

Term 2 Newsletter

Class 1A and 1B

General Information

Welcome to Term 2 2024. We look forward to a busy term filled with exciting and meaningful learning opportunities.

We are dedicated to ensuring your child learns in a supportive and caring environment.

Just a reminder we have our library visits on Monday, Music visits on Tuesday and PE lessons are on Thursday.

Homework will still be handed out on Monday and returned on Friday. Could you please continue to send in diaries, home readers and sight word folders into the classroom every day. Also please continue to fill in your child's reading log so teachers can reward students with certificates.

Listening to your child read aloud daily and practising Sight Words on a regular basis will continue to benefit your child.

English

In this term's unit students will listen to, read and view a range of literary texts that contain certain structural elements, language features and topic specific vocabulary that reflect an informative text. Students will research, create, and present an animal report with sentence boundary punctuation and capital letters. Along with this the children will also be continuing to grow their phonological knowledge to read and spell more complex words.

Science

In this unit students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things, and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.

Health and Physical Education

This term, students will be participating in fundamental movement skills to prepare for the whole school athletics carnival. They will practise running, jumping and throwing skills to apply at the athletics carnival. Students will participate in activities and in various outdoor spaces and discuss how to move around safely and efficiently. It is fundamental for students to wear a hat and bring a water



bottle to PE to ensure they can stay sun safe, hydrated and in the learning space at all times.

As part of the Health unit, students will be learning to identify the meaning of persistence, review the meaning of

trust and identify trusted adults from family, friends and the broader community. Students will make distinctions between safe and unsafe secrets and practise ways to stay safe and ask for help. Students will listen to scenarios and make distinctions between safe and unsafe secrets and identify who they could ask for help in different scenario situations. Students will verbally explain ways that they and a friend could stay safe from provided scenarios. Those students who do demonstrate positive participation for the entire hour of HPE will be invited to play in the 'BONZA behaviour' zone on their designated day each week as a reward for their efforts

Maths

Number

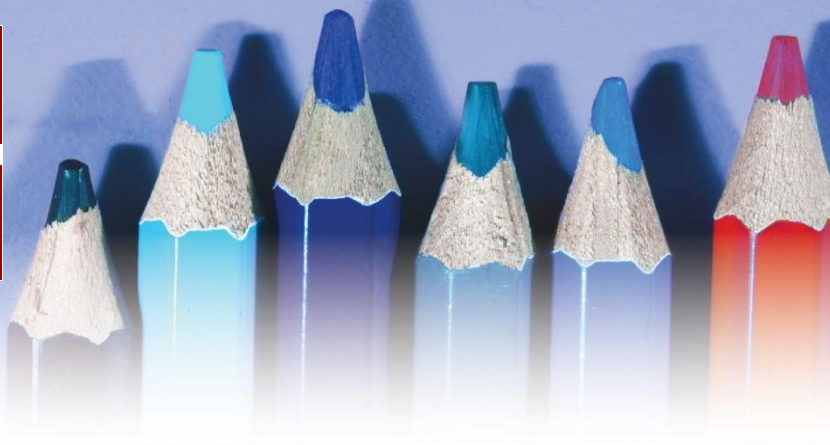
- partition 1-digit numbers and 2-digit numbers
- recognise patterns in numbers and extend knowledge of numbers beyond 2 digits
- use physical or virtual materials and diagrams when modelling practical problems (addition and subtraction to 20) through active learning experiences and employ different strategies and discuss the reasonableness of answers
- use curiosity and imagination to explore situations and choose ways of representing thinking when communicating with others
- quantify collections using skip counting

Measurement

- explain ways of making direct and indirect comparisons and begin to use uniform informal units to measure duration of events

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Music

This term students will continue to explore creating characters through improvisations and learning to accept other's ideas and build on these ideas. They will identify where they might experience drama in the community and consider why these performances have been created. They will also explore the viewpoint questions of; How has the drama been created? and What is the drama about? In music students will continue to add dynamics and tempo vocabulary and knowledge to performing pieces and will refine their knowledge and skills when creating their own piece of music. They will improvise body percussion to create contrasting features to a known piece of music.

Students will use signs and symbols to document a soundscape and make decisions about what comes next in their composition.

HAAS

In this unit students continue to look at continuity and change between aspects of their daily lives and their parents' and grandparents' childhoods. Students explore how daily life has changed over time. Children examine students' daily life by comparing their childhood to the childhood of their parents and grandparents. The unit covers aspects of daily life including homes, communication, childhood, and school.

Visual Arts

"What are you thinking?"

In this unit students explore how changes in facial features, style and form communicate emotion in artworks. Students will explore the visual language of portraiture and self-portraiture in artworks by a range of artists, including Aboriginal, Torres Strait Islander and Asian artists, and use this to develop their own artworks. They will experiment with visual conventions (drawing, photography) and observation to create artworks to communicate emotion.