



Grade 1 & 2 Newsletter February 2019

IMPORTANT DATES

February

Wednesday 27th

Curriculum Day

No students at school

Does your child have an art smock? All children need to have a proper art smock that is labelled and kept in their classrooms.



TERM 1

The Summer holidays are a distant memory and the children are right back into the swing of school life and settling into their new class groups and routines.

It was great meeting up with many of you at our 'Get to know you interviews' earlier this week. These opportunities help towards developing a supportive and collaborative relationship between home and school.

Our Grade 1 & 2 Information book was sent out last week via email. If you did not receive this, please let us know and we can re-send it to you. Included in this newsletter is an overview of our teaching and learning programs this term.

The children have begun their specialist classes with Jess Bretherton (Japanese), Sophia Walsh (Visual Arts) and Leanne Barton (Music). We are so fortunate to have these fabulous programs which are such a highlight of the children's learning week. Specialist classes are every Thursday, while our rotation activities will run on a Friday. These include Physical Education with Kent, S.T.E.M with Emily and Philosophy with Karen.

We look forward to a wonderful year working and learning with your children. We welcome your support in the classroom, especially with hearing children read in the mornings.

Please get in touch with us if you can help in anyway or if you have any worries anytime during the year. We can be contacted via email and are happy to arrange a time to meet.

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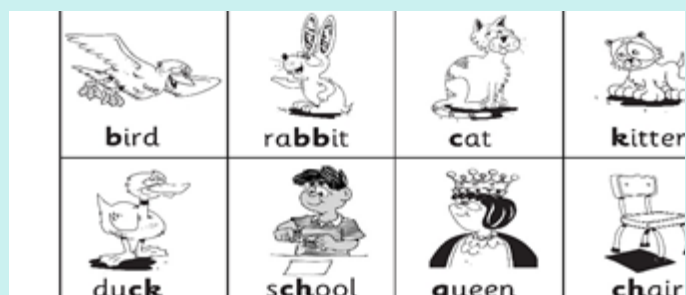
Literacy

READING

In reading this term, we are working on three areas:

Phonemic Understanding – this is where students can see a letter, or a group of letter, know the sounds they make and blend these sounds into words. We have a sound focus every week and work daily on words which include the sound.

Our sound focus is supported by our daily work with the THRASS programme which teaches the letters, speech sounds and spelling choices of English. Our students practise using picture, context and spelling-choice cues to read and write.



Frequently Used Words – Each day we are doing some short activities using the most frequently used words in English. We are using the FRY lists because they go up to the 1000 most frequently used words, but they are the same words as the M100W words (with minor changes in order).

Comprehension Strategies (understanding what you are reading)

Over the term, we will focus on our comprehension strategies which we represent using the animals below. Our particular focus this term includes Jabber the Reteller, Questioning Owl and Rocky Raccoon.



WRITING

Students complete a variety of writing during a school week – during reading, maths, science and philosophy. Our particular writing focus this term is personal narrative, where students are given the chance to write and draw about themselves and their lives. This ties in with our Inquiry theme of Identity. Our writing program aims to help students become clear communicators, improving students' writing by developing their word choice, voice, clarity, spelling and punctuation.

SPELLING HOMEWORK

Next week (week 5) you will receive a sheet of (levelled) dictation sentences based on the frequently used words. There will be enough sentences to last until the end of the term. Over the week, ask your child to read the sentence(s) to you; look for tricky words and look for ways to help them spell these words; ask them to write the sentence out neatly on their own a few times; and then read the sentence to them as they write it. Make sure they include capital letters and full stops. Each week's dictation will be tested the following Monday or Tuesday.

The dictation will give your child extra spelling, handwriting and punctuation practice every week.

NIGHTLY READING

Every Monday, students select 5 levelled readers for the week. They will bring home one each night along with their journal. We hope that you read most nights with your child. Some nights children are tired or the book is a little hard. It's ok to break up listening to your child read with reading together with them, reading alternate pages with them, or reading to them. If a book is difficult, tackle it over a couple of days till your child is more confident. Either you or your child can fill in the title of the book in their journal and send it to school.

Inquiry

Our inquiry theme this term is Identity. Over are trying to find answers to these questions through discussion and activities:

- What are the expectations of a Grade 1/2 student at the Patch?
- How should I be described?
- What are my strengths and how do they help me?
- How should I react when life gets hard?
- Why doesn't everyone think like me?
- How can I work in a group?
- What makes a great learner?



As part of Identity, we are sending home a brown paper bag with each student next week for them to place 2-3 objects which show something about them. These might be a photo of their family or a pet, something which they were given when they were born, something from their family history etc. We would prefer that they did not bring toys.

Before the end of term, each child will have the chance to Share their items with the rest of their class.

Mathematics

Our teaching and learning program aims to make maths relevant, engaging, thought provoking and fun. The concepts being explored this term will include:

- ◆ Counting
- ◆ Finding and using patterns
- ◆ Measuring length and area
- ◆ Collecting and presenting data
- ◆ Making predictions and chance
- ◆ Money – looking at currency, it's order and value

Our daily maths routines will involve:

- ◆ Number talks- where students share and listen to each other's mathematical thinking in response to a stimulus
- ◆ Counting circles/games
- ◆ Practising and building number fact knowledge

Below are some links to three short video clips that have simple ideas to help spark mathematical thinking and discussion at home, outside and at the supermarket with your children.

Everyday Maths Outdoors

<https://vimeo.com/303379849/fa9a8d9a28>

Everyday Maths at the Supermarket

<https://vimeo.com/303379869/8531f3a435>

Everyday Maths at Home

<https://vimeo.com/303379817/d9be2daf40>



Physical Education

So far this term, students have enjoyed a range of games and activities that are exposing them to fundamental movement skills, scaffolding them towards playing a range of sports. There has been lots of laughing and lots of smiles and they are learning about fair play and taking turns. We have been doing rotational activities to do with ball handling skills, different throwing skills and hitting targets. We spend the last part of each session reflecting on what we did well and how what we did applies to learning a sport.

Students will continue to develop different skills over the course of the term in order to apply them to different sports and athletics. Kent



S.T.E.M

This term in STEM we will be looking at changes that happen all around us in the sky and landscape. This will include daily, seasonal and longer-term changes we can observe and record. As well as going outside to explore our gardens and the weather, we will be designing and creating a number of items to explore these topics. To encourage the children's interest in this topic, please use any opportunity to point out the changes in the sky at night or on weekends and anything interesting in the landscape that changes through the seasons at your house. Emily



Japanese

This term in Japanese students are learning about transport. They are learning a variety of words for different types of transport in Japanese and are looking at some videos of transport in Japan and comparing and contrasting to Australia. Students are also learning to express their opinions, and are describing how they feel about certain modes of transport.

The unit will also cover road safety.

If you would like to sing along at home to the vocabulary we are learning, check out this YouTube video. <https://youtu.be/NdUgjThs4Z8>

Jess B



Philosophically Thinking...

What does it mean to be clever?

Verity- being clever is when you know a lot of things.

Isabella- being clever doesn't mean you have to know everything in the world.

Skyla- being clever is being yourself.

Jai- everybody is clever.

Isabella- You can be clever, but not all the time.

Charlie W- the opposite of cleverness is being silly.

Neve- different people are clever at different things....but everyone is clever.

Josh Mc- everyone is clever at least at one thing.

Connor- Babies are clever.

Jasmine- when you come up with things.

Will- when you ask questions.

Lochie- it's not just maths and literacy, it's like fixing cars and all that too.

Charlie C- knowing Greek mythology.

River- being intelligent.

Ashlinn- thinking about what you are going to do.

Bailey- using your imagination and kind of doing your best.

Alex- making things that haven't been designed yet.

Charlie- knowing things from the past.

Harper- make things and invent things.

Ave- Not only people are clever. Animals are clever too.

Fraser- animals know where their homes are.

Isabella- animals can actually scavenge their own food.

Josh Mc- dogs can round up sheep when humans can't.

Leo- are people only clever because their parents have taught them when they are young?

Luca- cleverness is doing something that is hard.

Leo- missiles are clever because they can see humans.

Isaiah- people aren't clever at everything, because they don't know everything.

Can cleverness go away?

Audrey- I think it can when you get really old, because your brain stops working a bit.

Jemima- I think you always have clever in you.

Rupert- I think you get clever all the way you are 20....after you turn 20 you get a little bit less clever.

Jasmine- I think you can stay clever forever...because you find out things when you are older.

Will- It can't go away...even if you get very old and your brain turns tiny...you still have a little speck of cleverness in you.