



Manor Lakes P-12 College

Primary Newsletter -Volume # 10

Principals Report...

As we write this newsletter our term is continuing with the challenges of remote learning. We are truly aware of the increasing impact on families who are trying to support home learning and the impact on staff, many of whom have their own children they are trying to support, while teaching their regular class remotely. We are constantly reviewing our remote learning structures to ensure they are sustainable and effective for both students, families and staff. The most important thing we want for our students to understand is that their school, and particular, their teacher cares for them and is there to support them.

Daily routines

Our dual focus at present is both student wellbeing and learning. There was some interesting advice provided to us earlier this week from Department psychologists which is applicable to both parents and to us as a school. In terms of student wellbeing one of the key strategies is for students to develop routines, even if they are just working offline at home. For example, learning tasks might be attempted at the same time every day and regular times scheduled for screen time and for play.

Routine creates **predictability** which creates a **sense of security** for our children. Children thrive on predictability.

Remember you don't have to be perfect .

This is a very hard and unpredictable time for families. It's also the perfect time to remember that you don't have to be perfect! You are allowed to feel tired, stressed and worn out. Research says parents/carers only have to tune in and get it right 30% of the time.

The two things that need to be on a parent/carer's to-do list right now are:

- 1) Taking care of themselves
- 2) Connecting with their children

We need to care for ourselves in order to care for our children, so you shouldn't feel bad about carving out time each day to do something for themselves. In a crisis, you are required to put on their oxygen mask first before their child's, whilst in a plane. We want you to do the same as you continue to care for your children during these challenging times.

Connecting with our children means finding time across the day to share moments of nurturing and affection. To cuddle, hug and kiss them. To read a story, play a game, watch them play, let them help us cook, go for a walk, or sort laundry. In times of intense change, *children feel safe and secure when they can trust you to be there.*

Events

While a number of events have had to be postponed, we continue to plan and reorganise in the hope that we can give the students the fantastic opportunity of excursions, incursions and camps. These events become even more important and valuable in these times. We think back to the fantastic Colour Run Day that we had earlier in the year. Each year level will be communicating with their parent group regarding changes and updates.

100 Days of Prep

Week 6 celebrates 100 days of prep. While it has been a different type of year for adults, nonetheless for the children it is a fantastic milestone and our fabulous Prep team are organising online celebrations and activities.

We look forward to the easing of restrictions when they come so we once again, as a school, start to strengthen community connections in person.

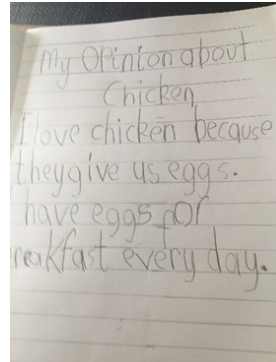
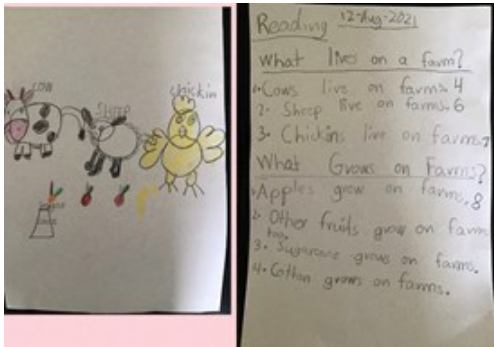
Take care and stay safe!!

Mike Lanyon and Daniel Condon—Acting Primary Principals

Our Learning in...

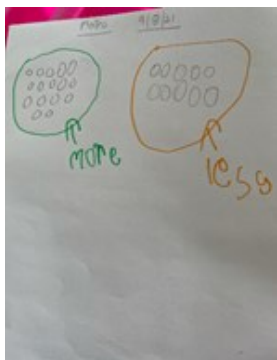
Grade Prep

Working from home! This term, in literacy, the Preps have been busing learning the difference between fiction and non fiction texts. We have explored the features of non fiction texts and learned the difference between facts and opinions.



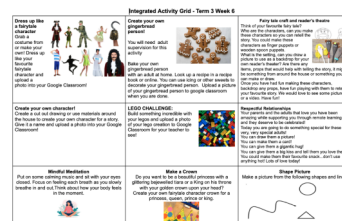
In Mathematics, the Preps have been exploring number concepts such as recognising numbers, ordering numbers, estimating and breaking numbers into part, part, whole.

The students have enjoyed practising their number skills with different objects found around their homes.



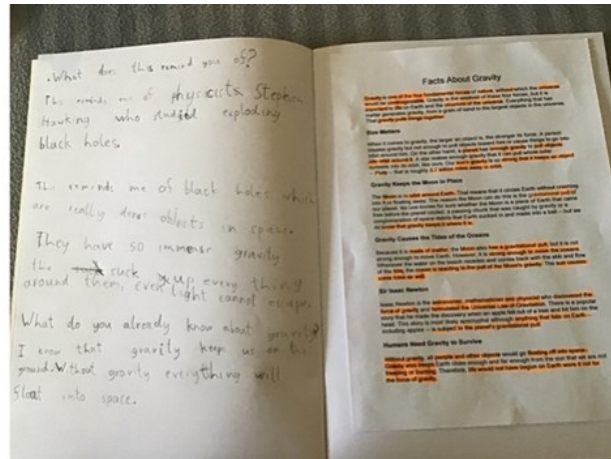
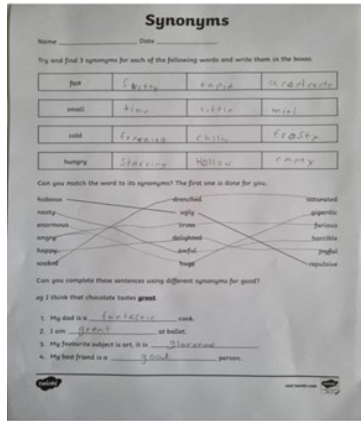
Grade 1.

The Grade 1 students are learning about Fairy tales, they have enjoyed listening to and reading the following stories, 'Goldilocks and the Three Bears', 'The Gingerbread Man', 'Jack and the Beanstalk', 'Rumpelstiltskin' and 'The Elves and the Shoemaker'. This week students were able to choose a different activity each day from a grid that included a variety of fairy tale, creative and relaxation tasks. We have seen some fabulous work and loved seeing the big smiles on our student's faces in the photos and videos they submitted of themselves working on these tasks.

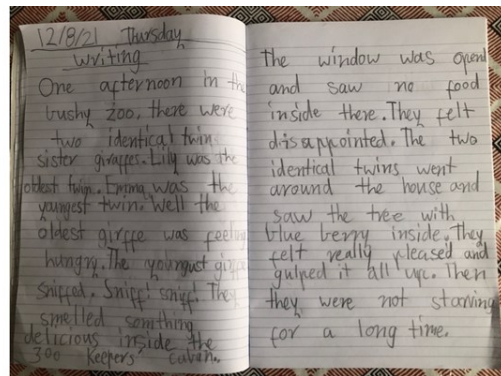


Grade 2.

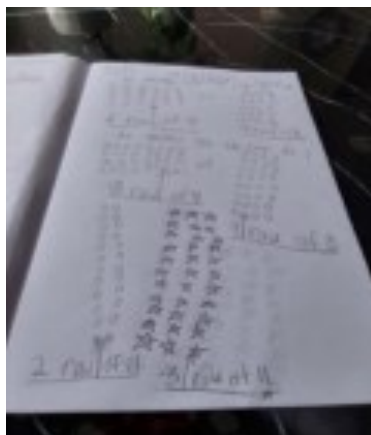
Learning has been different for everyone over the last few weeks, yet the grade two students have risen to the challenge. Students have been working hard to complete their tasks and there are a few examples of work that has been uploaded to our Google Classrooms. In Reading, we have been focusing on synonyms and word choices as well as highlighting key words and making connections to a text that has been read.



In Writing, we have been exploring applying interesting word choices to our written pieces through our Quick Write sessions.

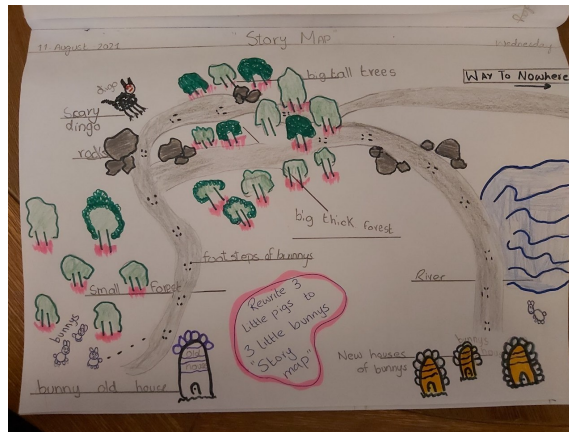


In Maths, we have continued our work on arrays by extending our skills to focus on rows, columns and fact families. We have also been exploring ways to stay in our green zone.



Grade 3.

In Grade 3, students have just begun to immerse ourselves in our new learning area about Fairy tales. We will be learning about different kinds of fractured fairy tales, and the perspective they can be written from. During our numeracy learning time, we are continuing to work on multiplicative thinking, focusing on multiplication using arrays and number lines strategies and moving into solving division problems using the strategies we have learnt so far. In social skills the grade 3 students have been learning calming strategies they can use when they are feeling in the red and yellow zones. We completed our Integrated Chemical Science unit with our planned incursion now being changed to now be in Term 4.

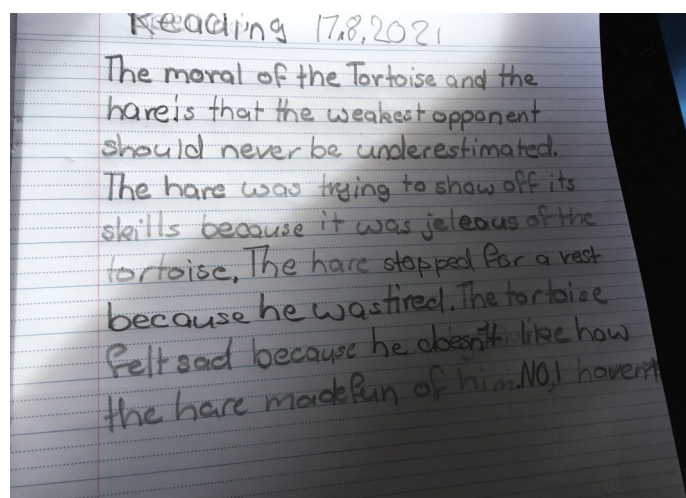
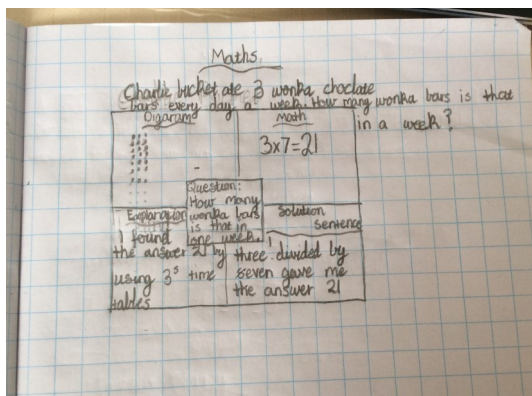


Grade 4.

In Grade 4, We have put our science unit to the side and will continue that once we return to on-site learning, we are currently looking at Fables, what they are and what makes up a Fable.

This week we are reading a number of Fables and analysing them, looking for the moral in the story. In Writing, we are looking at writing a retell of stories we have read as well as using graph organisers to help sort out our ideas and thoughts. So in the coming weeks we can create our own Fables.

In Mathematics, we are looking at arrays and their use in multiplication and division. We have been using household items to create arrays and add the communicative total. We are also looking at using the symbol for multiplication and division problems.



Grade 5.

In Year 5, we have continued our Integrated Unit of Work – Science (Geology). The focus for the past couple of weeks has been to understand the different types of geological events, such as earthquakes, tsunamis and volcanoes. The students have explored a range of texts to learn about the different types of geological events, and have studied what causes these events to happen. We have now began to study how these geological events affect living and non-living aspects of the environment. To help us do this - we have applied the reading skills of summarising, comparing and contrasting and cause and effect.

In Writing, students have drafted a feature article. They have been exposed to a range of feature articles where we have unpacked elements such as introductions, body paragraphs and conclusions. Students have written their introductions using researching of the what, where, when and who to describe a particular geological event of their choice. Students then added body paragraphs by expanding on the what, why and how, and by using direct and indirect quotes from people's recounts of their experiences, geologists and other people affected (doctors at local hospitals, police, chief health officers etc). Finally, students added a conclusion by thinking about how people affected by this situation are now moving forward and by adding a call to action where readers can support people who have been affected. This week, students will continue to revise, edit and finally publish their feature article.

In Maths, the year 5's have studied volume, being the space inside of a 3D shape. They used the formula Length X Width X Height ($L \times W \times H$) to find the volume of cubes and rectangular prisms. Students consolidated their understanding of this unit by creating a theme park in 3D, finding the volume of different sections of their theme park. This week, we are exploring chance. Students continue to consolidate their learning by logging into their Mathletics account to complete assigned tasks and to practice their maths fluency.

Week 5 has been an extremely big week for all of the grade 5's as we continue with our remote learning. Well done and thank you for your perseverance, to both students and families!

Who am I?

Can you guess which teacher this is?

I grew up in Geelong and have been a teacher at Manor Lakes for 4.5 years. I was inspired to be a teacher by my childhood music teacher.

If I could invite anyone to dinner it would be 'The Beatles'. My favourite author is Dr Seuss and favourite cuisine is Japanese.

My favourite quote is: "Everything happens for a reason". My favourite thing about teaching is to teach and inspire the next generation.

If you were in my Prep classroom you would hear me say "See You Later Alligator!"

If you would like to take a guess at who this is, you can send your guesses to:

vicky.frawley@education.vic.gov.au



Manor Lakes Trivia!

Question 1: Can you tell me what each building in the school is named after?

Question 2: What year did the school open?

Question 3: Who are the current Primary school principals?

Question 4: Name one teacher that has been here since the school opened?
(they can be a primary or secondary teacher)

Question 5: Who are all the Performing Arts Teachers.

Email your answers to vicky.frawley@education.vic.gov.au with your child's name grade and answer and there will be a prize for the highest score.



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