

### 1/2 Learning Area - Term 4 Overview 2017

Dear Parents/Guardians,

Now that the school concert and term 3 has drawn to an end, we are excited to begin our final term for 2017! As we work through term 4, children will be prepared for the new school year and we will be revising previously learnt concepts alongside new ones. The wellbeing of all our children is a priority and a positive learning environment for all will continue to be part of our teaching and learning throughout term 4. The 1/2 team thank all our families for their continued support.

#### **Processes and Procedures:**

On Monday mornings, children are asked to leave their bags where they line up and make their way over to the multipurpose room for assembly. Each morning session will commence with a 'smooth start' where children change over their old home readers for a new book before quickly settling at their tables for 10 minutes of quiet reading. We ask that you support the school by ensuring your child is on time each morning and can participate in the 'smooth start'. Unless your child is ill, please ensure they come to school every day. At RVPS we believe 'It's Not Ok To Be Away'. Where absence is unavoidable please ensure to send a signed note with your child, stating the reason for their absence. All children are asked to bring a water bottle to school and some fruit or vegetable packed for our daily brain food break.

#### **Communication Processes:**

The 1/2 teaching team understand the importance of open communication and welcome the opportunity to clarify and discuss any concerns families may have. We welcome parent participation and helpers in and out of the classroom and encourage those parents wishing to be part of this to touch base with their child's classroom teacher or Mrs Figen. You have the opportunity to contact your child's home group teacher via school email, phone call or a note sent with your child. Teachers will endeavour to respond to these as soon as possible. Appointment times for face to face meetings can be negotiated with your child's home group teacher.

#### **Uniform Expectations:**

Our uniform is navy blue pants and a light blue top. As the weather is unpredictable, please ensure your child comes to school with a school jumper or jacket and that all articles of clothing are clearly labelled. Term 4 is a sun smart term and all children will be expected to wear a school hat during outdoor play. We ask that you support us in enforcing the school's policy of NO HAT, NO PLAY, for the wellbeing of our children.

#### **Home Learning Expectations:**

We ask that you set aside some time to read to your child and to listen to your child read their home reader to you on a daily basis. We also ask that you support your child to complete their weekly homework.

#### **Specialist Teacher Programs**

##### **Italian-Candice Vanzin**

1/2 – This term students will develop their communicative language skills further by participating in activities that will continue to build on everyday conversations in Italian. During the term children will be looking at the story "Sogni D'oro" and learn about Italian culture through the celebration of 'Natale' (Christmas). They will compare the festival with their own beliefs and cultures.

##### **P.E and Sport-Val Plastow**

In Phys. Ed. this term we will be practicing our throwing and catching skills and using these in game situations. An introduction to cricket and tennis will also be given.

##### **Visual Arts-Lisa Gardiner**

In Term 4, activities will concentrate on *collage and mixed media* and link to the 1/2 Inquiry unit - 'Mini-beasts'. *Eric Carle* is the focus artist for this term. Carle's collages will provide inspiration for the students 'Bugs and Nature' and 'Environmental Characters' collages. The students will create art works using a variety of media in the areas of collage, painting and ceramics. They will continue to explore design elements such as line, shape, colour and texture. The children will explore ancient and contemporary ceramics and look at images of fossils for inspiration to complete plant 'fossil' tiles. The tiles will be made by all year levels and displayed for all to see at the end of the year. Towards the end of term 4, the students will make Christmas placemats woven from paper.

As these art activities can be quite messy, all children need to bring an art smock (an old shirt will do) to protect their school uniform. These need to be named and will be sent home for cleaning at the end of each term.

## Music-Lisa Gardiner

Year 1/2 will have a one hour Performing Arts class each week during Term 4. They will participate in activities based on the various elements of music and performance (beat and rhythm, pitch and melody, form, dynamics, tempo and texture) using voice, movement and musical instruments. They will develop skills in moving and playing instruments in time, performing with confidence and creating music individually and in groups.

### Key Learning Areas:

Math	<p>This term during math sessions children will be learning about;</p> <table border="1"><tr><td data-bbox="201 338 852 530"><b>Number &amp; Algebra</b> - Place Value (read, write, order &amp; make numbers to 100 for grade 1s and 1000 for grade 2s) - Counting by 2s, 3s, 5s &amp; 10s (from any starting point and non-zero starting point) - Addition &amp; Subtraction (strategies used)</td><td data-bbox="858 338 1498 530"><b>Measurement &amp; Geometry</b> - Mass (compare &amp; order objects using informal units, use of balance scales) - Time (half past, quarter past &amp; quarter to) - 3D shapes (describe features, 3D nets) - Transformation (describe one step slides, flips, turns)</td></tr></table>	<b>Number &amp; Algebra</b> - Place Value (read, write, order & make numbers to 100 for grade 1s and 1000 for grade 2s) - Counting by 2s, 3s, 5s & 10s (from any starting point and non-zero starting point) - Addition & Subtraction (strategies used)	<b>Measurement &amp; Geometry</b> - Mass (compare & order objects using informal units, use of balance scales) - Time (half past, quarter past & quarter to) - 3D shapes (describe features, 3D nets) - Transformation (describe one step slides, flips, turns)
<b>Number &amp; Algebra</b> - Place Value (read, write, order & make numbers to 100 for grade 1s and 1000 for grade 2s) - Counting by 2s, 3s, 5s & 10s (from any starting point and non-zero starting point) - Addition & Subtraction (strategies used)	<b>Measurement &amp; Geometry</b> - Mass (compare & order objects using informal units, use of balance scales) - Time (half past, quarter past & quarter to) - 3D shapes (describe features, 3D nets) - Transformation (describe one step slides, flips, turns)		
Literacy	<p><b>Writing</b> Writing sessions will concentrate on the processes of Planning, Composing, Revising and Publishing students' written work. The features and structure of Narratives, Persuasive texts that are in the form of a letter, science related Information Reports and Poetry will be explicitly taught. Writer's Notebook will continue to be a part of the writing program where children are provided with opportunities for creative writing to occur. Explicit handwriting sessions will provide students with the opportunity to practice correct directionality, formation and size of upper and lower case letters.</p> <p><b>Spelling</b> This term there will be a focus on phonemes and the different spelling choices for each sound. The following sound patterns /f/, /ff/, /ph/, /j/ /g/ /ge/ /dge/ /m/ /mm/ /mb/ /r/ /rr/ /wr/ /s/ /ss/ /se/ /c/ /ce/ /z/ /zz/ /ze/ /s/ /se/ /er/ /ir/ /or/ /ur/ found in words will be explicitly taught during phonemic awareness sessions. Children will also be taught to solve reading unfamiliar words by learning about morphemes and how to find smaller words within big words.</p> <p><b>Reading</b> In reading, students are grouped with other students of like needs based on current data. Children will read fiction and non-fiction texts with a focus on different reading strategies to develop comprehension skills. Some of these comprehension reading strategies include;</p> <ul style="list-style-type: none"><li>- Inferring</li><li>- Searching for and Using Information within a text</li><li>- Monitoring and Self-Correcting during reading</li><li>- Solving Words</li><li>- Critiquing what we read</li></ul> <p>Some of these fluency &amp; accuracy reading strategies include;</p> <ul style="list-style-type: none"><li>- Phrasing – stopping at full stops &amp; short breaks at commas</li><li>- Finding smaller words within big words and recognizing morphemes</li><li>- Changing voice at talking marks, exclamation marks and question marks</li></ul> <p><b>Speaking &amp; Listening</b> Children will have many opportunities to speak in front of others to encourage and increase their confidence. They will be encouraged to put into practice the qualities of what makes an effective speaker and active listener during share time in reading, math and science experiments. Students will also be provided opportunities to enhance these skills when participating in group work, oral language activities. This term there will be a focus on encouraging children to speak in full grammatically correct sentences when giving answers and describing experiences.</p>		
Inquiry	<p>During term 4 we will have a focus on <b>Biological Sciences</b> where children will be involved in some hands on experiments. Our topic '<b>Schoolyard Safari</b>' will look at how we share our wonderful world with many other small creatures. Children will look at the Mini-beasts' external features and how these match the animal's habitats. Children will participate in experiments and learn how small animals move, feed and protect themselves. Children will also be conducting experiments, learning how to include annotated drawings in a science journal, predicting, making conclusions and working in small groups. In order for children to explore and understand even more about how small animals live in their habitats, a possible incursion is being planned. Further detail regarding this will be sent to parents after confirmation. The incursion will be a very hands-on session where children are able to get up-close-and-personal with a variety of small animals.</p>		

All lessons will begin with clear learning intentions and success criteria articulated to children.

Children will receive constructive feedback on the learning progress and individual learning needs catered for.

## Kind regards

### 1/2 Learning Area Teachers

Figen Mustafa, Chay Baker, Vanessa Kelly