



Neville Bonner Primary School 29 August 2019 Newsletter-Term 3 Week 6

Aquatots Swim School REMINDER

Year 1 and Yr 3-6 Aquatots Swim School begins on Monday 2 September and goes until Friday 13 September.

Please ensure ALL items are clearly labeled and sent daily in a waterproof bag that can be easily carried (a plastic shopping bag is fine).

- Students are required to wear their swimmers **to school** under their school uniform.
- Towel
- Children with long hair are requested to wear it tied back.
- Normal school shoes are to be worn to school and thongs, crocs or sandals will be worn to and from the pool.
- Goggles (optional)
- A warm jumper to wear to and from the pool.
- 2 pairs of underwear

Dear Parents and Carers,

It has been a very busy and enjoyable first week as acting Principal with a lot of fun and exciting learning opportunities for the children, including the Book Week author visit and costume day. It was great to see all the amazing and clever costumes the children made in their Learning Groups relating to books they have been focusing on. On Friday this week we will have quite a few children representing our school at the North Canberra Gungahlin District Athletics Carnival and at the Australian National Eisteddfod. We are sure they will do us very proud and wish them the best of luck!

Construction Update

The concrete slab for the new building was poured on Monday this week and the children enjoyed watching it come together. We are still on track for the new Adventure Playground which will begin construction in Week 9 of this term.

Hats and Sunscreen

A reminder that all students need to be wearing hats during outdoor play and activities and at the moment we are noticing a lot of children without them. Even though the weather is still cold, the Cancer Council recommends hats at this time of the year to combat higher UV levels. Beanies and hoodies do not count as hats- please make sure your child brings a legionnaire, broad-rimmed or bucket hat. Children also need to remember to apply sunscreen in the morning before coming to school and we will provide an opportunity for them to reapply before second play break.

Dates to remember

AUGUST

- 26-30/8 Kindy Health Checks
- 30/8 District Athletics Carnival
- 30/8 Eisteddfod

SEPTEMBER

- 2-13/9 Yr 1 & 3-6 Aquatots Swim School
- 9/9 Yr 2 Australian National Museum
- 12/9 P&C Meeting

Notes home

- ➔ Year 1 Aquatots Swim School
- ➔ Year 2 Australian National Museum
- ➔ Galium Giants Information
- ➔ Market Day
- ➔ Year 6/5 Construction Information

SMS texts home

- ◆ Absence notification
- ◆ Satisfaction Survey

School contacts

Principal: Fran Dawning
fran.dawning@ed.act.edu.au
P&C President: Kylie O'Keeffe
nevillebonnerps.pandc@gmail.com
Board Chair: Amani Kerr

DON'T FORGET YOUR HAT

All children **must have their sun hats at school**. Hats must be worn every play break and for outside learning. Please ensure your children's hats are clearly labelled with their names.

Swim School

Year 1 and 3-6 children will be participating in Swim School lessons provided by Aquatots starting next Monday. The children will participate in daily half an hour lessons over a two-week period. The children are very excited and I look forward to hearing about their favourite activities and what they learn! The children who are not participating in Swim School will undertake water safety lessons back at school.

After School Playground Equipment Use

Please remember that we ask children not to play on the play equipment after school as the school does not provide supervision at this time.

School Satisfaction Survey

Thank you to the parents and carers who have already completed the School Satisfaction Survey which opened on Monday 19 August. The survey includes questions on general satisfaction together with the school climate module. By doing this survey you are helping us improve our school for your child and for future students. We really appreciate your feedback and if you have not had a chance to complete the survey it will remain open until Monday 3rd September.

Next week, you will receive a link to a separate school specific survey where we are seeking your feedback in relation your child's progress in Mathematics and reading and it links directly to our School Improvement Plan.

Hope everyone enjoys the last few days of winter!

Amy Czoban

Acting Principal

Preschool

What a busy fortnight it has been for the Preschool Learning Groups. Amongst School Photos, Science Week, Book Week and Bus Wash excursions, the Preschoolers have been busily engaged in investigations around positional language and comparisons, including heavy and light, and long and short.

Some Preschool Groups have been using various learning area items to use as lengths of measurements, from measuring tapes, pieces of string, their hands or feet, and even paddle pop sticks. Through these explorations of length, they have been growing their mathematical vocabulary, often engaging in discussions and conversations using words such as, longer, shorter, taller, more than and less than.

As an introduction to positional language, and to incorporate our Unit of Inquiry 'Stories', some Preschool Learning Groups have been using the book '*Art Workshops for Children*,' by Herve Tullet as a guide for instructional based, abstract art making. Through these sessions the Preschoolers are using their writing books and markers or paint to create a piece of art to share a story. However, frequent small instructions are given to the children. This allows them to express themselves through their own interpretation of the instruction but gives them an opportunity to hear words associated with positional language, such as below, next to, under, beneath, above, on, in, for example, place a larger circle under the square.

Kindergarten

Wow, what an exciting few weeks we have had in Kindergarten! We all enjoyed dressing up as our favourite book characters and making costumes, such as 'Chicka Chicka Boom Boom' hats, 'Cat in the Hat' masks and crowns. We also celebrated Book Week by meeting our buddies and sharing a book together. During Science lessons, we have been learning how animals move and which parts of their bodies help them to move. We have also been classifying animals by how they move, including 'walk' or 'run', 'swim', 'climb' and 'fly'. During Physical Education and Gross Motor, we have been practising the skills of throwing and catching, making sure we look at where we want the ball to go and keeping our eye on the ball as we catch it. During Mathematics, we have been learning to add two groups of objects together and how to represent it with numbers.

Year 1

We are now past the half way point of Term 3, and Year 1 has been super busy learning all about waterparks as part of our Unit of Inquiry. We have been investigating different types of materials that we could use when we build our model of a piece of equipment at our waterpark. This has included looking at whether materials will bend, twist or stretch, how the shape of the material will affect its movement. We have been also exploring what materials will or won't hold water and how this will affect our design.

We have also been busy working on our narrative writing. We have explored some fantastic stories by Julia Donaldson and Aaron Blabey, looking at the characters and settings and the fantastic words that they use. This has led to us exploring introductions, complications and resolutions in stories and how they make stories interesting. We look forward to writing more of our own stories!

During Mathematics, we are learning all about two dimensional shapes and money. We have been investigating the number of sides and vertices, and names of shapes. We have made some interesting creations using our shapes, including winter snowpeople. Coins and notes have been our focus in money, learning their names and amounts and how we can record these.

In the coming weeks we are looking forward to Swim School and starting to prepare for Market Day and Learning Journeys.

Year 2

Year 2 have been exploring the changes of technologies in the past and present and how they may change in the future. We examined how some children's games have not changed much compared to other games that have evolved a lot to adapt to today's culture and society. We analysed the changes of Mr Potato Head and identified what changes have been made to the toy since its original design in 1949. We then had a turn to design a new version of Mr Potato Head and added elements to the toy to design a version that we believe will be relevant to the demands of the future.

Here is an example of a change a student made;
 "I made my Mr Potato Head smaller because I noticed things are getting smaller like mobile phones. Everyone wants something that is smaller"- Lulu

During Book Week, the students read books and played games with their Preschool buddies. The teachers were very impressed with the way that the children modelled respectful relationships to their younger friend.

In celebration of Book Week, Year 2 and all other year levels had the privilege to listen to the author, Nicole Godwin, read her exciting, new book, 'Billie'. The book touched on the important environmental issue of plastic and how it affects the sea animals. Follow up comments included,
 "I learnt a lot about rubbish and how lots of beautiful sea creatures can get tangled in nets."
 "I did not know there is a whole island that is full of plastic!"

Year Two Teachers

Year 4/3

Our year 4/3 groups have had a very busy term so far. In English, the children have been exploring the importance of paragraphs and the use of topic sentences

to structure information texts. The children have been researching and paraphrasing their research to create their information texts. The children have been using these skills to draft information texts about types of sustainable energy.

In Mathematics, we have been reviewing our strategies for multiplication and exploring the relationship with repeated addition and division. We have been doing this using multiplication and division fact families where $3 \times 6 = 18$, so $6 \times 3 = 18$, $18 \div 6 = 3$ and $18 \div 3 = 6$.

In Visual literacy, children have been exploring the importance of camera angles, shadows and framing and how the creator uses these to help set a scene or portray a message. We are looking forward to using these skills ourselves later this term when we create our own photo scenes.

In Geography, children have been looking at what sustainability is, why it is so important and what we can each do 'Reduce, Reuse and Recycle'. This will be very important when we start to look at ways we are currently being sustainable and create our own ways of becoming more sustainable.

Year 6/5

It has been a fortnight of amazing learning experiences for Year 6/5! In English, students investigated how an article in a newspaper inform an audience of 'unusual' current events. We analysed the 'inverted pyramid' model against recent articles. In Mathematics, we applied our knowledge of place value to add, subtract, multiply and divide decimals. In week 4 we celebrated Science Week, so Year 6/5 students conducted experiments or investigated new learning on electricity. You can see how some 6/5 students described science on their comment bubble displayed outside the hall. In week 5 week we participated in book week and were lucky enough to have Nicole Godwin, author of 'Ella' and 'Billie' visit our library and read her latest picture book. She explored the eye-opening human-made threats for dolphins and other marine wildlife. We suggested small, daily acts to protect and conserve our oceans. During week 5, we also wore our book fair costumes and made a 'quote chain' based on the teachings of Mr Browne in our term one novel 'Wonder' by R.J. Palacio.

BOOK WEEK

We celebrated Book Week last week at Neville Bonner Primary School with a variety of activities based on quality children's literature.

As mentioned in last week's newsletter Author Nicole Godwin presented to all Learning Groups at the School. It was a very engaging session based on Nicole's book 'Billie'. Nicole talked about the book production process from the planning and drafting stage to the creation of a published book. She also discussed ocean conservation issues addressed in the book such as ocean pollution and by-catch. This sparked many conversations between the children based on what they can do to help, such as reducing waste to keep our ocean animals safe.

In their Learning Groups, children participated in the making of costumes and accessories related to a book. They wore these on Wednesday or otherwise were dressed as their favourite book character. During the day on Wednesday, Learning Groups met with a 'buddy' class to read and share their reflections of the book and the costumes.

It was a fun-filled week of learning that enabled us to take the time to celebrate everything we love about books here at Neville Bonner Primary School!





PART 1: How to create a healthy snack

Kids seem to have pretty large appetites! It's a great thing because then we can focus on helping them create snacks that fuel their activity plus offer their bodies lots of nutrients like vitamins, minerals and fibre.

Here are the 3 steps to creating a healthy snack:

Step 1 - Choose something with fibre. Fibre is a hard-to-digest carbohydrate that helps keep us regular (always a good thing!).

Step 2 - Choose something with protein. Protein helps to keep you fuller for longer and is an important building block for nearly all different parts of the body.

Step 3 - Choose something with healthy fat. Fat helps our bodies to digest fat soluble vitamins (e.g. vitamins A, D, E & K) and is an important part of many body functions and brain health. It also helps us feel full and satisfied.

Tip: Don't forget to include 2-3 food groups in your snacks to help meet daily recommendations for five food groups.

Fibre rich foods	Protein rich foods	Healthy fat rich foods
A piece of fruit: banana, apple, orange, pear, berries	Tinned fish: tuna, salmon, sardines	Avocado: mashed with lemon juice, sliced or cubed
A vegetable: carrot, celery, capsicum, snow peas, green beans	An egg: boiled, scrambled, poached, fried	Oil or yoghurt based dip: hummus, tzatziki
A wholegrain: grainy crackers, grainy bread, brown rice, rolled oats	Yoghurt: low-fat natural varieties are the best choice	Nuts or nut spread: peanuts, cashews, almonds, walnuts*
A legume: baked beans, chick peas, lentils	Milk: plain reduced fat is the best choice	Seeds: chia, pumpkin (pepita), sunflower

**Please note most schools are nut free so offer nuts at home*



Initiative of
 ACT Government

act.gov.au/freshtastes

BRICKS 4 KIDZ® is the world's leading provider of STEM-based learning through the use of LEGO® bricks. We deliver holiday workshops that are educational and fun and are designed for all children between the ages of 5-12. We use a wide variety of popular culture themes (such as Minecraft®, Brick City, Star Wars®) to teach children about basic STEM-principles as well as delivering workshops on robotics, coding etc using LEGO® as the basis for learning and play. In addition to running holiday workshops we also engage with schools and deliver in-class enrichment activities with a specific focus on STEM-subjects. Our programs are aligned with the Australian curriculum and our lessons are designed by educators to pique children's' interest in STEM subjects while participating in activities that engage their curiosity and creativity.



'Composition with Red Blue and Yellow,' recreated by the Preschool Solid Scientists



The Solid Scientists have been engaging in investigations relating to this term's Unit of Inquiry- 'Stories'. The Preschoolers have gathered an understanding of the various mediums people use to convey their stories; from books, songs, dance and art. **'Composition with Red Blue and Yellow'** is a 1930 painting by Piet Mondrian. The Solid Scientists were invited to observe, comment and reflect on this piece of art and brainstorm what story the artist, Piet Mondrian, may have been trying to communicate.

"He likes squares."

"And rectangles."

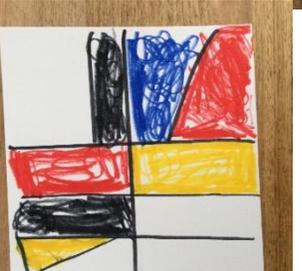
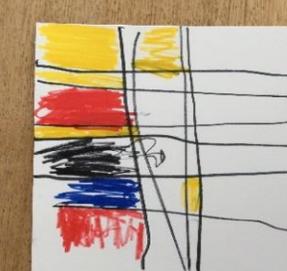
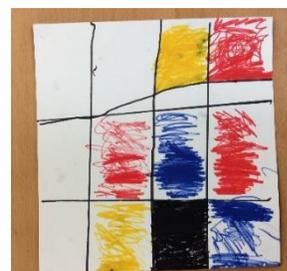
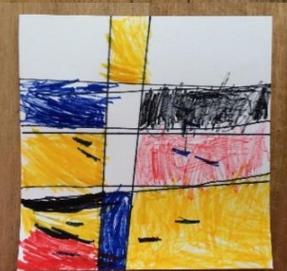
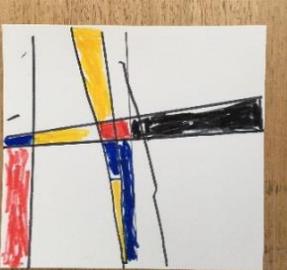
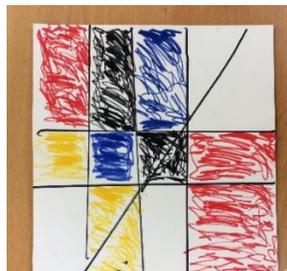
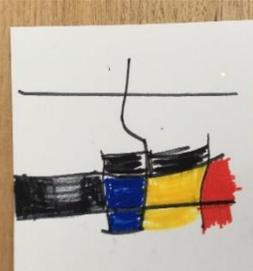
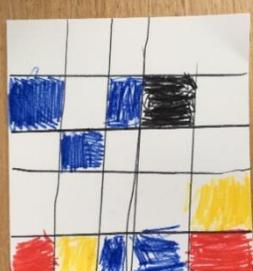
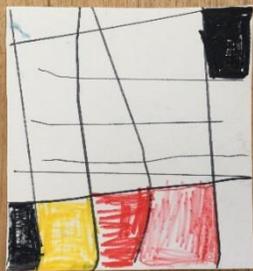
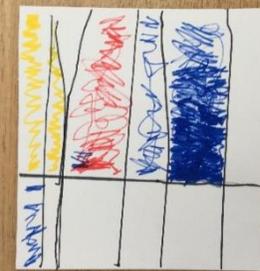
"He likes looking through windows."

"He likes lines."

"His favourite colours are red, yellow and blue."

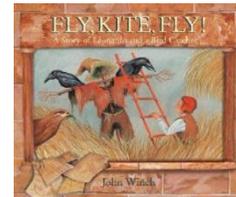
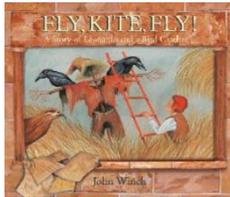
"He likes wallpaper."

After creating a mind map of what they believe Piet Mondrian was conveying through this particular piece of art, they were encouraged to recreate the famous artwork. Their pieces of art reflect their own understanding of **'Composition with Red Blue and Yellow'** and the story they wish to tell.



Year 2 Mendeleev's Marvels

Reading Comprehension

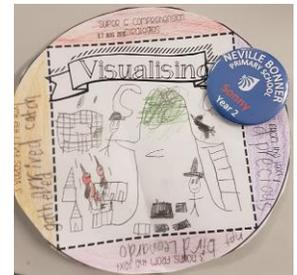


Fly, Kite, Fly!

A story of Leonardo and a bird catcher

By

John Winch



Connecting with text

This story reminds me of the movie Paper Planes.- Manyok

Questioning

When was Fly, Kite, Fly written?- Sirat

Connecting with text

This story reminds me of my brother's rainbow kite.- Alice

Predicting

I predict that the boy is a bird catcher because the title says that Leonardo met the bird catcher.- Ria

Summarising

The story is about a boy and his king wanted the finest red-tailed kite. The boy searched and searched...-Seleen

Predicting

I predict that the boy and Leonardo will make a kite together.- Vinudini

Questioning

Why was Leonardo in a tower? - Moumin

Summarising

He saw a red-tailed kite. It was not one, it was two... - Prithun

Predicting

I predict that the boy will have a kite. - Rhys

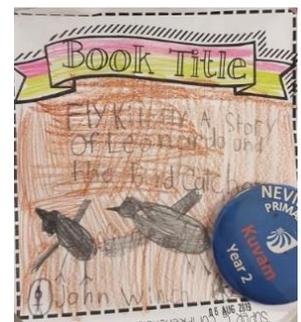
Summarising

It is about a boy who tries to catch a red-tail kite bird and in the end, he gets a real kite off Leonardo. -Cody



Summarising

Giacomo tried to be a bird catcher, but something caught his eye...- Max



Predicting

I predict that Leonardo made a kite because the author's notes say that he was an inventor. - Moli

Summarising

It is a story of a boy who tries to catch a red-tailed kite, but he cannot find one. But he found a new friend called Leonardo da Vinci. - Xavier

