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Friday 6th March 2020

Swimming Legends!

We are so very proud of all of our little fish who competed at the District Swimming Carnival last Friday. Some of them are very competent and experienced swimmers and many others were first timers. All of them gave it their very best and should be extremely proud of their achievements.

A special shout out to Beau Rice, who stepped up to fill a place in the 200m Individual Medley – a huge slog, especially against kids who train every day. Well done to Max Hammer who was very consistent all day, and showed some great improvement since last year. To Tahlea and Zaviar, congratulations on your very first District Swimming Carnival. It is such an experience.

Our other competitors – Malayah, Jack, Hugh, Nat, Jimmy and Charlie put in outstanding efforts as well. This was Charlie and Nat's first time at District, because they are only in Year 2. What a massive experience for them. Hugh was super excited to be competing at this level, feeling like he was swimming at the Olympics! Jack and Malayah both had huge days, giving it their all and Jimmy was so much more confident than last year.

A special mention to Georgia, who competed against girls much older than herself and put in really solid performances all day. Georgia had a cracking 50m Freestyle swim and is heading off to Regionals for that event. Sienna had an amazing day, ending up as the 11yr girls Runner Up Champion, after placing 2nd in all four of the 50m stroke events and heading to Regionals for all of them. What a great result Sienna, well deserved!

Regionals will be held next week, with Georgia and Sienna in individual events and Malayah and Max joining them in our relay team as well. Best of luck little fish!



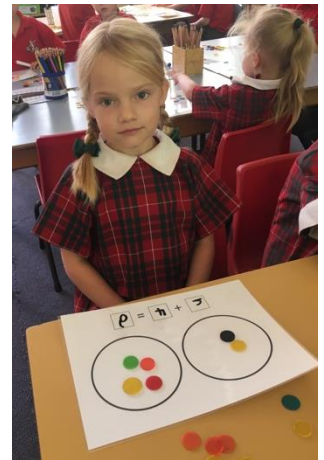
Lower Division Report

Lower Division have recently begun their scripture lessons on a Friday morning. We are lucky enough to have our very own Gina deliver this content to K-2. So far, the children have talked about the 7 days of creation and have had many interesting questions about God and Jesus for Gina to answer. Throughout the next half of the term LD will begin talking about the story of Easter during scripture.

Last Friday K-2 continued their learning about natural resources in Science. The lesson focus was all about how we can look after and protect our Earth's natural resources. We spoke about the 3Rs: Reduce, Reuse and Recycle (just in time for Clean Up Australia Day last weekend). We physically sorted through the rubbish in our classroom bins and discussed the meaning of the common bin colours.

Our general tips were:

- **Recycle:** If it is made from glass, metal, paper, cardboard or hard plastics which can hold their shape:
- **Green Waste:** If it was once alive or growing.
- **General Waste:** If it can be scrunched and/or does not fit into any other category.



Our literacy and numeracy learning has continued full steam ahead this week. We are continuing to master our letter sounds in phonics, still learning a new sound each day. We can read, write and build tricky words. We have read books ourselves and been read stories by our teachers (ask your child what an author does!). We have begun writing and reading decodable words using sounds we know by stretching out the sounds we can hear in the word, eg: p-a-t, s-p-i-t, r-e-d, c-a-n. We have looked at addition and grouping in maths, as well as counting and practicing how to read and write numbers from 0-20.

Miss Whitechurch also attended an “effective reading and phonological awareness” course in Young on Tuesday. Lower Division were left in the very capable hands of Mrs Mitchell for the day, while Miss Whitechurch learnt some new skills and strategies to bring back to our classroom to enhance our learning even more!

Middle Division Report

Another busy week of learning in Middle Division. we have learnt about 3D shapes in maths and can identify pyramids and prisms and say how they are different. We can also show what they would look like if we cut down their edges and made them flat – their nets (and fold them up to look three dimensional again!)

We also learnt some tricks and tips for our 9 times tables. Hopefully we are trying hard to learn these and say them aloud every night. Next term we are going to start testing what we have learnt, and how quickly we can recall these facts.

We have tried our very best with our writing and trying to improve it, so it is much more interesting for the audience. We can use paragraphs (most of us!) and are getting much better at remembering to put in all our capital letters and sentence endings, like full stops.

PDHPE

Last week we all spoke about stranger danger and how important it is to keep ourselves safe. We talked about what a stranger looks like (someone we don't know; they can look like anybody – it's just someone we do not know).

And everybody DANCED!



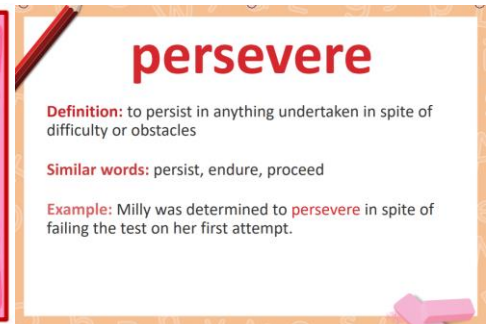
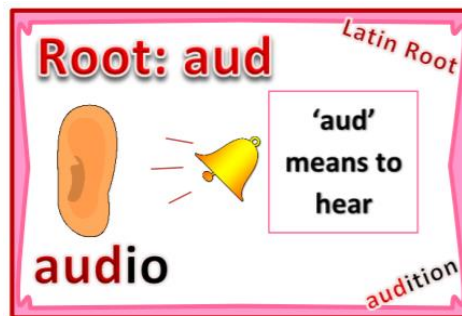
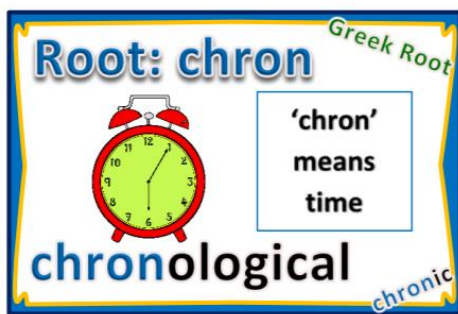
This week there will be more dancing and some more safety information about being safe at home.

A huge thanks to our wonderful Amanda who is in our room helping out A LOT! The students enjoy listening to her read. This week we have been reading another Roald Dahl book – James and the Giant Peach.

Keep up the good work Middle Division!

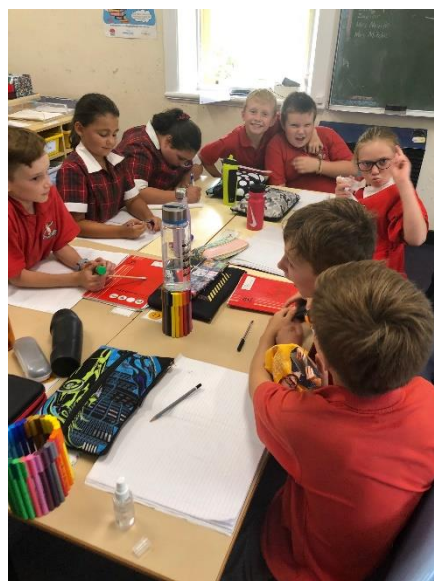
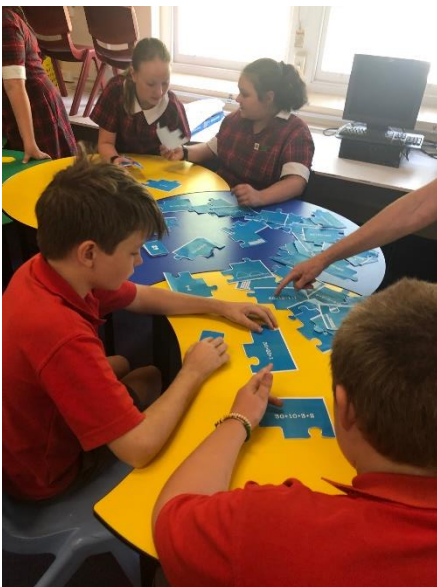
Upper Division Report

The term is flying by and our class are really starting to gain some ground in the focus areas that we have had in Maths and English. We continue to focus on a Latin root, a Greek root, a 'word of the week' and a phonics sound (igh) each week. This week's are shown below.



In Maths our focus has been on addition and subtraction. We focused on the relationship between the two operations, the vocabulary that is associated with those and how to solve long addition and subtraction algorithms. Our subtraction poem proves to be useful when working on these challenges. The addition and subtraction puzzles turned out to be harder than we anticipated, but the students persevered, with Sienna and Malayah doing a particularly good job. Mrs Neville was able to play her favourite maths song EVERY DAY in class this week too – because we focused on the 3x tables. There is a link to the 3x tables song in our Google Classroom and on our Murringgo Facebook page. It is an earworm!

Our writing focus this week has been on 'Tightening Tension', with students working hard to draw their readers in with great descriptions of settings, using all five of our senses. There were some great results, both individually and in their table groups.



Within our Upper Division Google Classroom, there are some extension tasks for those students who want to do a little bit more homework. This week Addy decided to do one of these, doing some research about the History of Numbers and then writing an information report about what she learnt. Addy then used Google Docs to create an online text that Mrs Neville could add comments to and they could both work on at the same time. Addy reflected on the feedback that she received whilst at home and made some changes to her text. Here it is, over the next two pages, for your reading pleasure ...

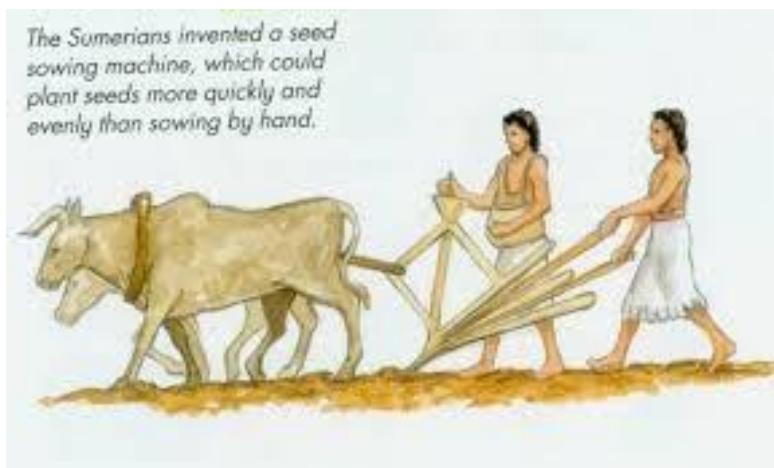
Well, we know numbers. We all do, right? I mean they are the basis of which organisation stands upon. Who knew we rely on them so much? For example, we use numbers for time, counting, keeping track of things such as running, days and how many things are set upon us in everyday life. We are obsessed with numbers. Our brain knows what colour they are, or the order of them. Well in the back of our mind, we all have one question, who invented them? What god made this symbol of status we use so much of? Well you're about to find out.

Well, there could have been multiple contributions to numbers but most historians believe that the first numbers were found on the Ishango Bone, found in Africa in 1960. It was a baboon's fibula inscribed with what we call today "tally marks".

It may have been counting multiple things or keeping time of something. We don't really know as they did not explain themselves. Numbers weren't used for as much as we use them for today. The only time we really started to use numbers was in the 4000 BCE in Sumeria in Southern Mesopotamia. The Sumerians were using numbers just for counting like they were 10,000 years before, but one day, the farmers realised they needed more exact numbers than just tally marks. So they invented numbers as we use them today! Welcome to the age of numbers.



The Ishango Bone.



The Sumerian Farmers

The Sumerians were the usual farmers in 4000 BCE. Until one day a farmer realised that the numbers they were using were a tiny bit basic. They only used numbers for counting and keeping track of time in ONES not hundreds or thousands. Think about it, if you had a village of roughly 200 people, and they all needed food for a month, you would think that counting in ones wasn't the ideal way to count roughly 100,000 chops and 200,000 vegetables and 300,000 pieces of fruit. You would count in hundred thousands or millions, right? Well the Sumerian thought, "Well, what if I created a new number system that would be easy to count large numbers with?" or something like that in old, old, old times. So with the determination they, with the help of Egyptians later, created numbers as we know them today!

Now to the Egyptians (yes they get a whole paragraph). The Egyptians were also the people helping to create numbers as we know them today. By tweaking the old systems and adding new algorithms to the "new system". They used many symbols such as a coil rope for hundreds

and a lotus plant for thousands! It's kind of like our counting blocks, only with symbols, so you can imagine it was a lot more "modern". This would have been a problem as they'd have to use multiple of the symbols. Also it would've been harder to make these symbols with chisels and stone all the time. It also would have been very confusing and hard to remember what stands for what, so you can imagine it would have been annoying drawing all those little details on instead of just some lines, like we use today. The Roman also pitched in, making Roman Numerals. An I for one, two IIs for two, and so on. V was five, X was ten, L was 50 and C for one hundred. You might have seen some Roman Numerals on a clock or on some old artefact you might have lying around in your spare room / garage / old shed etc. That's because, in old movies and even recent ones, on the cover or in the last minute of tape, there would've been the date in Roman Numerals. So we still learn Roman Numerals today for that reason, so we can understand them. Ok enough Roman and Egyptians. Now for the old English!

Okay, the Amazing Old English (or AOE for short.), invented the numbers almost the exact same as today. Inspiration, la de da. Actually most don't really know this, but the original English numbers evolved from Arab in the early early times (6th or 7th century, to be precise). We technically stole numbers from the Hindu-Arabs and said "Well this monk dude made them, yeah, he was English... yeah he was, so!". I mean, it's pretty silly that everyone thinks the English invented the number system we use today. I myself didn't actually know that the Hindu-Arabs invented our numbers until I actually looked into this! Anyway, we should kind of give credit to our beautiful relatives the English, (unless your 0.0000003 Hindu-Arab, you can brag.) for tweaking the number system to make it the same it is today..

That's pretty much the number system evolution of numbers for you. Thanks for reading/ listening / anything really.

Max wrote an excellent description of a dentist's appointment, using the five senses this week. Here it is below:

I can feel my mum holding on to my hand as tight as she can. I can taste the horrible drill take out my tooth with a mighty roar. I can smell my sweaty Dad rush in as I had my tooth get drilled out. I can hear my brother and sister arguing who is going next. And I can see nothing, because I have this enormous cover covering my face, but not my mouth. It's done ... my tooth has been taken out. And it was only my first time. I think everyone can agree I'm not going there again!



This week's shoutout goes to Amanda Daly. Most of you now know who Amanda is, as she has been coming to volunteer at our school, almost EVERY day for a long time. Amanda lives in Murringo and likes to keep busy. She travels to and from school on our bus, helping to keep the students quiet whilst Ron is driving. She helps out in the classrooms, the playground and the office, completely voluntarily. Amanda is a very valuable volunteer at our school and we thank her for her dedication to our students.



Catch the reading bug!

It is that time of year ... time to get reading!!! The NSW Premier's Reading Challenge officially opened on March 2nd, and our students can register and start recording their books right now! The challenge is open until Friday August 28th. During that time period, students are required to read a certain number of books in order to complete the challenge. The number of books and requirements are shown below. Lower Division are able to complete the challenge in class, with Ms Whitechurch reading the books to them, but all other students need to register and complete the challenge themselves.

Challenge	Number of books you must read	Minimum number of PRC books	Maximum number of Personal Choice books	PRC booklists you can read from
K-2	30	25	5	K-2, 3-4, 5-6
3-4	20	15	5	3-4, 5-6, 7-9
5-6	20	15	5	5-6, 7-9
7-9	20	15	5	5-6, 7-9

During Tech lessons in Middle and Upper Division, we will demonstrate how to access the Student Site, so that students can register the books that they read themselves. This site can also be accessed from home.

This year, we are entering ALL students in this challenge. It is up to them whether they complete it!! If there is enough interest, we are thinking about setting up a similar challenge for the parents and teachers, with an online recording system too. Let us know if you are keen.

PRC Student Site



The PRC student site is available again this year! Students can search for books to read, add books to their reading logs, and track their progress throughout the challenge. The website is currently being updated and will be available for students when the challenge opens on March 2. You can find the site at <https://online.det.nsw.edu.au/prc/studentExperience.html#/> and there is a [useful help video available](#) to demonstrate how the site works.

Term One Calendar

We have included the dates that we know about at this stage. When there are new dates added, they will be in red. Please mark these dates on your calendar or put this calendar in a prominent spot at home, so that you can keep up to date with what is going on.

Week	Mon	Tues	Wed	Thur	Fri	Sat	Sun
7	9 Mar	10 Mar	11 Mar Region Swim <i>Happy B'Day Bailey!</i>	12 Mar Playgroup	13 Mar	14 Mar <i>Happy B'Day Gus!</i>	15 Mar
8	16 Mar	17 Mar Staff Meeting Respectful Chat Session	18 Mar	19 Mar	20 Mar	21 Mar	22 Mar
9	23 Mar	24 Mar	25 Mar	26 Mar <i>Happy B'Day Lilly!</i>	27 Mar	28 Mar Sports Awards Dinner	29 Mar
10	30 Mar	31 Mar Staff Meeting Athletics Carnival	1 Apr	2 Apr <i>Happy B'Day Peter!</i>	3 Apr	4 Apr <i>Happy B'Day Heidi H!</i>	5 Apr
11	6 Apr <i>Happy B'Day Izequill!</i> P&C Meeting	7 Apr	8 Apr Pet Care Talk for LD	9 Apr Playgroup Easter Assembly	10 Apr School Holidays Good Friday	11 Apr Happy Holidays	12 Apr Happy Holidays

Upper Division will be taking part in the following activity in a couple of weeks.

Join us in our virtual classroom!

The Office of the eSafety Commissioner will present a 40-minute presentation exploring social and emotional skills for interacting online.

In this presentation students will explore skills to build positive online relationships. They will consider the emotions that appear when they or a friend is having a bad online experience. They also consider what cyberbullying is and strategies for seeking support for serious incidents.

Audience: Years 4 - 6 students

Dates: **Tuesday 17 March 10:00 - 11:00am**

or repeated on

Wednesday 18 March 12:00 – 1:00pm

Location: Online via Adobe Connect. The URL to access this event will be emailed to participating schools prior to the event.

