

# LEARNING TEAM 2 NEWSLETTER

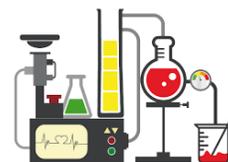
## Term 3 2019

### WELCOME TO TERM 3

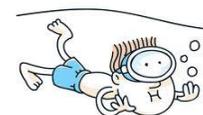
We hope that everyone had an enjoyable holiday break. This term has many exciting events and activities for the students and their families. We welcome your involvement in our class programs. Please ask your child's teacher how you can become involved as we value the home school link in our students' education.

### IMPORTANT DATES

<b>July 24</b>	Mad about Science Incursion
<b>August 23</b>	Curriculum Day
<b>September 9 to 19</b>	Foundation to Year 2 Swimming Program
<b>September 20</b>	End of term



Please watch for further information in the school newsletter, Flexibuzz or specific notices in communication folders on all these and other events.



### CURRICULUM OVERVIEW

#### English

#### Reading

There are five explicit Reading sessions over the week. During each Reading session, students engage in whole group shared reading, followed by independent work on related tasks including the use of iPads to consolidate their learning. While this is occurring, the classroom teacher provides focused, intense instruction to individuals and small groups of students through focused reading groups where specific reading strategies are taught. These strategies include:-

*Thinking within the text:*

- ✓ **summarising** by remembering important information and carrying it forward
- ✓ **solving words** by using a range of strategies to recognise and take apart words and understand word meaning
- ✓ **monitoring and self correcting** by checking on understanding and working to self correct errors

*Thinking beyond the text:*

- ✓ **predicting** by anticipating what might happen next

*Thinking about the text:*

- ✓ **analysing** by noticing aspects of the writer's craft including text structure.



Students will complete a range of response activities throughout independent reading time.

#### Writing

Students will be building on their current understanding of the **conventions** of writing, developing

in their **sentence fluency** and learning to make appropriate **word choice** within recounts, information reports and narratives. The traits of writing including **ideas, voice, organisation** and **word choice** will continue to be an integral part of writing sessions. Literary devices such as onomatopoeia, alliteration, similes, hyperbole and metaphors will be explicitly taught. Students will be encouraged to regularly revise and edit their written work. The **Write 2 Read** bootcamp program will focus on reviewing the 70 oral and written phonograms and encouraging students to use these in their writing and reading. Spelling rules will be explicitly taught. **Handwriting** will focus on the 4Ps – paper position, posture, pencil grip and pressure.



#### Speaking and Listening

Students will have many opportunities to speak in front of their peers and develop their speaking and listening skills. Emphasis will be placed on attributes such as understanding the use of vocabulary about familiar and new topics, experimenting with and beginning to make conscious choices of

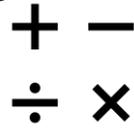


vocabulary to suit the audience and purpose. Students will be making short presentations on familiar, new and rehearsed topics, speaking clearly with appropriate tone, volume and pace. Understanding that there are different ways of asking for information, making offers and giving commands will encourage appropriate interaction. There will be a class opportunity each week for students to share items from home with their peers. Students will be asked to share their observations and projects from the **All Mixed Up** Inquiry focus.

## Mathematics

In Mathematics lessons this term, students will be focusing on:

- Whole Number – making and representing two and three digit numbers with bundling sticks, MAB; extended notation, renaming numbers, ordering numbers
- Addition and Subtraction – using fact families, number lines, doubles, near doubles; vertical recording
- Multiplication - modelled as repeated addition using concrete materials and arrays
- Division – modelled as 'shared between' and 'groups of'
- Fractions - halves as equal parts, quarters and eighths
- Time – calendars, days of the week, months, seasons; o'clock, half past, quarter to and quarter past on an analogue clock, digital time
- Volume and Capacity - measuring and comparing using informal and formal units



If you have a few spare minutes while you walk to school or in the car, encourage your child to skip count, read number plates, letterboxes or recite skip counting patterns.

## Inquiry

Our Term Three Inquiry Unit **All Mixed Up** has a chemical and physical science focus. Through hands on investigations, students will investigate how materials interact with each other, through combination and change, and how this impacts on the world around us. Investigations will include a focus on:

- How can food be mixed to form different products?
- What is a physical change?
- What is a chemical change?
- How can materials be physically/chemically changed?
- Can we predict how materials can be physically/chemically changed?
- How can changing the amount of the materials in the mixture alter the outcome?

An incursion, presented by **Mad about Science** and titled **Chemical Chaos**, has been organised for **Wednesday July 24<sup>th</sup>** with a cost of \$14. While this cost is covered by the excursion levy, a signed incursion notice will need to be returned. During this session, students will explore chemical reactions, physical changes and related topics. Students will learn about:

- Definition of a chemical.
- Natural and man made materials, and their special properties.
- Real life uses of chemicals and materials.
- The difference between chemical reactions and physical changes.
- How to control the rate of a chemical reaction.
- Types of chemical reactions.
- Laboratory techniques, such as organisation, accuracy, measurement, use of equipment, and cross contamination.
- Scientific method and building science vocabulary.

## Digital Technologies/ICT

The students use digital literacy skills to access programs that link with English and Mathematics programs. The class supply of iPads will continue to assist students to consolidate their learning in the classroom as they are used for reading tasks through Reading Eggs and Reading Express, Mathletics and basic skills practise for phonograms. Each child is encouraged to continue to access programs such as **Reading Eggs**, **Reading Express** and **Mathletics** at home using their own login details.

## Respectful Relationships Education



Students will continue to participate in one hour of Respectful Relationships each week. Students will have the opportunity to engage in activities that help manage stress, such as coping and relaxation techniques, as well as learning about appropriate help seeking practices. Students will continue to be recognised by their peers through PATHs Kid of the Week and Student of the Week celebrations.



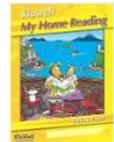
### Swimming

Our intensive **swimming program** will begin later this term. It is a government requirement that all students learn to swim before leaving primary school. The swimming list is full but there is a waiting list as places were strictly limited. The cost is \$70 and was levied as part of the cost of the booklist pack. Check with the office if you are unsure if you have fully paid for this program.



### Home Reading

Most students have developed the routine of recording their reading each night in their **Home Reading Diary**. Please continue to encourage regular reading, as it is a fundamental life skill, which is used in all subject areas. Students have daily opportunities to change books, so if this is not occurring, please check with them that they are following established class routines. Of course, they can read other material such as favourite story books, library books and novels but we still would like to see this recorded each day. Fifteen minutes daily is the minimum expectation of students at this level. At this age, it is important to still listen to your child read aloud each day. Talk with your child about what they are reading; ask about the characters, what might happen next, what the main idea is and the setting of the text. Choose one of the above strategies each week as a focus for your discussion of the texts read at home. Familiar stories and stories with a lot of repetition and rhyme such as Dr. Seuss stories are great to encourage fluent, expressive reading. Encourage your child to also read to themselves - a good time is at bedtime as it is quiet and it may help your child fall asleep.



### Homework

A new range of tasks that complement our classroom programs will be added to the homework books with the expectation that one task is completed each week. Please return the homework book and folder if your child did not return it to school. Please help your child organise their time so that it is handed in by **Thursday**. It is our expectation that work is presented to the best that your child can produce including neat handwriting and drawing, tables ruled carefully and punctuation used correctly. Please take a few minutes to share and discuss the homework with your child. Remember that students should be engaged in reading each night and that Mathletics and Reading Eggs and Reading Express activities will also help to consolidate your child's learning.



### Absences/Lateness

In Semester Two, we would like to see if our classes can improve their attendance record as we currently have many unexplained absences and regular latecomers. Please ensure that your child is absent only if ill. It is now a government requirement that you notify the school on the day your child is absent. You can also record absences on the **Compass Parent Portal**, the **Flexibuzz app**, by email [findon.ps@edumail.vic.gov.au](mailto:findon.ps@edumail.vic.gov.au) or by leaving a message by phoning **9404 1362** and following the given prompts. If you do not inform the school of an absence you will receive a text message that your child is not at school and reminding you that you need to inform the school for the reason they are absent. Please endeavour to get your child to school by 8.45am so that they can organise themselves during the morning process, in readiness for the school day. Teachers are generally in their classrooms at 8.45am, which allows students to unpack their school bags and get themselves organised so that classes can begin promptly at 9.00am. It also gives students an opportunity for some socialisation with their classmates before the beginning of the school day.



### School Supplies

With the cold weather continuing, we would appreciate it if all families could provide a box of tissues for classroom use.



### Bedtime

Many parents seek our advice about appropriate bedtimes for their children. We encourage young, primary school aged children to get at least 10 hours sleep every night so they are well rested and are able to

concentrate the following school day. Sleeping allows the brain to process learning from the day, into long term memory. Bedtime is an ideal time to read home reading books or library books until they become sleepy.

### **Nutrition**

Students are encouraged to eat half a sandwich and a piece of fruit for morning recess. Lollies and chocolates are treats best kept for special occasions. Students are encouraged to eat some 'brain food' throughout the day such as fresh or dried fruit, chopped vegetables, nuts, yoghurt, etc. There is a fruit basket in each classroom from which students can select fruit during the day to snack on. Students may swap their fruit for fruit in the basket. Currently we have been fortunate to receive quality fruit, mainly apples and pears for the students. Students should have their drink bottles, containing water only, at school so that they can remain hydrated during class time.



### **Wrappers**

Most 'Junk Food' comes prepackaged which adds to the waste that we need to dispose of in landfill. Fruit and vegetables can be chopped up and brought to school in reusable containers. Thank you to parents who support our environmental efforts by sending food in reusable containers and packaging. We would like to continue to reduce the amount of waste in our school bins! The school actively promotes Rubbish Free Fridays but even better it would be great to see it every day! (Please label all containers so they can be returned to their rightful owners.)



### **Clothing**

Correct school uniform should be worn every day. A reminder that black shoes are the required footwear. Please make sure clothing such as windcheaters and jackets are clearly labeled so that lost clothing can be returned to its owner. A raincoat should also be carried in bags in case of rain. Suitable shoes and clothing should be worn in wet weather and for Physical Education classes. Please ensure that your child attends school with a windcheater and a jacket on the colder mornings. Often we don't realise how cold it is outside when we are dressing in the comfort of our heated homes. A reminder that scarves are not to be worn at recess and lunch breaks for safety reasons and Findon beanies or plain green beanies are the only acceptable headwear during Terms 2 and 3. Findon beanies are available at the School Office for \$10.00.



We look forward to a great term with the students.

**Tenielle, Silvana, Natasha, Chloe, Briony and Florence,**  
LEARNING TEAM 2 TEACHERS