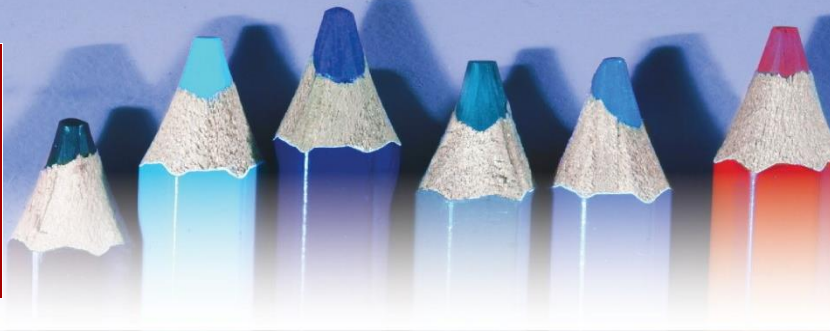


Term 3 Newsletter

Year 1/2D



General Information

A huge welcome back to all students and parents/guardians in our class. I hope you enjoyed your break and look forward to working with you and your child again for term three.

With such a busy term ahead, it is important for students to bring their communication book in every day. If you have any questions or queries, please feel free to contact me through the diary or email your child's class teacher at bgall21@eq.edu.au

Some important days to note:

Specialist Music lesson is on Mondays, Library borrowing day is Tuesdays. Students must bring a library bag, in order to take a book home. PE specialist lesson is on Wednesdays.

Homework commences in week two. It is handed out on Thursdays and is due back Wednesdays. Please hand your homework into the box in the classroom when it is fully completed. Homework will cease in week 8 due to assessment however, students are still expected to read daily.

English

Year one

Students engage with a range of texts that contain topics or story elements that can be presented as a procedure.

They read, view and comprehend imaginative and informative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, short films and animations, non-fiction books and various types of information texts.

Through texts students explore text structures, language features and visual features of simple procedures. They share ideas and recount or adapt procedures using language features including topic-specific vocabulary to suit the purpose and audience. Students respond to procedural texts, exploring language to express opinions, including modal verbs, as well as persuasive text structures to provide reasons for opinions using a small number of details.

Students engage in shared and independent writing and/or learning experiences to create procedural texts. They participate in informal and structured discussions and give short oral presentations.

Year two

Students deliver a presentation to express a preference for a game to be shared with older peers in the school, students to vote for favourite game.

They will share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts.

Students will organise and link ideas and use language features including topic-specific vocabulary and features of voice.

Science

Year one

In this unit, students will observe daily and seasonal changes in the skies, the observable features and the impact on themselves and other living things. They will represent these features and share ideas with others about changes in the sky and how they affect everyday life. Students will learn about seasonal calendars. Describe the yearly patterns of change in weather, sky, plants and animal behaviour. This unit will also help to build an understanding of the extensive seasonal knowledge held by First Nations people and how this knowledge is used to inform food and resource collection, as well as look after Country.

Year two

In this unit students identify celestial objects and describe patterns they observe in the sky. They describe how people use science in their daily lives and how people use patterns to make scientific predictions. Students pose questions to explore observed patterns or relationships and make predictions based on experience. They follow safe procedures to make and record observations. They use provided tables and organisers (moon diary) to sort and order data and represent patterns in data. With guidance, they compare their observations with those of others and identify further questions. They use every day and scientific vocabulary to communicate observations, findings and ideas.

HASS

Year one

In this unit, students: draw on studies at the personal and local scale, including familiar places, e.g. the school, local park and local shops recognise that the features of places can be natural, managed or constructed identify and

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describe the natural, constructed and managed features of places examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, respond to questions to find out about the features of places, the activities that occur in places and the care of places collect and about how places and their features can be cared for.

Students will need to identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people.

Year two

Students identify the significance of a local place and /or building. They develop questions from observations and provided sources. They interpret information and data and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals.

Maths

Year one

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- demonstrate that numbers can be represented, partitioned and composed in various ways (for example: partition collections into equal groups, skip count) and extend their knowledge of numbers beyond two digits
- use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20, equal sharing and grouping) through active learning experiences and employ different strategies and discuss the reasonableness of answers
- use spatial features to classify shapes and objects, recognise shapes and objects in the environment, and communicate reasoning (for example: explaining choices when ordering objects)
- explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure attributes (length, mass, capacity, duration) and communicate reasoning
- measure the length of shapes and objects using uniform informal units in an everyday situation.

measure the length of shapes and objects using uniform informal units in an everyday situation.

Year two

Students will use mathematical modelling to solve practical multiplicative problems in these areas:

Number, Space Measurement / Problem Solving / Short response

They will use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies

*Identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts

*Use uniform informal units to measure and compare shapes and objects

*Compare and classify shapes, describing features using formal spatial terms.

Health and PE

Healthy Messages

Year one and two

In this unit, students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others' health and wellbeing.

Students examine the messages on breakfast cereal boxes to allow them to make good choices about their health. Create a simple poster - describe how to keep themselves and others healthy and physically active.

Physical Education students will engage in bat and ball activities.

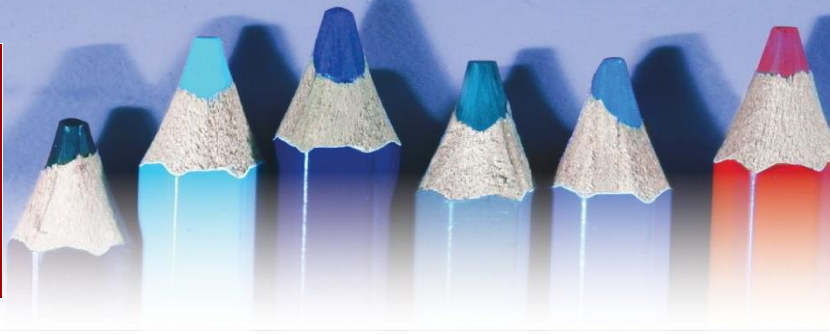
Music/ Performing Arts

In Music this term students will explore more melodic concepts and apply this knowledge to a melodic accompaniment with the song Cows in the Kitchen.

Students will practice western melodic notation and learn how to write and play the song The Farmer in the Dell. In Dance students will explore how movement can tell a story and represent a character. They will create their own dance for Simba or Zazu from the Lion King to the Sing – I Just Can't Wait to be King.

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Media Arts

Year one

Students will plan and design (Pre-production) — create photo frame with object that represents your dad or someone significant. They will take a photo, compose a message and place into a power point and inserting sound/music.

Year two

To explore media artworks that inform the making of an information-style infographic power point, which informs a targeted audience about celestial object/s in the sky

Thank you
Balinda Gall

Design & Technology

Year one

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 photo frame from materials. The photo frame will need to support a 6 x 4 photo and stand up independently.

Students will:

- investigate materials, technologies for how designs meet people's needs
- plan, draw, generate and refine design ideas
- produce a photo frame from plan, that meets the design brief
- evaluate their design and production processes

Year two

Students will explore the characteristics and properties of materials and components that are used to produce designed solutions.

- design and make a musical instrument
- investigating materials for shaping and joining, and discuss how designs meet people's needs
- generate and develop design ideas
- produce an instrument that creates sound and can adjust sound loudness, pitch
- evaluate their design and production processes
- collaborating and managing by working with others; following sequenced steps and sequencing