



Grade 1 & 2 Newsletter February, 2020

IMPORTANT DATES

March

Friday 27th

Last day of Term 1.

Term 2 Begins

Tuesday 14th April

STOMP THE BEAT

**Every Wednesday beginning
15th April– May 13th**

**Stomp the Beat Disco
Wednesday 20th May**

Does your child have an art smock? All children need to have an art smock that is clearly labelled.



TERM 1

Week 5 is already here and the children are feeling a lot more settled after transitioning to their new classes and routines.

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

Our Grade 1 & 2 Information booklet was sent out last week too via email. If you did not receive this, please let us know and we can re-send it to you. Alternatively, you can find the booklet on our school website.

Included in this newsletter is a basic overview of teaching and learning happening this term.

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. The children love reading to an adult so if you can spare half an hour– an hour, it will be very much appreciated :-).

Don't forget Term 1 is a Sun Smart Term. Please ensure your child has a hat to wear outside and that it is clearly labelled. Uniform items such as hats, art smocks and communication folders can be ordered directly via Qkr.

Please get in touch with us if you have any worries/concerns or celebrations you'd like to bring to our attention. We can be contacted via email and are happy to arrange a time to meet with you.

Thanks for your support,

The Grade 1&2 Team.

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Literacy

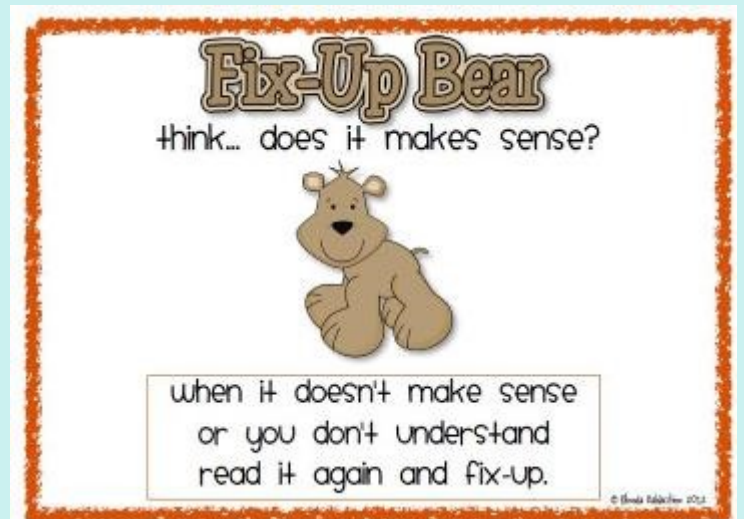


READING

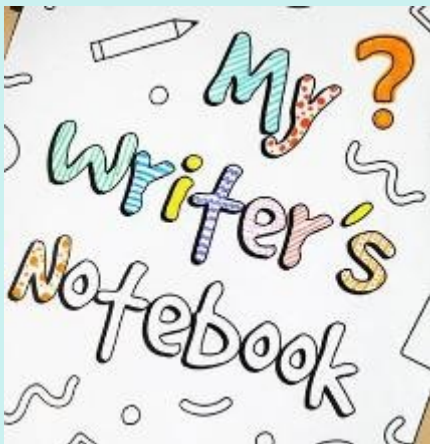
In term one we are setting up our expectations for reading in order to create a group of readers who enjoy all aspects of reading – listening to and visualising books being read to them, reading to themselves, discussing shared books. We expect our

reading to make sense. Our focus is making sure that we monitor our reading by noticing when we can't read a word, or don't understand it or we lose track of the meaning of what we are reading. We are learning some ways to help with these problems.

Later in the term, we will be looking at making connections to support our understanding.



WRITING



Our text type this term is recounts. Recounts tend to come easily as we share events or experiences that matter to us. But we still need to learn to order our recount and to write in the past tense. They are also a great place to start our writing program as it helps us learn about each other.

While some of our writing is teacher driven, we also encourage students to write about a topic of their own choosing. To support this we draw on the 6 + 1 Traits of Writing and over the year we will focus on these traits (7!) traits of good writing –

Ideas, Voice, Word Choice, Sentence Fluency, Conventions, Organization and Presentation.

Good writing is about more than spelling, but we want to be able to read what we have written. Our spelling (and reading) draw on THRASS – recognising and using the building blocks of reading and spelling, that is, the 44 phonemes (speech sounds) of spoken English and the graphemes (spelling choices) of written English. In addition, through class work and dictation, we help build reading and writing fluency by becoming familiar with the most common words in English.

Mathematics

Our teaching and learning program aims to make maths relevant, engaging, hands-on, challenging and fun. The concepts being explored this term include:

- ⇒ Number sequences and skip counting
- ⇒ Finding and making patterns
- ⇒ Measuring length and area
- ⇒ Collecting and presenting data
- ⇒ Making predictions and chance

Our daily maths routines will involve:

- ◆ Number talks- where students share and listen to each other's mathematical thinking and strategies.
- ◆ Counting circles/games.

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

Everyday Maths Outdoors

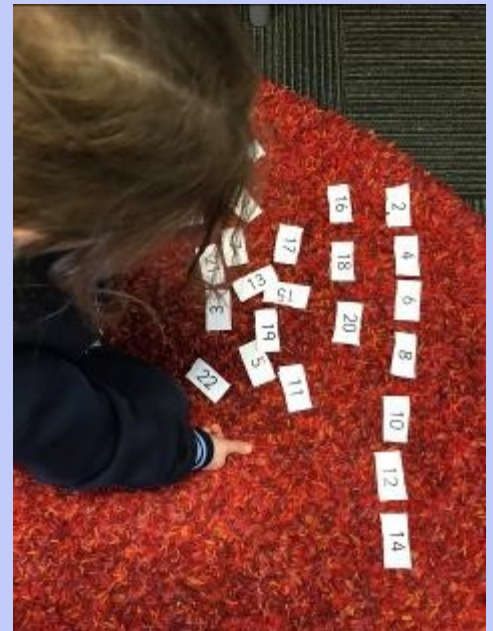
<https://vimeo.com/303379849>

Everyday Maths at the Supermarket

<https://vimeo.com/303379869>

Everyday Maths at Home

<https://vimeo.com/303379817>





Inquiry

Our Inquiry topic this term across the school is “Belonging” which is at the heart of creating a caring, productive and enjoyable community of learners at the Patch. In Grades One and Two, our focus is friends.

We are asking questions such as –
What is a friend?
How do I make friends?

- How do I keep friends?
- Who should be my friends?
- How should I treat my friends?
- How should they treat me?

The topic is a great way to explore some of the issues that tend to come up during the year and ties in with both our philosophy and our Respectful Relationships program.



Digital Technologies

This term, we will be introducing a Cyber-Safety unit, utilising “Hector’s World”.

All of our students have been provided with Reading Eggs and Mathletics logons, and these should have come home in your child’s diary last week. 30 minutes of Mathletics and Reading Eggs is a an engaging way for your child to complement their learning in Reading, Spelling and Maths. Please let us know if you have any difficulties logging on!



Music



We have had a wonderful start to music sessions together this year.

Each week 1/2A and B have music on Thursdays and 1/2C have music on Fridays after assembly.

All students take their shoes off before entering the music room each lesson.

It very helpful if children have shoes that they can take off and put on easily.

We enter the music room singing a song together (we are currently singing 'The More Sing Together') and form a circle. Student then give suggestions for variations on our song 'The More We Sing/Dance/Clap/ Jump etc Together' and we try these out. Then we sing hello and sit down. Our circle then begins with a name song or game where each student is acknowledged around the circle.

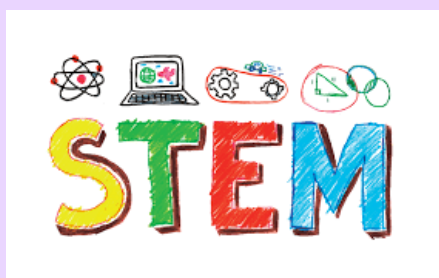
We are currently chanting 'I can keep a beat and I can say my name', a name rhyme which we chant whilst keeping the beat in lots of different ways. We follow on with a movement activity, using scarves, elastic or various props; listening and responding to the music, creating our own movements or following a leader.

We have just started learning the playground chant 'Down, Down Baby' along with lots of energetic actions, and will be making up our own clapping pattern with a partner to go with this rhyme. During first term we spend quite a bit of time becoming familiar (or more familiar) with our melodic percussion instruments. We play games to find notes and improvise short melodic phrases in pentatonic scales (5 pitches).

Students learn to play simple melodies and to keep a bordun accompaniment whilst singing or chanting. Our music sessions end with a story, music game or if it is a bit warm we lie down and listen to music. A current favourite is to listen to Carnival of the Animals and to guess which animal the composer Saint-Saens was representing.

If you have any queries regarding music at school, please contact me at neely.gillian.g@edumail.vic.gov.au

Kind Regards, Leanne Barton



This term in STEM students will be busy exploring;

- ⇒ What sort of clothing is appropriate for playing outside in all weather conditions
- ⇒ What the properties are of different materials to make them able to keep us dry, cool, warm, etc?
- ⇒ What is the purpose of clothing? Looking good or keeping us at an appropriate temperature?



Physical Education

We have had a fun beginning to our Term 1 PE program. All Grade 1 and Grade 2 students participate in Physical Education rotation activities on a Monday afternoon with Karen, Andrew and Jennie. The activities include games - developing and following rules; basic motor skills involving bean bag and hoop play and ball handling skills. The students had fun developing their tunnel ball skills last week!



Japanese

Minasan Konnichiwa! Hello everyone!

I have been very impressed with the grade 1/2s knowledge and enthusiasm towards Japanese this year! This term in grade 1/2, students learning Japanese greetings, counting to 10 (and possibly beyond!) and colours. We will be singing songs and playing games using lots of repetition and fun; ask your child to talk about what they are learning and to sing their greeting song or count in Japanese, there are already students volunteering to our class greeting song in class! In the coming weeks, we will also add the Auslan sign for colours, and include these as actions in our colour songs. Feel free to drop by the Japanese room before or after school to have a chat about what we're doing.

- Yale, Japanese specialist.





To begin Art this year across the whole school we have been exploring 'belonging', what it looks like, feels like and sounds like.

Students shared and discussed what belonging means to them such as being accepted for who you are, having gratitude in your life, family and friends, community, cultural foods, having faith and hope. The most consistent feedback seemed to be the students' connection to nature.

Students participated in a creative visualisation, whereby they flew in a cloud to the place where they feel they truly belong and feel free to be their true selves. Students were given the opportunity to explore and express their personal Nature Connections through:

- Sharing past experiences
- Reflecting on their feelings and emotions
- Re-creating their favourite places through drawing

Students sat independently in a favourite place in the school grounds and expressed how the environment influenced and supported their ability to identify how they feel within themselves and their ability to learn. Students coloured in feather designs outside in nature, choosing colours that reflect how being in that space made them feel and then added words to describe their feelings.

There will be a display in the main building of all the students of The Patch Primary Schools feathers making a beautiful set of wings.

For the rest of the term students will be starting a unit called 'Colour Our World' exploring all things colour, including how colours can change and what colours we use to express our feelings and emotions. This will involve mixing primary colours to make secondary colours and exploring what happens when we add black or white to our colours.

It is only half way through term one and already the students are creating such beautiful work. What wonderful Artists we have at The Patch and how lucky am I to be guiding them on this creative journey. I am so proud of them!

Kind regards,
Sophia Walsh
Art Teacher



Philosophically Thinking...

Our Philosophy sessions are underway in Grade 1/2 and we are having some thought provoking discussions around 'friendship' and 'belonging'.



A small sample of the types of questions that may be asked during a discussion. Students are also asked to come up with their own questions & wonderings.....

- ◆ *Can you and someone else be different and alike at the same time?*
- ◆ *What makes you different from your friends?*
- ◆ *What makes you the same as your friends?*
- ◆ *Do your friends help decide who you are?*
- ◆ *Do other people help decide who you are?*

- ◆ *Can you be friends with someone or something that you can't touch?*
- ◆ *What kinds of things can be your friends?*
- ◆ *Think about your own friends - what makes them a good friend?*
- ◆ *How do you know that they are your friend?*

An extract from The Centre for Philosophy for Children, University of Washington website.

What is philosophy?

The word "philosophy" comes from the Greek, meaning "love of wisdom." In ancient times philosophy was understood as the search for wisdom. Many of the concepts philosophers explore have been examined for thousands of years: What is time? What is beauty? What is a good life? What is knowledge?

Although it is one of the oldest academic disciplines, traditionally philosophy has not been considered a subject for children. Yet, in many ways, young people are natural philosophers. They ask philosophical questions and are curious about philosophical issues: how do we know things?, what is beauty?, how are the mind and body connected? Young people do not need to **learn** philosophy; it is something they **do**.

Philosophy explores fundamental questions about the world and ourselves, and is therefore not restricted to any particular subject matter. What characterizes a philosophical question is not what it is about, but at what level it is asked. For example, someone might ask whether some social arrangement is fair; a philosopher will ask, "What is fairness?" Philosophy demonstrates that some of the simplest questions we ask are also the most difficult to answer.

Why introduce philosophy to children?

Philosophical **communities of inquiry** emphasize **thinking for oneself**. Exposure to structured philosophy sessions encourages students to explore the big questions that matter to them and supports their development of strong critical and creative thinking **skills**. Philosophy is the oldest and most effective discipline for learning how to think independently, helping students better express their own perspectives, challenge and build on each other's thinking, and make clearer sense of their own views and ideas.

Encouraged to ask and construct relevant questions, students develop their own views and articulate reasons for them and to listen to and learn from one another. Philosophical inquiry enhances student competence in reasoning and logic, increases young people's confidence and ability to examine novel issues critically and imaginatively, and deepens listening and empathy skills.

Young people find philosophy discussions compelling, in part because there are no settled answers to the questions being examined. The environment created by this open inquiry illuminates ways for students, and particularly those students who may be otherwise somewhat disconnected from school, to become involved in an intellectual adventure.

Terracycle Update

Our school is currently involved in three Terracycle programs:

Colgate oral care products

Any brand of toothbrushes, empty toothpaste tubes, floss containers, electric toothbrush heads.

Please note - bamboo tooth brushes should not be included in the program. With these, remove the bristles at home (place in landfill) and then reuse or compost the stick

Bread bag tags

As the name says, hard plastic bag clips, as you would normally find on a bread bag or similar. No twist ties.

Dish and air care products:

Any brand of dish care and air care packaging, including:

- Dishwashing liquid bottles (including caps)
- Dishwashing tablets flexible packaging (including snap locks and zip locks)
- Air freshener aerosol cans and spray bottles (including spray and trigger heads)
- Plug-in air fresheners and refills (including plastic outer packaging)
- Clip-on car fresheners and refills (including plastic outer packaging)



The Terracycle collection bins are **located** near the library entrance, near Tania's prep classroom. Please place bag tags inside the plastic bag in the labelled bin.

