



How many number games can you find that use dice?

Try some number games with cards. See the sample below the calendar.

IBIS FLYER

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Principal's and Assistant Principal's Report

June 6th, 2019

I feel so lucky to be principal of such a wonderful school. When I walked into school on Monday morning after my recent holiday I was greeted by happy staff and children eager to tell me their news and dare I say happy to see me back. I want to thank Sandy O'Meara for looking after our school while I was away. She always does an amazing job of taking care of everyone and everything. THANK YOU SANDY.

And so it is winter!

What a change the wet weather has brought to our school grounds. The dry patches of dead grass have now turned to mud. It is however exciting to hear that our dip net pond has some water again - yah!

We have a wet day timetable that operates when it is too wet and cold outside. We ran this timetable several times last week and all of last Monday, which is unusual even for this time of the year. As I drove home on Monday I reflected on the wet day arrangements that we had in place and then I thought back to my own primary school years and what happened when it was a wet day. In those days, the Education Department provided shelter sheds for children to shelter in when it was cold, wet and windy. Shelter sheds were simply sheds with a concrete slab and a wooden bench seat, they had no lighting or heating and separate shelter sheds were provided for boys and girls. These sheds didn't have equipment we could use or games we could play during our play times. It isn't surprising that I haven't fond memories of happy play times during winter at school. How times have changed!

Nowadays, when I call a wet day timetable, I usually hear loud cheers coming from classrooms indicating that many are very happy to remain inside to play. When I was roaming around in the senior school during recess and lunch on Monday I could see why wet day announcements were greeted so positively by many. I saw children happily engaged in a variety of activities and imaginative play. There were cubbies being built, engineers working on high rise towers, hands hitting balloons to keep them afloat, improvised courts for handball, artists drawing and painting, pairs playing chess, readers curled up with a book and enthusiastic movie goers. What surprised me was the small number of children who chose to spend their time on a computer when there were other

opportunities for play available. It was certainly noisy during the wet day breaks, but it was caused by happy children interacting and playing with each other. Thank you to all our teachers who ensure our children have plenty of choices for things to do on wet days.

Please assist your child at this time by reminding them of your family's wet weather arrangements. Some children present at the office quite anxious on wet days unsure if they should still walk home or if they are to meet an adult - somewhere?????

A plan in place for winter can take away much of that anxiety.

Do remember the 'Walking Bus' continues to operate both before and after school every day (though we were a little late leaving on Monday by the time all passengers put on their rain jackets!)

Thanks to the many parents and friends who attended the Student Led Conferences last week. These sessions provide a wonderful opportunity for our students to speak about their achievements to date and share their future goals. A reminder that written reports will go home on Thursday 27th June.

We are so very lucky to be supported by a number of parents and friends who work with individual students to support their reading progress.

The 'Phonics for Reading' program is an easy to follow step by step series of lessons to help individuals consolidate some basic concepts to build fluency and comprehension. If you are interested in being part of this fabulous team of volunteers please join us at a training session next WEDNESDAY 12th June at 2:30 in the staff room.

Finally thank you to all those families who were able to support the recent Book Fair. Thanks to the many sales we were able to purchase \$400 worth of books for the school library.

Enjoy the next busy fortnight, *hopefully practising those number-a-thon number facts!*



Rhonda Stephens



Sandy O'Meara

ATTENDANCE: All attendance must be entered onto Compass. Please ensure that if your child is absent or going to be late, that you record this on Compass prior to 8.30 am daily.

Bendigo Bank School banking:
Bring your bank books on TUESDAYS or if new to banking, you can enroll at the Balnarring Branch

Uniform Shop dates
(Please note that samples only are kept onsite)
Cash only
Term 2—June 19th
Term 3—17th July, 31st July

WALKING BUS
The walking bus departs from the Skate Park at 8.30 am every morning and departs school for the return trip at 3.20 pm. Please be at the meeting point on time to meet your children.

WHAT ACTIVITIES ARE COMING UP PLEASE BE AWARE THAT DATES SOMETIMES CHANGE AND UNFORSEEN EVENTS MAY BE ADDED. CHECK COMPASS FOR UPDATES.

MONDAY	TUESDAYS	WEDNESDAY	THURSDAY	FRIDAY
				7 June *Yr 3 & 4 Billy Carts incursion
10 QUEEN'S BIRTHDAY	11	12 **Phonics for Reading' volunteer training session 2.15 pm	13 *Yr 5 & 6 Winter Lightning Premiership *Yr 4 Body Education program	14 *Assembly Yrs 1-6 -Curriculum presentation 1A
17 *Yr 6 Body Education program	18	19 *Class Rep meeting 8.55am *Wetlands Committee Meeting 5pm to 6pm *School Council Meeting 7pm	20 *Yr 4 & 6 Body Education program	21
24	25	26	27 *Reports go home	28 END OF TERM 2.15 PM FINISH
ENJOY YOUR TERM BREAK				
15 July	16	17	18 *Kinect 2 Dance	19 *Assembly Yrs 1-6 -Curriculum presentation 5B
22	23	24	25 *Kinect 2 Dance	26 *House Activities Yrs 1 to 6. All welcome to wear their house colours.

Playing games is a great way to practise learning number facts

All that's needed to play these games is a standard deck of playing cards

To learn addition facts.

Play Go Fish!

- Sort through the deck to remove all cards that are higher than the 'target' number for the game. For example, if the goal is to learn addition facts for the number seven, the game will be played with ones (aces) through sevens.
- Deal five cards to each player and place the remaining cards in a draw pile.
- Find any pairs that add up to the target number and place them face up in their discard pile. For example, if learning addition facts for the number seven, appropriate pairs would be 6+1, 5+2 or 4+3. The 7 card would also be laid aside as a **correct solution that doesn't require a pair.**
- Now ask any other player for a card that will help create the sum required. If the person asked has the card in his hand, he must give it up to the player that made the request. A player can keep asking for cards until no further matches are able to be made, at which point he is told to Go Fish! from the draw pile.
- If a player runs out of cards, choose five more cards from the draw pile to stay in the game.
- Continue playing until all the cards in the deck have been matched into pairs. The player with the highest number of pairs at the end of the game is the winner.

To practise multiplication facts, try Multiplication War with a deck of cards.

Just flip two cards and multiply. Whoever has the highest product keeps the cards. The player with the most cards is the winner.

To simplify the game remove the cards 6,7,8 and 9 leaving easier factors to multiply.

You can also ask for the inverse division problem.

The next few weeks in...

TERM 2

FOUNDATION	
Literacy	Foundation students will be learning how to stretch out words to hear individual sounds when reading aloud. Students will also continue to talk, draw and write about their weekends as we focus on using capital letters, finger spaces and full stops.
Numeracy	In Numeracy, Foundation students have been making and counting groups of ten and will begin to explore the teen numbers for the remainder of the term.

YEARS 1 & 2	
Literacy	Information Texts are the focus of our Literacy sessions for the rest of Term 2. We will be discussing the structure and features of <i>Information Texts</i> eg. contents page, labelled diagrams and tables to discover the information contained within. We will use features of <i>Information Texts</i> to write our own
Numeracy	We are continuing to develop our mental strategies by initially modelling subtraction stories and exploring the language of subtraction (take away, less...). We then move on to explore 10/100 less, count back 1,2, and the relationship subtraction families have to addition ($3+4 = 7$ so $7-3 = 4$).

YEARS 3 & 4	
Literacy	We are looking at Explanation Texts for the remainder of Term 2. We will use 'how' and 'why' questions to help us explain how things work or occur. This will tie in well with our Billy Cart incursion where we will be learning how simple machines work. We are also starting our 'Writer's Journal', where students draft and publish pieces of their own choice, whilst working on
Numeracy	Our current focus is multiplication. We will use strategies for multiplying ones and tens to solve real life worded problems. We are also working on our number goals and times table facts for the Number-a-thon. We will then use multiplication to connect to Division.

YEARS 5 & 6	
Literacy	Natural disasters will be descending on Kirinari. Students will be studying information reports to enable them to create a brochure on a natural disaster of their choice. We will continue to practise reading strategies and goals with our Passion Reads.
Numeracy	What price will I pay for a \$50 jacket that is now 10% off? We are looking at fractions, decimals and percentages. Therefore, we'll compare, simplify and apply the four operations to problems involving these number concepts. There will be lots of application of our number goals, so keep practising.

The next few weeks in...

TERM 2

Japanese

Foundation	Students are continuing their study of Japanese numbers and learning how to write them in Japanese kanji symbols. 一 二 三 四 五 六 七 八 九 十
Years 1&2	Students will be studying various colours and creating a children's book displaying their knowledge of colours.
Years 3&4	Students will be studying colours and new kanji symbols. They will write a children's book using colour words.
Years 5&6	Students will be studying colours and new kanji symbols. They will write a children's book writing full sentences in Japanese.

Performing Arts

Foundation	Students are learning music through singing games, exploring the beat and high and low sounds.
Years 1&2	Students are playing singing games and learning music through analysing songs rhythmically and melodically.
Years 3&4	Year 3 students are learning to improvise and play songs with the notes B A G C D. Year 4 students are learning to perform the cup song.
Years 5&6	Students are learning to play various rhythmic patterns on bucket drums and are preparing a rhythmic composition for performance.

Science

Foundation	Students will continue their investigation of weather. They will make predictions of coming weather, observe current weather and explain the weather that they observe.
Years 1&2	Students are investigating Earth science. They are using tools to investigate and measure the weather that they experience and reporting their data.
Years 3&4	Students will conduct investigations into changing the states of solid and liquid substances by adding or removing heat. They will observe, draw and write
Years 5&6	Students will study biology. They will study the circulatory system of the human body. They will observe a dissection of a squid and identify the various body parts of a squid and their functions.

PE and Health

Foundation	Students will focus on spring and landing skills which will allow them to participate in a number of gymnastics sessions.
Years 1&2	Students will participate in gymnastics sessions which include balances, spring and landings, rotations and swings.
Years 3&4	Students will participate in team games that have a focus on attacking and defending tactics.
Years 5&6	Students will work in a team to improve tactical thinking as well as taking on a role of responsibility.