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1/2 Learning Area - Term 3 Overview 2017

Dear Parents/Guardians,

We trust all our families & students had a restful and enjoyable two week break and that you are refreshed and ready for some exciting learning in term three. 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 this term. Children will continue being reminded of the importance of our whole school values, **Respect, Resilience & Love of Learning** and we encourage families to also support these values within the home.

Tuesday 10th August – Royal Botanic Gardens Excursion. An outdoor excursion to the **RBG** has been organised to complement our Earth & Space Sciences Inquiry Unit titled 'Water Works'. Parents with a current Working with Children's Check card are welcome to come along as extra assistance on the excursion. Please note parents who have not yet been on an excursion will be given priority. All parents are required to have a short brief prior to the excursion with Mrs Figen.

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.

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.

Specialist Teacher Programs

Italian-Candice Vanzin

This term in Italian students will be learning about 'I cibi' (food), engaging in activities based on 'Il Piccolo Bruco Maisazio' (The Very Hungry Caterpillar) and 'Mangia Mangia'. All students will participate in communicative language activities that will continue to build on students' everyday conversations in Italian.

P.E and Sport

During term 3 we will be moving to music. The children will be exploring different ways they can move their body in beat to the music. We will also be learning some folk dances. Skipping and hopping activities will help develop these skills. The children will also be taught to hit with a variety of bats.

Visual Arts-Lisa Gardiner

The students will a number of art works using a variety of media in the areas of ceramics, painting, textiles, modelling, drawing and construction. In Term 3, activities will concentrate on Threads & Textiles and Modelling and link to the 1/2 Inquiry unit - 'Water Works'. Graham Base's book 'The Waterhole' will provide inspiration with ideas that explore water usage and climate and their effects on people, plants and animals. The children will also explore ancient and contemporary ceramics and textiles. They will create: Magic Clay Penguins, stitch and weave an underwater world onto hessian and make a plant 'fossil' tile. The tiles will be displayed along with tiles made by all other year levels.

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.

*** Also, donations of polystyrene (like fruit and veg box thickness) to use in art works most welcome!

Key Learning Areas:

Math	This term during math sessions children will be learning about;		
	<p>Number & Algebra</p> <ul style="list-style-type: none"> - 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 (difference between strategies used) - Multiplication (repeated addition, groups of, arrays) - Division (share into equal sets) 	<p>Measurement</p> <ul style="list-style-type: none"> - Capacity (compare & order objects using informal units) - Volume (compare & order objects using informal units) -Area (compare & order objects using informal units) 	<p>Statistics & Probability:</p> <ul style="list-style-type: none"> - Data (collecting data based on a question) -Graphing (show data as a picture/bar graph & tables)
Literacy	<p>Writing</p> <p>Writing sessions will concentrate on the processes of Planning, Composing, Revising and Publishing students' written work. The features and structure of Information Reports, Recounts, Narratives and Persuasive texts 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>Spelling</p> <p>This term there will be a focus on different consonant blend sounds. The following sound patterns /pr/, /gr/, /fr/, /br/, /cr/, /dr/, /tr/, /scr/ /str/, /spr/, /bl/, /cl/, /sl/, /gl/, /fl/, pl/, /sw/, /sk/, /sm/, /sn/, /sp/ found in words will be explicitly taught during phonemic awareness sessions. Based on current data students will receive individual spelling words to practice at home and then tested on a weekly basis. Due to timetabling changes, there may be weeks where spelling testing cannot take place.</p>		
	<p>Reading</p> <p>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.</p> <p>Some of these comprehension reading strategies include;</p> <ul style="list-style-type: none"> - Identifying Main Idea and details to support the main idea - Answering literal & Inferring questions - Devising questions the text answers - Identifying Fact verses Opinion - Interpreting labeled diagrams - Paraphrasing & Summarizing - Sequencing ideas in order by retelling - Expanding Vocabulary – understanding unfamiliar language - Comparing & contrasting characters - Identifying cause & effect <p>Some of these fluency & accuracy reading strategies include;</p> <ul style="list-style-type: none"> - Phrasing – stopping at full stops & short breaks at commas - Finding smaller words within big words to help read unfamiliar words - Changing voice at talking marks, exclamation marks, question marks & typography words 		
	<p>Speaking & Listening</p> <p>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 and oral presentations at the Learning Expo. This term each child will be rostered a day for 'Show & Tell' and a note outlining the process for this will be sent home.</p>		
Inquiry	<p>During term 3 we will have a focus on Earth & Space Sciences. Our essential question where much of our learning will stem from is 'Why is Water Important?' Children will explore how water is used, where water comes from and how to use it responsibly.' They will compare how our daily actions can affect living things and our environments and suggest ways in which we can better care for our natural environments. Children will be provided with opportunities to engage in simple science experiments to develop their understandings of earth's natural resource – water. Children will be given opportunities to use skills such as predicting, questioning, researching, analyzing and reflecting upon their understandings. They will work in small teams and present their understandings during a short presentation to an audience at a Learning Expo, which is planned to take place in week 10. To support our learning an excursion has been planned for week 4 to The Royal Botanic Gardens Melbourne. There, children will make the vital connection between water and life on earth, looking closely at life in and around a billabong.</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.

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. To help develop their oral language skills it is advised that a discussion about what they read or events they experience occur between you and your child. To help with practicing spelling of High Frequency Words at home, children will be given a spelling guide each week. Also, we have changed the look of homework to make it differentiated and more family friendly. We are confident students and families will enjoy the learning together that will be encouraged with our new homework tasks.

Uniform Expectations:

Our uniform is navy blue pants and a light blue top. As the weather is cooler, please ensure your child comes to school with a school jumper or jacket and that all articles of clothing are clearly labelled.

Kind regards

1/2 Learning Area Teachers

Figen Mustafa, Chay Baker, Vanessa Kelly

