



Heany Park
PRIMARY SCHOOL

Learning in the Classroom

2nd November, 2017

Foundation: Sharing the Planet

The Foundation students embarked on an adventure to Chesterfield Farm to explore the central idea "Animals interact with humans in different ways in different contexts." We were very excited to engage with farm animals and other working animals in this setting.



Our students participated in a range of hands-on learning opportunities that allowed them to experience and make connections to the ideas within our lines of inquiry – to explore different contributions animals make to our lives as well as the suitability of particular animals for specific purposes. We were able to feed animals, pet the nursery animals, explore the products produced by these animals including eggs, fleece and milk as well as watch both how a cow is milked and a sheep dog demonstration.

Before embarking on our excursion, the students were asked to think about some specific concepts they wanted to find out more about. Some of their reflections on their learning upon returning to school include:



On Wednesday, the Preps went to the farm to learn about animals. I patted a baby goat. It felt fluffy. We went on a tractor ride. We saw a kangaroo. We went to the dog show. The dog caught a sheep. Then we went in the shed.



By Charlotte

I learned how to feed the horse. They are cute. Maddy the farmer helped us. I saw how to shear a sheep to make a blanket.

By Ryder

They (dogs) round them (sheep) up by chasing them. Her name was Bridget. She is trained to round up sheep. At the farm I saw a peacock. It

was greedy eating food. It had lots of colours.

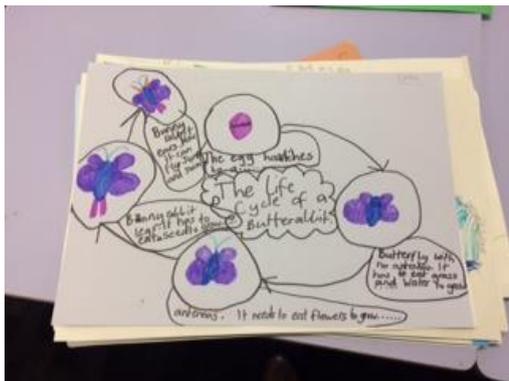
By Alyna.

On Wednesday all the Preps went to Chesterfield Farm to learn about the animals. I carried a bunny. It felt soft. I enjoyed the show because the dog got one sheep. We went to feed the emu and he popped his head up.

By Dilan



Junior School: How the World Works



For the fifth unit of inquiry on How the World Works, students explored how living things change over time. Students researched the lifecycles of various living things, such as frogs, butterflies, bees, flies, plants and humans. For their summative task, students utilized their knowledge of living things and how they change over time to

create a life cycle of an imaginary creature or animal of their choice.



Reading

In the Junior School we start every day with our reading session. These sessions always begin with a mini lesson as a whole class. Students then break up into their groups, working independently, on reading eggs, reading with a parent helper or participating in a guided reading session with the teacher. There are two guided reading sessions each day and these are focused at the students' point of need. A reading session usually concludes with a reflection on what has been learnt and provides students an opportunity to revisit the focus of the lesson and review their achievements

against the success criteria.

Recently, students looked at the reading wheel and reflected on what they have achieved this year. We celebrated our successes and looked at where we can improve. Across the classes, students found that a skill they needed to strengthen was 'adjusting'.

"Looking at the reading wheel helped me decide that I should work on my inferring and adjusting when I'm reading" –Catalina

Things we have learnt about adjusting our reading:

"I learnt we talk in different voices when we are reading fiction and non-fiction texts – for non-fiction you can use a serious voice and for fiction you can use some expression" – Ella T

"In a non-fiction text you usually have a contents page and a glossary" – Indi

"When reading fiction books, I noticed there was a bit more punctuation that is important to read" – Isabella





Middle School: How the World Works

Students in 4RW are sharing their inventions that were made to solve a problem and needed to include a simple machine. The students were discussing what worked well and what modifications could be made to enhance the product.

3/4GW are investigating conjunctions. Conjunctions are words that combine two or more ideas in compound and complex sentences. They are exploring interesting and varied conjunctions to use in their writing.



3BD students are working collaboratively to mark and discuss their answers to their guided reading text. They are also discussing the connections they make to their existing knowledge, other texts they have read and the world around them.

3DJ are using the Maths Dictionary's to find the meaning behind common Maths words and discovering their origin and considering how these words have changed over time.



4SB have constructed cubes of various sizes and are investigating the volume that each cube will hold. They used Base 10 blocks to measure the dimensions of length, width, and height to calculate the volume. Once they found the volumes they estimated the volume of everyday objects.

Senior School: How the World Works

Author Visit – Darren Howard

On Wednesday 25th October, Darren Howard visited our senior students. He shared his first two fantasy fiction novels, *Secrets of the Core* and *Attack of the Tempest*, with our students, as well as giving them the first sneak peek of his newest work, which is currently in the editing process.



Having worked as a teacher in an IB PYP school, Darren was able to show students how his narratives connect to the transdisciplinary theme, How The World Works. He introduced us to many of his characters and the attributes of the Learner Profile that they demonstrate, and also explained how the setting and characters in his stories are based on the periodic table of elements.

If you would like to learn more about Darren's work, you can visit his website:

<http://www.chroniclesoftheelements.com>

"I asked what I should do to stop my stories going on and on. Darren said to stick to the main message and not include too many details." Salma 5RD

"I'm enjoying the first book as the introduction of the characters connects to things that happen to them later in the story." Hayley 5RD