

Dear parents and carers,

Welcome to Term 4 2019. Wow, where has the year gone? Before we know it, it will be Christmas. In the meantime, we have lots of exciting learning opportunities planned. We continue to support the development of our learning assets in everything we do in and out of the classroom as we learn about and practise the skills of being efficient **researchers, thinkers, collaborators, communicators** and **self-managers**. We are 'The Rockstars' so let's rock out the rest of this awesome year together.

English

We will be exploring various types of **writing**, including persuasive and informative texts. We will look at the features and purposes of these texts as we link the learning to our inquiries. We continue to 'switch on' to writing and build our writing stamina using various warm ups and *Quick Writes*. We also use a common language for discussing and assessing our writing using the 6 + 1 writing traits: ideas, organisation, voice, word choice, sentence fluency, conventions and presentation.

The writing process (see diagram below) is explicitly taught and engaged with to gain an understanding of 'what good writers do.' Each student has a writing goal or two which is regularly referred to during writing tasks and when conferencing with a teacher. This would be a great conversation point for you to have with your child/ren. Talk to them about what they are currently writing, who they are writing for, where they are in the writing process and how they are tracking with their writing goal/s.

Good writers:

- *Decide on an idea for writing*
- *Know the purpose and the audience*
- *Choose text form and style*
- *Generate and organise ideas*
- *Reread for meaning and recraft*
- *Get feedback and make changes and revise*
- *Proofread*
- *Present or publish*
- *Celebrate writing successes*

Adapted from The Writing Book
(Sheena Cameron & Louise Dempsey)



In **reading**, we will continue to work on our CAFÉ strategies (Comprehension, Accuracy, Fluency and Expanding Vocabulary). We will explore a range of texts through whole class 'read alouds', during read-to-self/partner time and in our guided reading groups to support our work in writing and develop our understanding of the relationship between reading, writing and spelling. Students will continue to build their spelling and grammar through focused skill building. Students are grouped across the four 1/2 classes for 'letters and sounds' where we work on our sound and letter correspondence, learn sight words and practise spelling and articulation of sounds. Ask your child to share with you what they are working on when you read together at home.

Books are located in tubs in our Rockstar Reading Lounge (1/2 corridor) for students to borrow to read at home. We encourage parents to listen to their child/ren read for at least 10 minutes each night. Don't forget to read to your children too. Read the cereal box, the street signs, letters from friends and relatives. There is lots of research showing the intimate connection between reading and vocabulary development.

Mathematics

Students will participate in daily mathematics learning and activities in...

Counting – review skip counting by 2s, 3s, 5s and 10s (forwards/backwards and from 0 as well as other starting points), patterns with numbers and identifying missing numbers in sequences.

Number – partitioning numbers using place value, division (sharing into equal groups), review number facts.

Time – telling time to the half and quarter hour, time durations and identifying dates on calendars.

Geometry – using shaper knowledge to explore transformations.

Data & Chance – collecting and organising data, reading tables and graphs, describing and drawing data displays, making simple inferences, describing outcomes for familiar events and the language of chance.

Technologies

Our exciting Park Crawl excursion takes place in Week 1. This is a vital springboard for learning as we investigate components of playgrounds and parks, later moving into designing one ourselves. Our big questions that will guide our inquiry are *‘What makes a play space inclusive?’* and *‘How can we make an inclusive playground?’*

Media Arts

This term we are exploring media arts and how artworks and storytelling have changed over time. We will specifically be exploring how technologies have affected art, and answering the question “How and why do people make art?” We will be looking at four major art styles: Indigenous Stories, Radio Plays, Films and Video Games.

PE with Syed and Daniel

PE lessons will continue with Syed and Daniel on a Tuesday afternoon. This term students will continue to develop skills in Tennis and AFL sporting codes. This term, they will specifically focus on skills such as forearm, backhand and underarm serves. In AFL, they will be introduced to kicking (drop punt), ground skills, rolling, hitting and dribbling, marking and handballing. Students will continue to develop strategy skills to work in group situations.

Keeping active

Our classrooms will have regular movement breaks, and on Fridays we will be practising our gross motor skills in mixed groups with a focus on the skipping, striking, kicking, balance and hand eye coordination.

Social Emotional Learning (SEL)

During weekly SEL sessions, we will explore messages related to health decisions and look at how to keep ourselves and others healthy, safe and physically active. This term, we will continue to investigate and practise positive ways to interact with others as well as learn about changes that occur as we grow older.

Japanese with Sharee

Year 1/2 will begin Term 4 by exploring different kinds of foods we eat and their names in Japanese. As part of this we will also look at different times of the day when we eat あさごはん (asagohan = breakfast), ひるごはん (hirugohan = lunch) and ばんごはん (bangohan = dinner). To finish the term, we will read みどりのひつじはどこですか (Midori no hitsuji wa doko desu ka = Where is the green sheep?) to learn about how we can describe the location of objects.

The Arts with Amanda

In the Arts this term the students will be learning about music. The lessons will continue to explore some of the key elements of music (e.g. rhythm, tempo, pitch, melody, dynamics and timbre), through developing the students aural, rhythmic, vocal and theoretical skills and knowledge. They will also continue to investigate where and why people make music.

Remember:

- All classes have library day on Monday. Please encourage your child/ren to return their library books so that they are able to borrow on a weekly basis.
- Classes provide ‘Munch and Crunch’ time in the mornings. Please do not send in foods that require a spoon to eat. Foods need to be something that can be held in one hand while the child is still working. Some examples are apples, banana, carrots, celery, cheese sticks or squares.

Sim Riddle will be on leave from Weeks 1-3. Tania Ball will be joining our team whilst Sim is away. We are looking forward to an exciting term ahead!

Warm regards,

Year 1/2 Team - Michael Smith, Tania Blak, Sim Riddle, Melissa Orton and executive Melissa Mongan