

Term 1 Newsletter

Year 2/3C

General Information

Hello! My name is Balinda Gall and I will be your child's Year 2/3 teacher for 2020. If you have any concerns or queries please feel free to contact me and I will be more than happy to talk with you.

HPE and Music specialist lessons are on Tuesdays and Wednesdays. Library borrowing day is on Tuesday. The children must have a bag to take a book home. Homework will be handed out on a Thursday and will be due in by the following Wednesday (or earlier). Homework will mainly consist of writing out the set spelling words four times and learning them each night. There will be a Maths sheet to complete as well as certain number facts. These are to be written out and learnt. It is expected that children read daily a novel they have borrowed from the school library or a personal book. The year 2 students will have a green reading diary to record their reading. Year 3's is monitored but not recorded for certificates. If Homework is an issue for your family/child, feel free to approach me and I will endeavour to assist with your concerns. If your child wishes to do more Homework to what he/she has been given, I would recommend that your child draft some persuasive pieces of writing on topics such as:

More parks are necessary at Walkerston;

The Walkerston community must have a pool!

There needs to be more parking spaces for parents to drop off their children safely at Walkerston State School.

There will be a note/email going home soon explaining about a home task for Design Technology. Please keep an eye out for this note/email. This is for year three students only.

The Australian Curriculum expects children to learn another language in addition to English. For this reason, Walkerston State School will be learning Japanese through an on-line course this term. For Term One, the children have to write a self-identity profile.

If your child requires a snack to get them through the first session, please send the healthy snack in their lunch box or in a separate container.

A big focus that we are attempting to achieve is to avoid all of the unnecessary talk that students may be undertaking within each lesson or while transitioning from one lesson to the other. To achieve this, students will require to listen more carefully and to follow the instructions given from the adults they are working with.

NAPLAN for Year 3 will occur in May from the 12th to the 14th. Students will be involved in NAPLAN practice throughout Term One and Two.



Within our classroom, work is differentiated to the needs of the students with much collaborative learning and AAP practices occurring. The goal is for ALL students' needs to be met and that they learn in a supportive and caring environment.

Here's to a fantastic Term One and thank you for your wonderful support from Day One.

English

During the first five weeks, the students in year two and three will study the same genre- Persuasive. They will read, view and analyse persuasive texts. Students will demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience in all of their reading activities. They will use this language to write persuasive paragraphs on different topics providing within each, supporting evidence for their point of view.

In the second half of the term, the students will study the genre- Narrative. The year two students will explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.

The year three students will write an imaginative narrative on a familiar theme of 'friendship' that develops characters. The students will read an extract from a novel and answer questions using comprehension strategies to build literal and inferred meaning of the text.

Science

Year two

In this unit, students will investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose.

Year three

In this unit, students will learn about grouping living things and non- living things based on observable features.

During this study, the students will undertake a STEAM project for assessment. They will sketch, create, group, describe and evaluate fossils that provide evidence of plant life and a marine and land organism.

HASS

In Semester One, year two students will explore the following inquiry question:

- *How are people connected to their place and other places? Students will learn about people who are connected*

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to their place and other places in Australia, the countries of Asia and other places across the world.

In Semester One, year three the students will learn about ANZAC Day and what is the difference between a celebration and a commemoration.

Maths

Year two

In Term One students will count collections in groups of ten; represent two-digit numbers; read and write two-digit numbers; connect two-digit number representations; partition two-digit numbers. They will identify everyday events that involve chance; describe chance outcomes; describe events as likely, unlikely, certain, impossible. Also, collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations.

Year three

In Term One, most of the students will recognise, represent and order 3 and 4 digit numbers, recognise the connection between addition and subtraction, and add and subtract numbers using a variety of written and mental computation strategies.

They will collect and interpret data from simple chance experiments. Most students will measure, order and compare length measurements using cm /m.

Health

Year two

In this unit, students will investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others healthy and safe in their classroom.

Year three

In this unit, students will explore the impact of positive social interactions on self-identity. They will investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.



The program, You Can Do It will be implemented in Term One for all students. The focus is to re-inforce to students that if you want to achieve at a task, the following skills/concepts are important:

Personal best is success.

Being confident at work.

Growth Mindset at Work.

Persistence Pays Off.

How hard is it really?

The goal is to be organised!

Managing time.

Team work.

Visual Arts

Year two

In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks.

Year three

This unit is integrated with the Science /STEAM unit. Students will explore how found objects can communicate meaning in three-dimensional artworks. They will create fossils that provide evidence of plant life, a land and a marine organism.

Digital Technology

For the first part of the Semester, all students will explore ICT skills across different curriculum areas to develop further their confidence and competence at using a computer and computer programs. The on-line Japanese lessons will also assist students consolidate on these ICT skills. For Digital Technology, the students will identify hardware, software and peripheral devices.

Design Technology

Year two

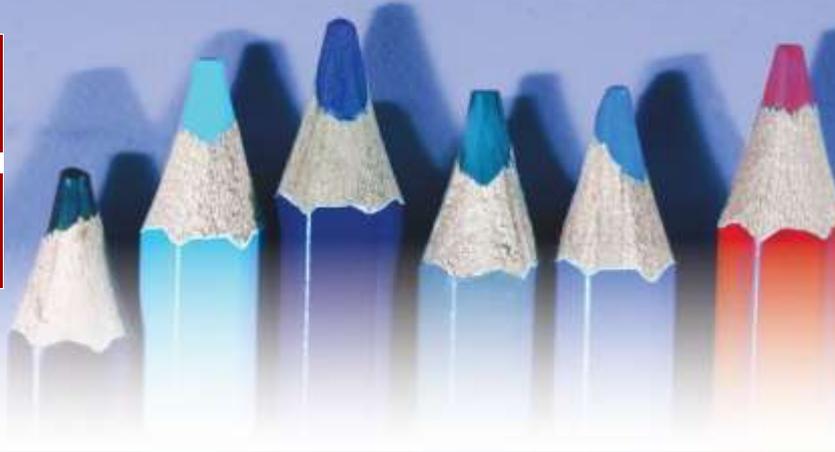
In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a spinning toy.

Year three

During Term One, students will look at properties of materials and the design and production of products. For assessment, they will be asked to change an item of clothing

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into another useful item. One example is to change a pair of shorts into a bag.

A separate note will go home in the first two weeks of school to parents concerning this task but basically the actual making of this item will be a home task but all written or pictorial work will be done at school. All work must be done by the children, as students have to fill in at school all the steps in the production of the item from the original piece of clothing. Parents are encouraged to supervise and offer guidance to children before and during the redesigning of the item.

The children's lessons prior to this task will involve them using their creativity in brainstorming and making possible objects from paper, material and other given objects.

Music

During Music this term students will make and respond to music exploring Australian slang.

Physical Education

Students will perform the refined fundamental movement skills of throwing, catching and balancing, and apply movement concepts to solve movement challenges.