



HARVEST HOME
PRIMARY SCHOOL



HARVEST HOME
PRIMARY SCHOOL

Welcome back!

Hello Yiaga families and welcome to Term 2!

We are very proud of the way the students have settled back into their learning. This Term we are continuing to ensure we are showing our school values of 'Being Your Best', 'Being Respectful' and 'Being Safe'. The students are striving to earn badges when showing these values, which are then traded in for a variety of prizes that students can choose from.

We are looking forward to seeing the incredible learning that is to come in Yiaga this Term!



Reading

In reading this term, we have continued to build our knowledge and understanding of various reading strategies, through both fiction and non-fiction texts. Some of these include:

- Identifying the author's message
- Making a connection between the author's message and our personal life
- Explaining how the author engages me as we read
- The author's purpose for the writing the text (Persuade, Inform or Engage)
- Summarising

Our learners have been able to further develop these skills within their Guided Reading groups, which has allowed them to apply new knowledge and practise strategies within a small group environment.

We follow the Harvest Home Reading Instructional Model each reading session. This consists of:

- An introduction to their learning, explaining the lesson objective and how students can be successful
- A mini lesson, explaining a particular reading strategy through the use of a fiction or non-fiction text as a whole class
- Work time, which allows learners to work independently or collaboratively on a task that relates to the mini lesson
- Reflection, linking their learning back to the introduction.

This term we will be beginning something new and exciting, keep an eye out for more information about our novel study in weeks to come.

Writing



In Writing this term, our Yiaga learners are going to be focusing on persuasive writing. We have been busy exploring persuasive devices such as:

- Rhetorical questions
- Emotive language
- Inclusive language
- Cause and effect
- Modal verbs

We will be working towards creating and writing some persuasive letters and advertisements as part of our unit. Throughout this persuasive unit, learners will have the opportunity to write a letter to a teacher of their choice, persuading them as to why they should be their assistant for a day. In order to write this letter, learners will use the paragraph structure of OREO for their written pieces (Opinion, Reasons, Evidence, Opinion). In addition to the letters, learners will also design an advertisement, using digital technologies, for a product they created.

We look forward to showcasing these completed pieces within our community at the end of our unit.





Numeracy

Throughout Numeracy this Term, students are continuing to build their knowledge and skills of a variety of concepts, such as:

Number & Algebra

PLACE VALUE

- Identifying ten/hundred/thousand more or less than a number
- Rounding to the nearest 10/100/1000

Multiplication & Division

- Use and develop efficient mental and written strategies to solve Multiplication & Division problems
 - Solve worded problems
- Recall Multiplication facts up to 10×10 & related Division facts

Measurement & Geometry

TIME

- Solve problems involving time duration
 - Convert between units of time.

Home Learning Module


In term 2 the Home Learning Module is about Location. This can be found in your child's Numeracy Class on Google Classroom. It is due to be handed in by Friday June 3rd. It would be great to see as many assignments handed in as possible so we can celebrate the learner's achievements with some certificates after the due date. If you have any questions about the Home Learning Module, please speak to your child's numeracy teacher.

Personal Social




Throughout our Personal & Social lessons, students are exploring the effects of emotional responses in social situations. They are learning about being self-aware and how they can evaluate and use strategies when faced with certain situations they may find causes worry. We will also be working on identifying personal strengths and challenges and identifying skills they would like to develop. Students will learn about how to persist with tasks when faced with challenges, and how they can adapt their approach when first attempts are not successful.

Challenge Based Learning



During CBL in Term 2, our focus is on cultural diversity where students will be comparing and celebrating various cultures and will be learning about what makes Australia diverse. Students will ask questions and seek answers about several cultures and discover aspects such as food, art and celebrations that are unique to them. By the end of the term, our students will have a better understanding of cultural diversity in our school and in the wider world around them.



Learner Dispositions

Throughout term 1 we focused on how to be brave learners in numeracy. We unpacked what it looked and sounded like in Yiaga to be brave.

Some examples are:

- Have a go even when the task is challenging
- Use the 5OKS of numeracy
- Shares answers even if we are unsure of whether they are correct
- Brave sounds like asking questions and discussing answers

We are looking forward to being brave across the curriculum in term 2!



Home Learning Expectations

In year 4, it is recommended that learners try to work towards at least 30 minutes of reading per day. Learners will be given the opportunity to borrow a take home book each Monday, swap it for a new book on Wednesday, and return their book on Friday. Learners should read their take home book (or another Just Right text) each day and record the book they read, how long they read for and how many pages they read in their diary.

When appropriate, your child's teachers may send home worksheets for your child to practise or consolidate skills we have been working on at school.

Yiaga learners can also practise a range of skills on a number of online platforms which they have access to. The reading apps will be particularly useful on weekends when students do not have access to a take home book. The apps are Sunshine Online, Reading Eggs, Mathletics and Radiwriter. Learner passwords will be available in their diaries.

At Home Learning Module



Location At Home Learning Module

Due 3 Jun



Reminders

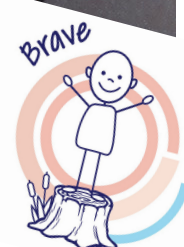
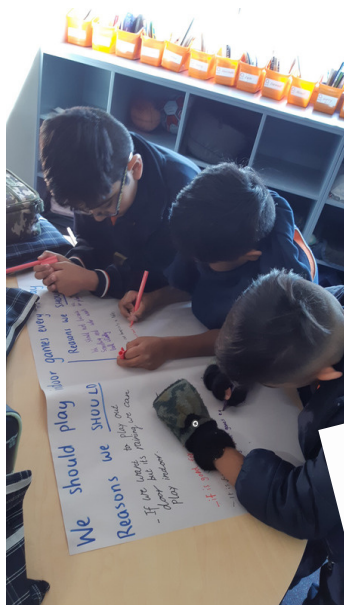
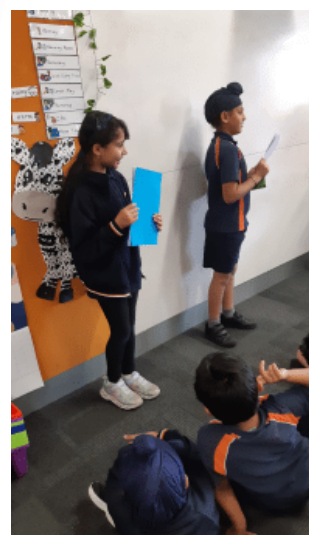
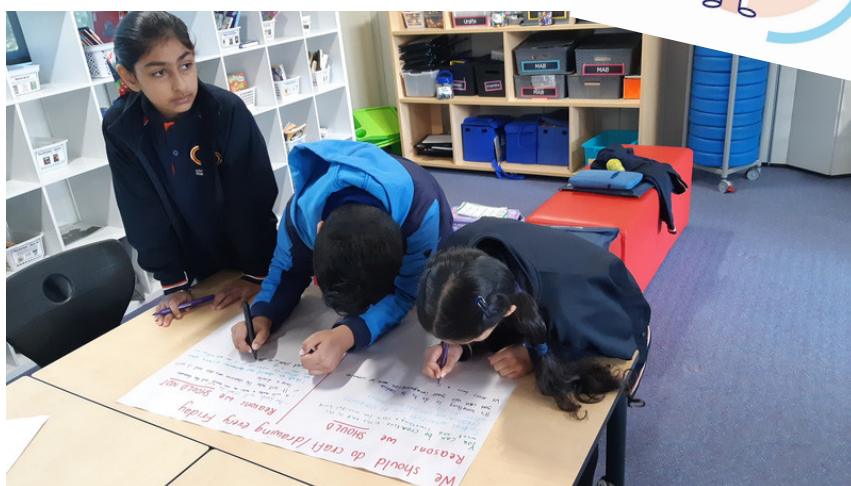
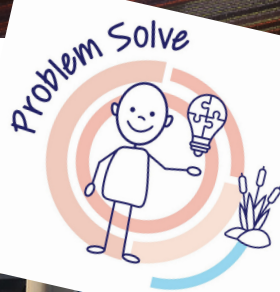
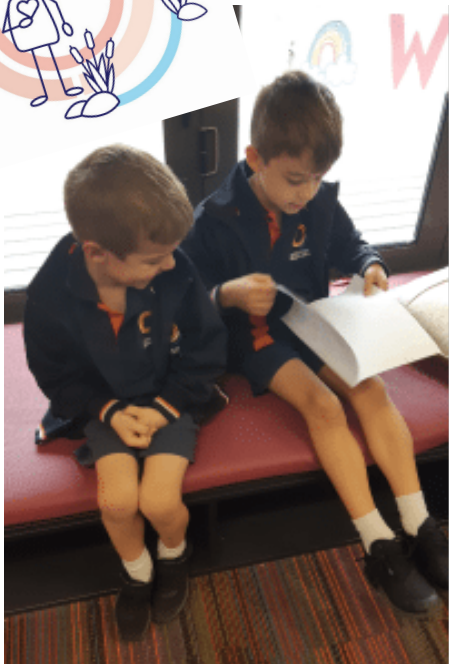
HHPS has a Bring Your Own Device program for learners in years 3-6. Yiağa learners need to bring their device to school every day, fully charged and in its protective case. Learners will be responsible for looking after their own device during the school day.

Every morning, learners at HHPS have a short fruit break between 10-10.30am to support their brain function throughout the morning. Please make sure your child has a piece of fruit (or vegetable) to snack on at this time each morning, as well as their lunch and snack for later in the day.

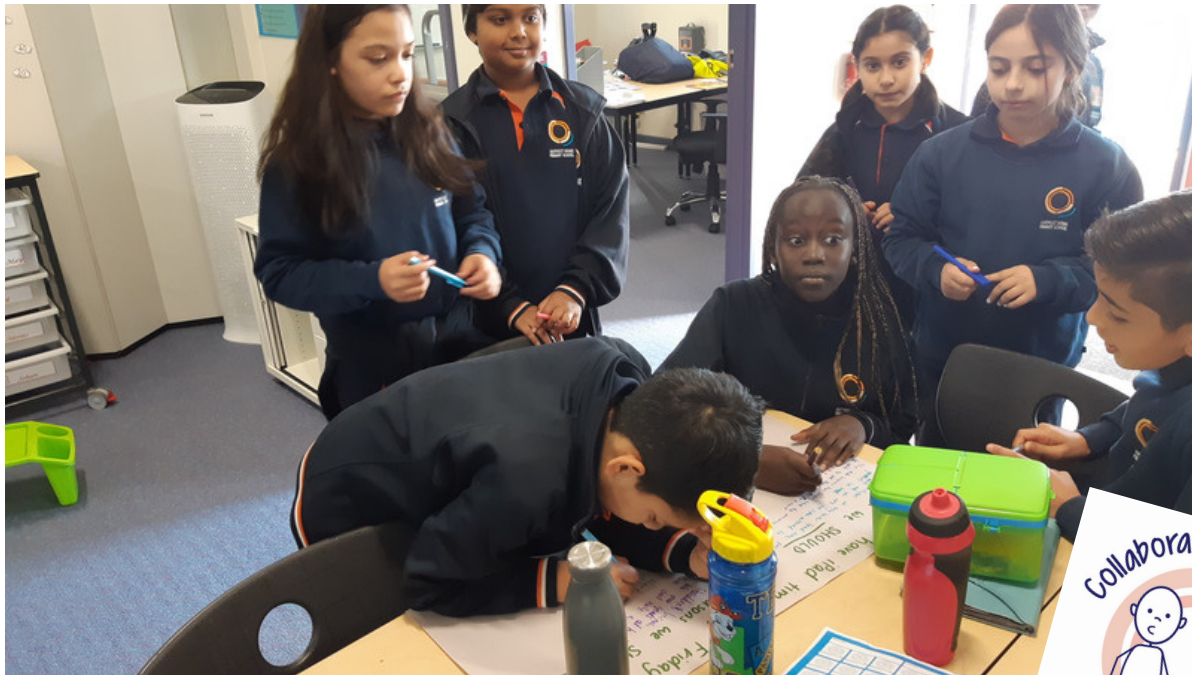
As we head into the winter months, please ensure your child brings their school jumper/jacket to school everyday. It is important that all uniform items are clearly named so they can be returned to your child if lost.

If your child is absent from school, please ensure that you explain the absence by logging it on Compass or calling the school office on 8468 9000.

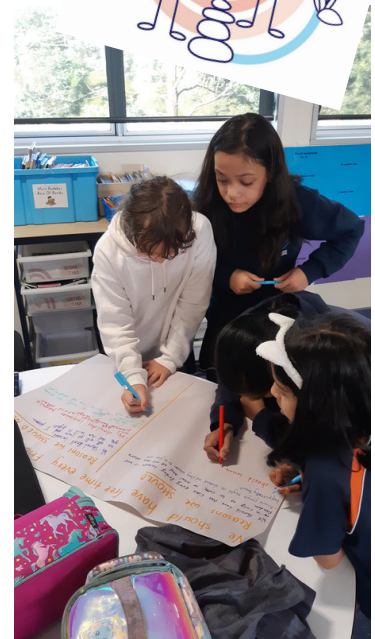
Learning in action!



Learning in action!



Collaborate



Curious



Reflect



Killara Term 2 Community Newsletter

Key Dates

9th June

School
Athletics
Carnival

13th June

Queen's
Birthday
Public
Holiday

15th – 17th

June

Year 3 & 4
Camp



24th June

Last day of
Term 2

Hello Killara families and welcome to Term 2!

We are very proud of the way the students have settled back into their learning.

This Term we are continuing to ensure we are showing our school values of 'Being Your Best,' 'Being Respectful' and 'Being Safe.' The students are striving to earn badges when showing these values, which are then traded in for a variety of prizes that students can choose from.

We are looking forward to seeing the incredible learning that is to come in Killara this Term!



Reading

During Reading this Term, we have continued to build our knowledge and understanding of various reading strategies, through both fiction and nonfiction texts. Some of these include:

- Identifying the author's message and making connections to the message
- Explaining how the author engages us as we read
- Summarising
- Making inferences
- Identifying text features and how they support our understanding

The students have been able to further develop these skills within their Guided Reading groups, which has allowed them to apply new knowledge and practise strategies with the guided support from their teacher.

We follow the Harvest Home Reading Instructional Model each reading session. This consists of:

- An introduction to their learning, explaining the learning intention and success criteria
- A mini lesson, exploring a particular reading strategy using a fiction or nonfiction text as a whole class
- Work time, which allows students to work independently or collaboratively through reading responses and tasks
- Reflection, linking their learning back to the introduction.

Writing

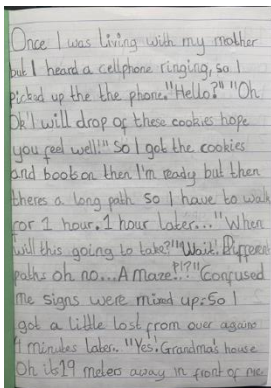
Throughout Writing this Term, our Killara students are going to be focusing on Persuasive Writing. We have been busy exploring Persuasive Devices such as:

- Rhetorical questions
- Emotive language
- Inclusive language
- Cause and effect

Malak writing a short persuasive paragraph using emotive and inclusive language.



We will be working towards creating and writing some persuasive letters and advertisements as part of our unit. Throughout this Persuasive unit, students will have the opportunity to write a persuasive letter to a teacher of their choice. To write this letter, students will use the paragraph structure of OREO for their written pieces (Opinion, Reasons, Evidence, Opinion). In addition to the letters, learners will also design an advertisement, using digital technologies, for a product they created.



Numeracy

Within Numeracy this Term, students are continuing to build their knowledge and skills of a variety of concepts, such as:

Number & Algebra

PLACE VALUE

- Identifying ten/hundred/thousand more or less than a number
- Rounding to the nearest 10/100/1000

MULTIPLICATION & DIVISION

- Use and develop efficient mental and written strategies to solve Multiplication & Division problems
- Solve worded problems
- Recall Multiplication facts up to 10 x 10 & related Division facts



Measurement & Geometry

TIME

- Solve problems involving time duration
- Convert between units of time.



Challenge Based Learning



During CBL in Term 2, our focus is on Cultural Diversity where students will be comparing and celebrating various cultures, and will be learning about what makes Australia diverse. Students will ask questions and seek answers about several cultures and discover aspects such as food, art and celebrations that are unique to them. By the end of the term, our students will have a better understanding of Cultural Diversity in our school and in the wider world around them.

Personal & Social Learning

Through our Personal & Social Learning lessons, students are exploring the effects of emotional responses in social situations. They are learning about being self-aware and how they can evaluate and use strategies when faced with certain situations they may find causes worry. We will also be working on identifying personal strengths and challenges, and identifying skills they would like to develop. Students will learn about how to persist with tasks when faced with challenges, and how they can adapt their approach when first attempts are not successful.

Take Home Learning

This Term, students are continuing their Take Home Learning process following the school 'Show and Swap' process. Students are expected to read daily, for the recommended time of 30 minutes. Listening to your child read aloud is a valuable experience for families and your child as students can continue to celebrate their reading progress with you. After reading, you may like to ask your child a series of questions about the text, this ensures they understand what they read.

Once your child has read their book, it must be recorded in their orange student diary. Just a friendly reminder, all students at HHPS are required to have a reading satchel to borrow a book.

Students will also have access to the 'At Home Learning Module' via their Google Classroom, which is on the topic of 'Location.' They are expected to complete this during their own time and submit it once they have finished, ready for their teachers to assess.

All students still have access to our online programs which include:

Reading Eggs: <https://readingeggs.com.au/>

Sunshine Online: <https://library.sunshineonline.com.au/login/student>

Mathletics: <https://login.mathletics.com/>

Readiwriter: <https://login.readiwriter.com/>



Google Classroom



Reminders



ICT: As outlined in the ICT agreement that all families have signed, iPads are to be used sensibly, brought to school fully charged every day, and only used during class time when instructed by their teachers.

Brain Food: Students are provided with a Brain Food (fruits and vegetables) break during our morning session.

Compass: Please ensure to regularly check compass for updates, reminders and much more.

Absence: If your child is absent from school, you can explain the absence on Compass or call the office on 8468 9000.

Thank you,
Tanyel, Emily, Rob & Lisa

