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PRINCIPAL'S REPORT

Dear Parents and Carers.

Well, we have certainly had to deal with some challenges in the last week but, once again, as a school community we have managed to get over another hurdle.

I want to personally thank each and every member of our school community for supporting the school during the recent lockdown. We received lots of positive messages and emails about how well the school managed the snap lockdown. It is this amazing community spirit that allows us as a school to run so effectively.

Although we had a fabulous start to the year, and things were looking extremely hopeful, I guess the snap lockdown puts things into perspective that things can change at any moment and we need to be prepared for that in the coming future.

As a leadership team, it certainly was a wakeup call for us and we will ensure we won't be caught off guard again. Over the coming weeks, we will work hard to ensure we have processes and procedures in place so that we are able to cater for our students if a snap lockdown is ever called again.

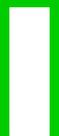
In saying that, we also need families to put measures in place to ensure you are as best prepared if remote learning happens again. Please ensure your child has a device for school, as we are a one to one school which requires students to have access to online platforms and school apps to support their learning. These are used during onsite learning and are even more important if remote learning was to return.

Uniform expectations

Pride in a school starts with wearing the correct school uniform. In the coming weeks, teachers will be issuing notes to students who are wearing either the incorrect uniform or additional non uniform items. Please support the school by returning the note to the office and send your child to school in the correct uniform. If you are experiencing hardship, please do not hesitate in contacting Mrs. McGowan through the office for support. You can access our uniform policy on our website or by contacting the office.

COVID management plan

We have communicated the expectations around our COVID management plan through Compass and Facebook. All visitors, parents and carers must wear a mask if they are entering the school grounds. Please contact the principal if you have a medical exemption to wear a mask. Social distancing must be adhered to at all times. Thank you for your continued support.



Attendance

We have noticed a considerable increase in late arrivals. This has a direct impact on learning as teacher instruction begins at 8.50am. If a child is late after the initial instruction, the teacher is then required to repeat this again to any late students. When students stagger in at different times it becomes extremely challenging for the teacher and of course takes learning time away from the rest of the students.

Parking around the school

When dropping your children off at school, please ensure you park in a permitted area before letting them out of the car. We understand you're busy, and the available parking spaces aren't terribly numerous in Carruthers Drive. However, this doesn't give you the automatic right to decide that simply stopping in the middle of the road is the right way to drop kids off.

Remember not to let your children get out (or get in) on the road side of your car. There are doors on both sides of your car. Use them! Drop off times and pick up times are far too busy!

Do not park across driveways. It's illegal, but it's also massively inconsiderate to the homes that actually own the driveways. If you cannot get a car park close by, just accept you may have to walk your children a little way from where you can park the car.

For the safety of all children, don't forget to use the manned crossing. If you've parked all the way up the street, on the other side of the road from the school, train your children to walk along the footpath to the crossing.

PLEASE NOTE: parking wardens will be doing random checks and issuing fines over the coming weeks.

As we reach the half way mark for the term, it is important the circuit break lockdown does not hinder the strong start we had at the beginning of the term. We must continue to press forward and continue to work together as a community to ensure the lockdown has a minimal impact on student learning. Stay strong everyone, we can do this.

Honey Stirling

AROUND THE SCHOOL



IMPORTANT MESSAGE

R

Respect

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Integrity

S

Self-resilience

M

Excellence

ADULT ACCESS ONSITE SCHOOL GROUNDS

Please limit your access onsite to less than 15 minutes and only for emergency situations. If you do need to come onsite **YOU MUST CHECK IN USING THE QR CODE BEFORE ENTERING AND ALWAYS WEAR A MASK.**

Please remember to call the administration building on 9748 9011 prior to your visits if possible.



PLEASE STAY HOME IF UNWELL

Students with underlying conditions (such as hay fever or asthma)

If a student or staff member has persistent symptoms due to an underlying condition such as hay fever or asthma, the student should still be tested for COVID-19 if they develop symptoms that are different to or worse than their usual symptoms.

Parents/carers and staff should also consider getting a medical certificate from their treating GP to confirm that it is safe for them to attend school with persistent symptoms that may overlap with some of the symptoms of COVID-19 such as cough or runny nose.

Young children with persistent mild symptoms

Younger children (pre-school up to Year 2) may have prolonged post-viral symptoms such as a runny nose or cough and may return to school following a negative COVID-19 test even if they are not completely free of symptoms. They will need a medical certificate from their GP to confirm they are otherwise well or have recovered from their acute illness.



Any worsening of symptoms will require review and repeat COVID-19 testing, if considered appropriate by the doctor.

Students with a negative COVID-19 test whose symptoms have completely resolved do not need a medical certificate to return to the school.

WHAT'S ON?

R

Respect

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Integrity

S

Self-resilience

M

Excellence

TERM 1 - WEEK 4

LIBRARY: PREP - 2

SWIMMING - YEAR 1

Monday 15 February

Tuesday 16 February

Wednesday 17 February

Thursday 18 February

Friday 19 February



(English and Mathematics assessment)

• **CYBERSAFETY PROJECT - YEARS 3, 4 and 5**

• **CAMBRIDGE SWIMMING TRIALS**

• **CYBERSAFETY PROJECT - YEARS 2 and 6**

• **CHESS FEST LESSONS - YEAR 3 POSTOPNED**

TERM 1 - WEEK 5

LIBRARY: 3-6 & ENRICH

SWIMMING - YEAR 1

Monday 22 February

Tuesday 23 February

Wednesday 24 February

Thursday 25 February

Friday 26 February

• **CHESS FEST LESSONS - YEAR 3**

• **CAMBRIDGE SWIMMING TRIALS**

• **CHESS FEST LESSONS - YEAR 3**

TERM 1 - WEEK 6

LIBRARY: PREP - 2

Monday 1 March

Tuesday 2 March

Wednesday 3 March

Thursday 4 March

Friday 5 March

• **CHESS FEST LESSONS - YEAR 3**

TERM 1 - WEEK 7

LIBRARY: 3-6 & ENRICH

Monday 8 March

Tuesday 9 March

Wednesday 10 March

Thursday 11 March

Friday 12 March

• **CHESS FEST LESSONS - YEAR 3**

Chess Fest - Tuesday 23rd March

PRINCIPAL AWARDS



Congratulations to the following students:

WEEK 3

Anay Pokhrel Prep A		Anay comes to school ready to learn with a smile on his face. He shows our school values by being friendly, caring and a helpful member of our class. We love your enthusiasm and how you always try your best. Congratulations on a wonderful start to your first year of school.
Jamie Bajada Prep B		Jamie has had an amazing start to Prep. He walks into the classroom everyday smiling. He has already shown the school values, especially Respect, by always offering to help out his classmates. Well done Jamie.
Sophia Kirkness 1A		Sophia has started her first week of Year 1 with ease. She is beginning to develop her confidence in speaking with an appropriate tone in front of the class and using the school value of Self Resilience to try new things that might be out of her comfort zone. Keep up the amazing work Sophia. We are all so proud of you.
Isaac Brown 1B		For being an excellent role model and a friendly and helpful student.
Saazdeep Kaur 2A		For being a great example of the school values of Respect and Excellence and helping 2A have a magnificent start by role modelling these behaviours. Saazdeep has pushed herself to try her best in all her work and has respectfully contributed in all discussions about class rules and expectations.
Luis McArthur 2B		Luis is a happy, positive student with an excellent work ethic. He is very kind to others and shows leadership qualities. He is an important member of the class and constantly displays the school's values. Keep up the great work, Luis!

R

Respect



Integrity



Self-resilience



Excellence

Emerging Minds and the Child360 app.

The Child360 app has been designed as a tool for parents to reflect on how they are going in supporting their children's social and emotional wellbeing, and identify areas where action can be taken to strengthen resilience. Parents can use the app either on their own or with guidance from a practitioner.

Child360 facilitates reflection on five areas demonstrated to strengthen children's resilience: parent-child relationships, emotions and behaviour, routines, communication, and support networks (PERCS). Parents are presented with questions tapping into each of the areas and asked to evaluate whether they consider the area to be a strength ('things are okay') or a vulnerability ('I'd like some help'). After completing the PERCS questions, parents select an area to work on and then choose from three levels of action: accessing information through articles/videos; speaking to someone via an online or phone service; and making an appointment to see a GP or child and maternal health nurse.

Who is this app for?

The app is designed to be used from pregnancy through to when a child is aged 18 years. After creating a child profile, the app takes the birth date of the child and uses this to provide age specific information according to five age groups: pregnancy; 0-2 years; 3-4 years; 5-12 years; and 13-18 years.

Why was this app developed?

The app was developed to provide parents with a simple tool for strengthening children's social and emotional wellbeing. It recognises that all families face challenges that can impact children's wellbeing and provides guidance about actions that parents can take to strengthen their children's resilience.

How should parents approach the app?

Parents are encouraged to view the app as a tool to gain information about how their child is going across five areas of social and emotional wellbeing. After completing the check-up, parents are provided with a summary showing areas where things are going well and areas where they can take steps to strengthen their child's resilience. It is recommended that parents choose one area to work on at a time.

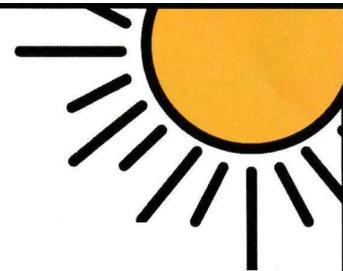
How do parents access the app?

Child360 can be downloaded from the Apple App Store or Google Play. You can also find links to download the app on the Emerging Minds website : <https://emergingminds.com.au/resources/child360-app/>



30 ways to say "HOW WAS YOUR DAY?"

1. What was the best thing that happened at school today?
2. What is something that made you laugh today?
3. What made your teacher laugh today?
4. Who is someone you helped today?
5. What is the worst thing that happened to you today?
6. If you could sit next to anyone in your class, who would it be and why?
7. Is there anyone you would not want to sit next to?
8. What is something you did to help?
9. If you could change something about your day, what would it be?
10. If I asked your teacher how their day was today, what would they say?
11. What did you find tricky today?
12. Tell me about a time when you were bored today.
13. What word did your teacher say the most today?
14. What would you like to do more of at school?
15. What would you like to do less of at school?
16. Tell me about a book you read today.
17. Did anyone get into trouble today? Why?
18. If you were the teacher in your class, what would you do differently?
19. What is something that made your teacher cross today?
20. If you could play with someone you haven't played with before, who would it be?
21. Tell me about a time that you were kind to someone today.
22. If you were in charge of your class, what would you change?
23. Tell me about three different things you used today that weren't a pencil.
24. What was the hardest rule to follow today?
25. Tell me something you know today that you didn't know yesterday.
26. Did everyone have a friend to play with at recess and lunch?
27. What is something you found really easy?
28. What is something that made you feel proud today?
29. What is something that made you feel sad today?
30. What is something you are good at that you could help your teacher teach the rest of the class?



From the Mathematical Association of Victoria

Adapted from an article by James Russo, Monash University and Toby Russo, Spensley Street Primary School

FAIRY TALES

Fairy tales provide wonderful contexts for exploring a variety of important mathematical ideas. Read or retell one of these fairy tales and talk to your children about the mathematical elements. Invite children to reflect on their own favourite fairy tale and then have a go at devising their own narrative-driven, mathematical project.

CINDERELLA PROBABILITY

Coming home from the ball, Cinderella lost her glass slipper. The prince rode around town to find the owner by asking young women to try it on. Imagine there were 30 women in town with six different shoe sizes. Cinderella had the smallest feet (size 1). How many of the 30 women would you expect to have Cinderella's shoe size? Roll a dice 30 times to represent each of the women's shoe size. How many women had each size of shoe? If you complete the experiment more than once, do you get the same results? Did you end up with results where the shoe sizes fit the fairy tale where Cinderella was the only young woman in town with very small feet?



PINOCCHIO NUMBER PATTERNS

Pinocchio's nose grows longer each time he tells a lie. In the first version of the fairy tale, his nose grows by 5cm each time he lies. In the second version of the fairy tale, his nose doubles in length each time he lies. If his nose is 2cm long at the beginning of the story, how many lies would he need to tell for his nose to be approximately the same length in both versions of the fairy tale? How many lies would he need to tell in each version for his nose to be longer than one metre? How might you extend this further?



RAPUNZEL MULTIPLICATION AND PROPORTION

Rapunzel's hair was famously long. In the story, both the witch and the prince could use it as a rope to climb up the tower where Rapunzel was imprisoned. How long do you think Rapunzel's hair might be? How many times longer is her hair than your own? If you took every single strand of hair from your head and tied them together, do you think this mega-strand would be longer than Rapunzel's hair? How long do you think your mega-strand of hair might be?



BILLY GOATS GRUFF PROBABILITY



Imagine in the story that the troll was not so easy to persuade. Instead, depending on the troll's mood, he may or may not decide to eat each goat! When the first goat arrives, there was only a 50% chance he would let him pass and a 50% chance he decides to eat him. The same rule applied to the second and third goat. What are the chances the troll actually eats all three of the goats? What are the chances they all survive? What are the chances two of the goats get eaten but one survives?

PREP

The preps have had an amazing start to school. They have settled in extremely well and are getting used to the routines of school. Unfortunately, we had to have a three day lock down. Thankyou to all the families who waited patiently for us to get the prep packs ready on Friday.

Term 1 Week 4 and 5 Weekly Overview

Reading: We are focusing on ‘Concepts of Print’ over the next few weeks. Students will be learning about what is the front cover, back cover, spine, author, illustrator, direction of reading, and understanding letters, words and sentences. Students will also be practicing the heart words ‘the’ and ‘was’.

Writing: In MSL, we will be covering the letters **s**, **a**, **t** and **n**. Students will be learning the sound these letters make as well as the correct entry and exit points when forming these letters.

Maths: Students will be counting to 20, writing numbers, making collections of numbers, subitising numbers to 5 and learning about the place value of numbers to 20.

Humanities: We will be discussing what a family is and who is in my family.



Year 1s teaching the preps how to use the reading app EPIC.

YEAR 1

Just when we thought this would be a ‘normal’ year, we were thrown back into lockdown! You all did an excellent job last year learning remotely, and we have no doubt that you did equally well this time, even though it was only for three days.

It was wonderful meeting you all last week at our Meet and Greet. The Year 1 teachers feel as if we know your child a little better from the information you provided. If you were unable to meet with your teacher, please make an appointment to meet soon.

Next week will be our swimming program. We have an upcoming incursion with Bravehearts, which teaches students about being in charge of their bodies.

Upon our return, this week at school, we are learning about predicting: fiction/non-fiction, summarising, making connections, inferring, analysing and critiquing when reading.

In MSL, we are reviewing the digraphs sh, ch, th, wh.

In numeracy, we are revising number and algebra where we are grouping numbers into 10s.

In humanities, we are exploring what a family is, and asking guiding questions such as: What do you do with your family? How do you have fun with your family? What does a family look like?

YEAR 2

After last week's snap lockdown, we are all very happy to be back onsite learning together again. The Year 2 teachers are working on a uniform communication platform that will be up and running if a lockdown happens again (hopefully not). Unfortunately, swimming has had to be postponed to a later date. We will advise you when this is booked as soon as we can.

Some other information for you:

Reading: students will be bringing home levelled books for their nightly reading. These books are meant to be on the easier side as they are meant to be read for enjoyment and practise. Students will be working on more challenging texts in class.

Homework: Students in Year 2 are meant to be doing 15 minutes of 'homework' per night. This is important because it helps them to develop good habits. The 15 minutes can include reading and assigned tasks on Mathletics.

Spelling: The students will begin taking spelling words home in term 2.

Specialists: Specialists for Year 2 this semester are Phys Ed, Performing Arts and Motor Skills. Motor skills include learning skills such as: tying shoelaces, correct pencil grip and cutting skills.

Please make sure that students come to school with a hat and drink bottle every day, along with a big smile and a positive outlook.

WOOLWORTH DISCOVERY GARDEN

School welcomes donations to our lunch club environment program for students to plant!



The Woolworths new Discovery Garden promotion is now in full swing, with thousands of customers collecting free plants with every shop.

If you do not want your plant, send it to school for our garden.

WANTED - CLEAN CONTAINERS

Miss McDonald is looking for some containers for our MOI kits.

Does anyone have any of these containers sitting at home unused? They need to be CLEAN and free of cracks.

Please send your containers to Miss McDonald in Room 24.

THANK YOU



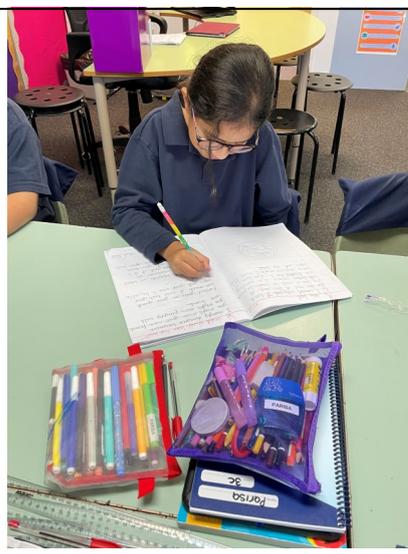
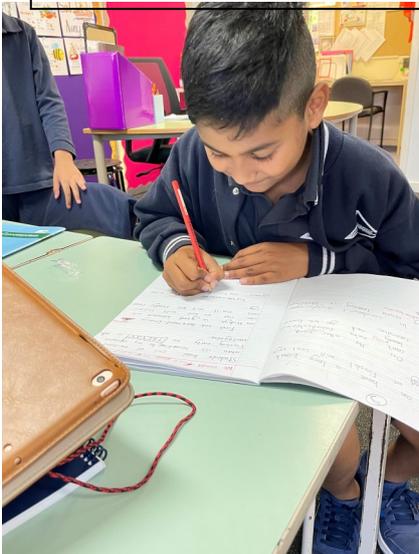
YEAR 3

Well, term 1 has not gone exactly to plan but we are very grateful that our parents and students have been flexible and able to move with the changes that have happened! Our students first chess lesson was due to happen on Thursday 18th February, but fortunately we have been able to reschedule this for Monday 22nd February. We can't wait for our students to be able to take part in our chess lessons and our whole day Chess Fest later on this term!

Reminders:

- Chess note and money due ASAP
- Library bag, art smock and box of tissues

Students from 3E doing some writing about whether they agree or disagree about finishing school early on a Friday.



Swimming trial note if applicable (a new note has been sent out due to a change of date).

Students from 3D participating in DEAR.





YEAR 4

The Year 4s have made an outstanding start to 2021 and the teachers would like to thank all the parents and families who made the time to come out for Meet and Greet. This term, the year 4s will be competing in weekly challenges and every student can play their part. On Fridays, there will be a rotating sports competition between the classes, which will include dodgeball, capture the flag and a few other classics. Classes can also earn points by wearing their hat, completing their homework, bringing in their planner and also having nude food in their lunchbox. Our focus for reading next week is critiquing, poetry in writing and in maths, place value. The year 4s have also been learning about magnets in Science. As the weather has warmed up the past week, be sure to pack your child a cold drink bottle so they can stay hydrated throughout the day. Please check the iPad apps list that was sent out on Compass to see if your child has all the required apps for the classroom. Next week, we will be taking part in a Cyber Safety seminar where students will learn about being safe on the internet. Please continue to have conversations with your child around the apps that they are using and the friends they have on messages.



PROFESSIONAL LEARNING COMMUNITY NEWS

YEAR 5

Just as we started to get into the swing of Year 5 learning and expectations, another unexpected lockdown!! Thank you to the wonderfully resilient year fives and their families for coping so well with the unforeseen few days of lockdown. Students returned with renewed enthusiasm to their learning. Thank you to all those parents who attended 'Meet and Greet' and for your continued support as we work together to build positive relationships to enable the best possible outcomes for your children.

In reading and writing, students will be working on summarising and analysing Persuasive Texts.

In maths, students will build their knowledge of Place Value.

In humanities, students will investigate ways of promoting and maintaining physical and mental health.

Year 5 students will also look forward to meeting their little Prep buddies as we begin the Buddies Program.



R

Respect



Integrity



Self-resilience



Excellence

YEAR 6

The year 6 students have had a very busy start to the year, as it has been filled with lots of fun activities and new experiences as they enter their final year of their primary school journey. On Tuesday 9th February, they participated in a very special 'Leadership Day', a day where students worked on the importance of being positive leaders and role models within our school community. Students have also been busy participating in our first practice sessions for interschool sports, as they train with their respective coaches, who are preparing them to compete against other schools in a few weeks time. Although we had to endure a snap lockdown, it's great to see that all our year 6s have come back energised and excited to continue on with their learning during term 1. We look forward to the weeks ahead, and hope they all continue to be positive school leaders and role models to all the other year levels.



Hannah Rose 6B created these cybersafe tips following the cybersafe digicursion.

“Cybersafety”

TIPS/STRATEGIES 6B

- ☞ Be an Upstander for those who are experiencing cyberbullying
- ☞ Create a safe space
- ☞ Call Childline or go to eSafety.gov.au to report cyberbullies
- ☞ Kids Helpline
- ☞ Talk to a trusted adult for help & advice
- ☞ Support others to create a positive environment
- ☞ Speak up about the situation
- ☞ Post positive things to uplift others
- ☞ Report problems to the App or Website
- ☞ Keep personal information to yourself, never give it to other strangers & people. (Unless it's absolutely compulsory; bank, gov websites, etc...)
- ☞ Don't invite online strangers into your personal groupchats & games, unless they're your friend in real life.
- ☞ Be careful of what you write and post on your profiles
- ☞ Use hard passwords to stop hackers from getting into your account

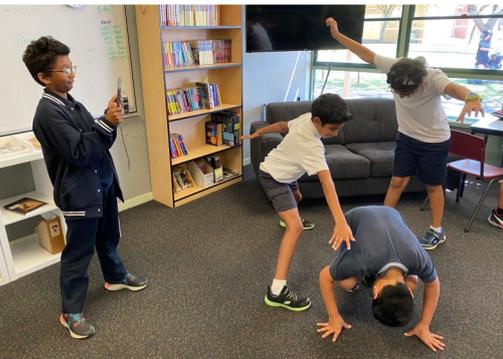


ENRICHMENT

It's crazy how much can change in a fortnight! We are all really excited and appreciative to be back at school after our 3 day lock down. Already, since returning to school, we have been busy bees! Since our last entry, we have participated in a cyber safety incursion (read on to find out more), begun reflecting on our knowledge of refugees and immigration, begun planning for our memoirs and explored Cartesian planes.

Cyber Safety Incursions: On Thursday 18th February, all year 6s and Enrichment peers participated in a Zoom meeting on Cybersafety. This digi-cursion was run by Trent and Sam from the Cybersafety Project. Trent and Sam shared simple tips on how to protect yourself when online, things to be wary of while online, and ways to make a secure password using a passphrase. All classes were actively participating by typing their answers to set questions into a chat window where only Sam and Trent could see responses. The year 6s and Enrichment peers successfully identified different online spaces and whether they fit into the following categories: **personal** (only for yourself), **private** (only the people you choose to share your information/posts with) or **public** (anyone and everyone can see your digital footprint). All students were challenged to create a strong password based on a passphrase, a phrase used to create and remember strong passwords. The passphrase given was, "Cambridge Students Are Quite Possibly The Greatest Of All Time." An example of a password based on the first letters of each word in this passphrase could be "C\$@QpTgOat".

Brush with Fame: On Thursday 18th, the Enrichment class studied and watched an episode of 'Ahn's Brush With Fame'. We were studying the techniques Ahn used to interview, and sift out key parts of Dr. Munjed Al Muderis' personality. Some of the question types Ahn used were 'open ended', 'probing', and 'recall'. The students learnt that 'open ended' questions can have many different answers, quite unlike 'closed questions' which can only have limited possibilities of answers. 'Open ended questions' have the ability to stem a conversation. 'Probing questions' are used to 'probe' the person, and are often used for clarification. 'Recall questions' are questions that force you to recall what happened, such as, "How did you feel on your first day of prep?". This question is forcing you to remember what happened. We noted this information in a 'Cornell' note taking system. This system is a page with a third devoted to the categories, and two-thirds used for the information about that category. At the bottom of the page, there is a space to write your reflection about the notes. Along with Ahn's question types, we also studied his colour choices in his paintings, and how he uses expressions and eyes to convey the person's life and personality. We thoroughly enjoyed watching this video, and requested that they could watch another one in the series that is age appropriate soon.



SPECIALISTS



It's been a busy 3 week start to the year in Italian. Students have been setting up their front covers, looking at the RISE values in Italian and setting personal goals for term 1 and the whole year.

R - RISPETTO / **I** - INTEGRITÀ / **S** - AUTORESILIENZA / **E** - ECCELLENZA

Reminder: Any student who has taken their Italian books home to complete front covers, please don't forget to bring them back to class. You don't have to wait until your next Italian lesson! I am in my room from 8:30 in the morning. Come in, drop your book off and mark your name off the list. GRAZIE!

YEARS 3 & 4	Rules and expectations / Greetings and introductions Democracy > celebrating identity >> <i>Student will be writing a short introduction about themselves and presenting it orally.</i>
YEAR 5	Rules and expectations / Greetings and introductions Health >> <i>Students will be designing their own 'healthy t-shirt slogan design' and presenting them orally.</i>
YEAR 6	Rules and expectations / Greetings and introductions Australia as a nation compared to Italy >> <i>Students will be working on a Country report.</i>
Enrichment	Rules and expectations / Greetings and introductions Colonization > timeline of Aust vs Italy >> <i>Students will be reflecting upon and comparing timelines of both Italy and Australia—looking at important dates throughout the years.</i>

This Term in Italian - for those of you in Prep to 2:

* I have added an extra Italian page in this newsletter (see page 20), with some vocab to practice and the name of a couple of great iPad apps and websites you can visit to keep up with your Italian learning.



Performing Arts are an essential method of communication and learning, and are strongly linked to language. We perceive the world through the senses, and the arts allows us to understand (observe), explore and experiment, and express ourselves.

The performing arts provides another outlet for children to interact with others. When combined with dance, music and drama, children can use language to understand and express more complex ideas.

Performing Arts cont'd

It's no big secret that getting kids involved in the performing arts can have major payoffs in school. After all, research shows that children who sing/dance/act/play their little hearts out are four times more likely to be recognized for academic achievement compared with their non-performing friends - and they tend to have enhanced cognitive, motor, and social development to boot. But, the benefits don't end there. Getting up on stage can enrich your child's life in all sorts of surprising ways.

At the end of the day, the transferable skills a child learns from performing may not be nearly as important as the experience of performing itself. "We're always looking for ways the arts can benefit kids in other areas of life," "It's as if art for art's sake isn't worth our time, when in fact, it gives kids an awareness about themselves and creative skills they'd never learn otherwise." She may never apply the improvisation skills she learned during the school play to a math equation or turn her teamwork with other dancers into leadership on the school playground. But, simply by having been part of the performance process, your child has been exposed to a new way of thinking and doing. And that alone is a success to be proud of.

Importance of Fine Motor Skills



Fine motor skills involve the use of the smaller muscle of the hands, commonly in activities like using pencils, scissors, construction with Lego or Duplo, doing up buttons and opening lunch boxes.

motor skills require a nipulate the object or

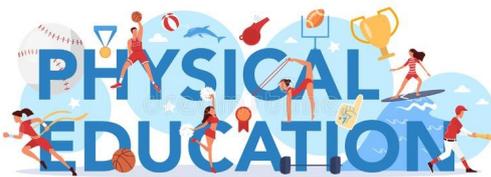
Fine motor skill efficiency significantly influences the quality of the task outcome as well as the speed of task performance. Efficient fine number of independent skills to work together to appropriately ma-perform the task.

What skills do 'fine motor skills' include?

Academics skills including: Pencil skills (scribbling, colouring, drawing, writing), Scissors skills (cutting)

Play skills including: Construction skills using Lego, Duplo, puzzles, train tracks, Doll dressing and manipulation and IT use (e.g. mouse and stylus manipulation)

Self care skills including: dressing – tying shoelaces, doling up sandals, zips, buttons, belts; eating – using cutlery, opening lunch boxes and food bags and hygiene – cleaning teeth, brushing hair, toileting.



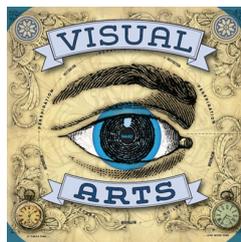
What a wonderful start to the year. It has been fantastic to see all of the smiling faces as students walk into the gym. Their eagerness and enthusiasm has been contagious. We are excited about teaching Physical Education and are looking forward to the year ahead.

Prep, 1 and 2 students are learning about and practicing some of the fundamental movements and skills that are used throughout sport.

The Preps are exploring how to roll a ball with accuracy, and have practiced aiming at a range of targets. Year 1 and 2 students are working on the skill of bouncing a ball. Students have practiced this while standing still, as well as moving around in a variety of game settings.

Years 3, 4, 5, and 6 students are preparing for our athletics carnival. Over the coming weeks, students will be learning about many different events, including discus, shot put, hurdles, high jump, long jump and triple jump. In class, students will be practicing the skills and techniques required for each of these events so that they are ready for the athletics carnival next term.

Please ensure that hats and drink bottles are brought to school. We are very active during our sessions and need to make sure that we are well hydrated and protected from the sun.



ART SMOCK THANK YOU!

Thank you to all the year 3/4/5/6 families that have supplied a functional art smock for their child. The students are walking in to the Art room with them on proudly. Please make sure they have your child's name and grade clearly written on them so they can easily be returned to your child if they get left behind in the Art room.



All grades 3/4/5/6 will be starting CLAY soon so.....

.... remember, if a student **DOES NOT HAVE THEIR OWN FUNCTIONAL ART SMOCK** in their school bag or individual locker tub when required **THEY WILL NOT BE EXCUSED OR EXCLUDED** from the activity.

What are UooUoos ?????

Ms. Humphrey, from Grade 1E, was telling me how she and her family have been looking for UooUoos (pronounced you-you) and she wondered if I had found any. I had no idea what she was talking about!!!



100 UooUoos have been created for the Royal Children's Hospital to celebrate the 150th Anniversary of this amazing hospital. They have been decorated by Australian artists and installed around Melbourne and Geelong for us all to enjoy.



Here is a link to more information about these gorgeous artworks and where you can see them and yes, there is a UooUoo trail and as it's 2021 – a UooUoo app!!! But, you need to hurry as they are only on display until the 21st March!!!

<https://uooouoo.org.au/>



Thank you!
Shell Menhennet
Visual Arts Teacher

SPECIALISTS

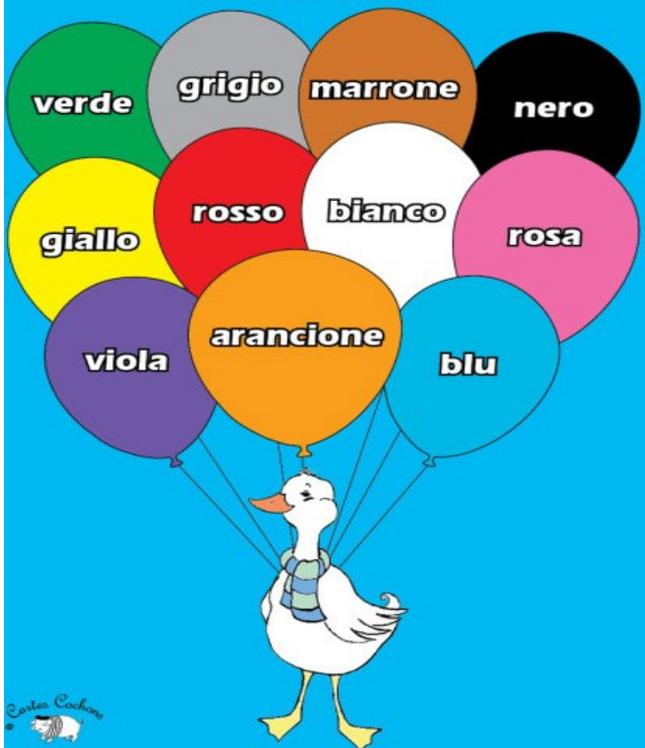
l'alfabeto italiano

A (ah) G (gee) O (oh) U (ooh)
 B (bee) H (acca) P (pee) V (vu)
 C (chee) I (i) Q (cu) Z (zeta)
 D (dee) L (elle) R (erre)
 E (ee) M (emme) S (esse)
 F (effe) N (enne) T (tee)

I numeri

1 uno	6 sei	11 undici
2 due	7 sette	12 dodici
3 tre	8 otto	13 tredici
4 quattro	9 nove	14 quattordici
5 cinque	10 dieci	15 quindici
		16 sedici
		17 diciassette
		18 diciotto
		19 diciannove
		20 venti
		0 zero

I colori



BASIC ITALIAN WORDS

BUON GIORNO
good morning

PREGO
you're welcome

BUONA SERA
good evening

MI SCUSI
excuse me

CIAO
hi / hello / bye

PER FAVORE
please

GRAZIE
thank you

MI DISPIACE
i'm sorry

SÌ / NO
yes / no

NON CAPISCO
i don't understand

iPad Apps and Websites

[Gus on the Go](#)



[The Italian Experiment](#)



<https://www.youtube.com/channel/UCyeQeA1IAm-duPh6paZszmyw>

R

Respect



Integrity



Self-resilience



Excellence

OUR SCHOOL PARTNER

**RayWhite**

Looking to buy or sell your home?

Contact your local area specialist today.

Jeff Gaul
0406 270 790
jeff.gaul@raywhite.com

For every home sold through mention of the school, Cambridge Primary School will receive a generous donation.

raywhitewerribee.com

DO YOU NEED A FILING CABINET?

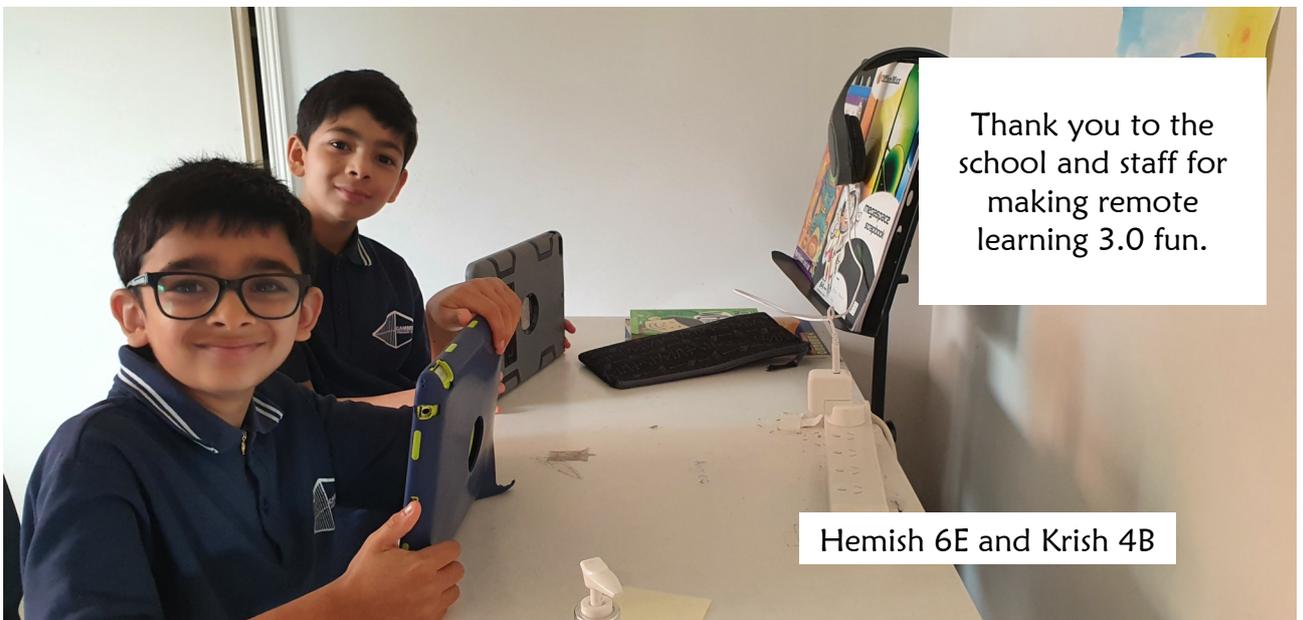


We have a number of 2 drawer filing cabinets (without a key) going for **FREE**.

If you would like one, please contact the school office and arrange pick up.

FIRST IN, BEST DRESSED!

THANK YOU



Thank you to the school and staff for making remote learning 3.0 fun.

Hemish 6E and Krish 4B

2021 Open Days Tours

Tuesday, 2nd March

Tours: 6:00pm & 7:00pm

Sunday, 2nd May

Tours: 10:00am & 11:00am

Please visit our College website for booking details.

Enquiries - pr@hopcross.vic.edu.au

Hoppers Crossing Secondary College
2 Fraser Street, Hoppers Crossing, Victoria, 3029



p: 03 9974 7777 www.hopcross.vic.edu.au
e: hoppers.crossing.sc@education.vic.gov.au
instagram: @hcschcsc





WERRIBEE SECONDARY COLLEGE

Year 7 Parent Information Night

Moving From Grade 6 into Year 7 for 2022

Thursday 11th March 2021

7:00PM

Recital Centre at Werribee Secondary College

45 Duncans Road, Werribee 3030

Only enrolments located within our designated school zone can be considered. Check your school zone at findmyschool.vic.gov.au

werribeesc.vic.edu.au

werribee.sc@education.vic.gov.au



Art Smart Online

FANTASTIC ONLINE ART CLASSES

Brilliant artists and instructors take the classes in real-time on Zoom.

- Easy to organise - we make it simple for you.
- The kids will produce amazing art!
- The classes are so much fun we had to start a parents' class – Art Play for Adults. Why should kids have all the fun??
- All age groups covered!
- To see the activities planned for the classes click [visit our website](http://www.artsmartforkids.com.au).
www.artsmartforkids.com.au There are some amazing art ideas planned!

FIRST CLASS FREE!

Just \$12.50 a class (exc GST)

The full price varies depending on the number of classes in the term.

**LIMITED PLACES
BOOK NOW!**

To book go to
www.artsmartforkids.com.au
(don't forget the 'au' at the end)

