher is. A book also has a spine and a back cover. We have been enjoying reading the Mr. Men and Little Miss stories and discussing the main character in each story. We have been recording our ideas in our Workbooks.

Mrs Skinner has worked with students individually to assess their knowledge of print and students will be tested on their knowledge of sight words throughout the term.
Phonics

Central Idea: The sounds of spoken language can be represented visually

Lines of Inquiry:
• How we connect written codes with sounds of spoken language and reflect this understanding when recording ideas and reading
• How we discriminate between types of code (letters, sounds, words.)

Essential Elements

Key Concepts:
Form – What is it like?
Function – How does it work?

Attitudes:
Confidence
Enthusiasm

Learner Profile:
Communicators
Thinkers

Approaches to Learning:
Communication Skills (Listening, Speaking, Presenting)

We are beginning to learn letter sound groups. The first six sounds are the common single sounds for the letters s, a, t, i, p, and n. They can be combined to make many simple words such as ‘pin’ and ‘sat’. Learning is reinforced with actions, flash cards and craft activities.

Writing

Central Idea: Writing conveys meaning

Lines of Inquiry:
• How we discriminate between letters, words and symbols
• How we recognise sound/symbol relationships and record them

Essential Elements

Key Concepts:
Form – What is it like?
Function – How does it work?

Attitudes:
Curiosity
Enthusiasm

Learner Profile:
Communicators
Courageous

Approaches to Learning:
Communication Skills (Listening, Writing, Presenting)

In class we are practising the correct formation of letters and the correct way to hold a pencil. Your child will be bringing home their own copy of ‘Peter the Pilot’ next week. This is a book that reinforces correct pencil grip. The book is for you to keep at home. I would appreciate it if you would read it together a few times each term to reinforce the correct way to hold a pencil.

Mathematics

Central Idea: Organising objects and information helps us solve problems

Lines of Inquiry:
• Ways that we organise things using their attributes
• How we can use attributes to create and continue patterns

Essential Elements

Key Concepts
Form – What is it like?
Connection – How is it connected to other things?
This term we are focusing on sorting and creating groups of objects to match a verbal or pictorial quantity of one to five. We will also be describing positions of objects and matching quantities of five to nine using concrete materials.

**Christian Studies**

_Central Idea:_ God created people with the ability to make choices about how they act every day.

**Lines of Inquiry:**
- How feelings affect the choices people make
- Good and inappropriate choices
- The consequences of choices people make

**Essential Elements**

_Center Concepts:_
- Connection - How is it connected to other things?
- Function - How does it work?
- Reflection - How do we know?

**Attitudes:**
- Reflective
- Thinker

**Learner Profile:**
- Cooperation
- Integrity

**Approaches to Learning:**
- Social Skills (Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict)

We have been reading picture books and Bible stories about feelings and discussing how the choices people make affect their feelings or the feelings of others. We will be inquiring into whether a choice is good or inappropriate and looking at our choices in various situations so that we can make the best choice.

**PSPE (Personal, Social and Physical Education)**

_Central Idea:_ We can explore our body’s capacity for movement

**Lines of Inquiry:**
- How we engage in a variety of different physical activities
- How we develop a range of fine and gross motor skills

**Essential Elements**

_Center Concepts:_
- Form - What is it like?
- Function - How does it work?
- Reflection - How do we know?
Attitudes:
Commitment
Confidence

Learner Profile:
Knowledgeable
Balanced

Approaches to Learning:
Self-management Skills (Gross Motor, Spatial Awareness, Safety, Codes of Behaviour)

We will be learning and practicing a range of activities to develop throwing skills this term. Activities will include
- Cone Strike – knock the ball off the cones with a beanbag
- Stump Strike – knock the bar off the stumps
- Bucket Toss – throw beanbags into a bucket
- Hoopia – throw beanbags into hoops of different sizes
- Skittles – roll a ball towards skittles

Please feel free to contact me to discuss any questions or concerns you may have. Using the following email address is sdenholm@stjohns-eudunda.sa.edu.au and mobile number 0400273082.

I look forward to working with you and your child during the coming year,

Yours in Christ,

Sue Denholm