

# Killara Primary School

## 1/2 Learning Newsletter

Term 2 2017



APRIL 2017

### UPCOMING EVENTS:

#### Start of Term 2

18<sup>th</sup> April

#### Curriculum Day

24<sup>th</sup> April

#### Anzac Day

25<sup>th</sup> April

#### Cultural Infusion Incursion

9<sup>th</sup> May

#### Queens Birthday

12<sup>th</sup> June

#### End of Term 2

30<sup>th</sup> June

#### Start Term 3

17<sup>th</sup> July

## Welcome to Year 1/2 at Killara Primary School

Welcome back to what promises to be a very exciting second term for the 1/2 team at Killara. We hope everyone had a relaxing Easter break and is ready for a new term of learning.

### PARENT HELPERS

A fantastic way to support your child's learning is to help in the classroom. It is lovely to see so many parents, and grandparents, already working in rooms. Helpers may be asked to participate in reading, spelling, small group support or classroom resource making. If you are interested in being a part of your child's classroom learning, you have a valid Working With Children's Check and have completed the Parent Helper's course (this year or previously), please speak to your child's teacher to arrange a suitable time.

### SPARE CLOTHES & CLOTHING LABELS

This time of year sees changes in the weather, more wet surfaces and the increased risk of getting dirty and wet clothing. For this reason, we encourage all students to have a spare change of clothes in their bags for "just in case". It is important that clothing items be clearly labelled. Please label all items of clothing, particularly jumpers and including spare underwear and clothes. This precaution makes returning clothes to their rightful owner much more efficient.



### GETTING ALONG

This term's You Can Do It focus is on Getting Along. Throughout this unit, students will learn about what getting along means and ways to be a good friend and a team player. They will work on building positive relationships with their peers and will explore skills such as recognizing emotions, reading body language and resolving conflict.

This unit continues to support Killara's Rights and Responsibilities:

- We all have the right to work and learn as much as possible.
- We all have the right to feel safe and comfortable inside and outside the classroom.
- We all have the responsibility to do the right thing.
- We have the responsibility to help others do the right thing.

We ask that you continue to emphasise the importance of our Rights and Responsibilities at home.

### MORNING LEARNING & FRUIT BREAKS

Did you know that the first few hours of the day are the best learning time for children? Arriving at school on time (or slightly earlier) is important in your child's social and academic learning as well as in lowering their stress levels. The first 15 minutes of the morning routine includes students preparing for the day (handing in notes, changing their Take Home Book, getting their toolkit out), hearing an explanation the day's events and beginning their learning. Our morning routines also include fruit breaks where students are encouraged to eat a piece of fruit, vegetable or cheese to sustain their learning potential. We encourage families to include enough suitable foods in lunch boxes for this reason.

## **INQUIRY**

This term's inquiry is focusing on Indigenous Australia. Throughout the unit, students will explore special connections people have to different places and they will investigate different traditions diverse cultural groups have. To support this learning the 1/2 cohort will participate in a Cultural Infusion incursion which focuses specifically on Indigenous Australian culture and traditions.

## **COMPASS REPORTING**

We will continue using 'Compass' to share information about your child's learning with you. We will be reporting at the end of each unit your child participates in, to give you timely feedback and offer suggestions as to how you can best support your child's further development at home. The term newsletter also provides you with ways to support your child's learning, whilst the units of work are being taught. There will be more information about Compass and when you can access it in the weekly whole school newsletter.

Semester 1 Reports will also be available at the end of this term. You will be able to access these (as well as previous reports) via Compass. If you are experiencing difficulties accessing or interpreting the timely reports or semester reports, please speak to your child's teacher or the Office staff asap.

## **STAFF EMAIL**

Here is a friendly reminder of the 1/2 staff email addresses for non-urgent communication:

**Deb Shepherd—Rm 17 (1/2 A)**  
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**Kellie Sanderson—Room 18 (1/2 B)**  
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**Jade Batey - Room 23 (1/2 E)**  
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**Sarah Round—Room 26 (1/2 H)**  
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**Carol Ellis—Intervention**  
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**Emma Heywood—Team Leader**  
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*Best wishes,  
1/2 Team*

## **HELPING YOUR CHILD WITH THEIR LEARNING**

The following tables provide families with a guide to the units taught throughout Term 2.

When viewing your child's compass results, please keep the following explanations in mind:

The grade "Established", is given to students who are able to confidently and independently use the skills taught.

The grade "Consolidating", is given to students who are able to use some of the skills independently.

The grade "Beginning", is given to students who, with teacher support, are exploring the skills taught in this unit.

### **WEEK 1-3 READING**

<b>UNIT</b>	<b>HOW YOU CAN SUPPORT YOUR CHILD</b>	<b>VOCABULARY</b>
Search for and use information	<ul style="list-style-type: none"><li>• Rereading a non-fiction text (e.g. Library book, Take Home Book) to search for information.</li><li>• Discussing tables, captions and labelled diagrams in newspapers and magazines.</li><li>• Encouraging your child to retell information seen in a TV show to check their understanding.</li></ul>	Non-fiction, search, find, locate, information, understand, reread, questions, answers, text features, titles, contents page, glossary, caption, labels, tables, key words, phrases.

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### WRITING

UNIT	HOW YOU CAN SUPPORT YOUR CHILD	VOCABULARY
Poetry	<ul style="list-style-type: none"> <li>• Encouraging your child to use adjectives to describe everyday objects and situations.</li> <li>• Reading texts with your child and finding rhyming words.</li> <li>• Sharing rhymes, songs and poems with your child and encouraging your child to join in.</li> </ul>	Haiku, poetry, rhythm, alliteration, rhyme, aboriginal, culture, syllables,

### MATHEMATICS

UNIT	HOW YOU CAN SUPPORT YOUR CHILD	VOCABULARY
Addition	<ul style="list-style-type: none"> <li>• Playing games that involve rolling dice and adding the totals.</li> <li>• Practicing doubles and tens facts (for example <math>6+4=10</math>, <math>3+7=10</math>).</li> <li>• Applying addition to real life situations, for example at the shops adding fruit items.</li> </ul>	Addition, add, sum of, total, bigger, number line, count on. more, bigger, solve concrete materials, problems, doubles, near doubles, tens facts, bridging to ten

### WEEK 4-6 READING

UNIT	HOW YOU CAN SUPPORT YOUR CHILD	VOCABULARY
Making Connections	<ul style="list-style-type: none"> <li>• Encouraging your child to look at the title and front cover illustrations of a text, prompting them to make connections to their own lives before predicting the events in the story.</li> <li>• Reading a range of fiction books with your child and encouraging them to make connections between the characters and themselves.</li> <li>• Supporting your child to read stories with similar events and discussing the similarities.</li> </ul>	Connection, link, text, self, world, prior knowledge, personal, experience, character, events, similar, same, different.

### WRITING

UNIT	HOW YOU CAN SUPPORT YOUR CHILD	VOCABULARY
Narrative— Short Story	<ul style="list-style-type: none"> <li>• Providing a variety of materials for writing such as paper, chalk, pens and sand.</li> <li>• Encouraging your child to think about how the subject looks, feels, smells, tastes, or sounds, when they are talking about an event or story (e.g. which gives adjectives such as huge, bumpy, smelly, salty, loud).</li> <li>• Supporting your child to write a short story about a passion of theirs (e.g. the perfect AFL match, their dog going on an adventure, computer games)</li> </ul>	Narrative, story, edit, reread, Indigenous stories, culture, onomatopoeia, senses, adjectives, publish, beginning, middle, end, sizzling start, conclusion, coda, sequence, first, then, next, after, last, finally.

### MATHEMATICS

UNIT	HOW YOU CAN SUPPORT YOUR CHILD	VOCABULARY
Subtraction	<ul style="list-style-type: none"> <li>• Playing games that involve rolling dice and subtracting the totals.</li> <li>• Practicing counting back (starting from the biggest number and counting back to the smaller number), and using doubles and tens facts to solve subtraction problems (for example <math>10-4=6</math>, <math>10-7=3</math>).</li> <li>• Applying subtraction and addition to real life situations, for example when at the shops starting with a large number of fruit then subtracting a smaller amount.</li> </ul>	Subtraction, addition, less than, count back, count up, minus, double, fact families,

Weeks 7-11 continued over leaf..

## **WEEK 7-11 READING**

UNIT	HOW YOU CAN SUPPORT YOUR CHILD	VOCABULARY
Analyse	<ul style="list-style-type: none"> <li>• Reading a range of funny texts with your child and talking about what made you laugh, such as a character's words or actions or the way the illustrations make a joke of the text.</li> <li>• Comparing fiction and non-fiction texts at home by visiting the <a href="https://www.learningpotential.edu.au/practise-together/A016_2">https://www.learningpotential.edu.au/practise-together/A016_2</a> and then exploring ways to compare fact and fiction texts about the same topic.</li> <li>• Questioning your child about what the problem in the story is and how it was solved.</li> </ul>	Analyse, author, character, illustrations, beginning, middle and end, problem and resolution, fiction, non-fiction, notice, identify, understand, recognise, discuss, genres, fantasy, traditional literature, plays, poems.

## **WRITING**

UNIT	HOW YOU CAN SUPPORT YOUR CHILD	VOCABULARY
Persuasive	<ul style="list-style-type: none"> <li>• Asking your child to give opinions about familiar topics and justifying with reasons. For instance, you may ask them what their favourite movie is and why they like it so much.</li> <li>• Asking your child to write a list of reasons to persuade you about something they feel passionate about. For instance, why they should be allowed to have a pet or take-away once a week etc.</li> <li>• Supporting your child to re-read any written work completed at home, assisting them in identifying misplaced capitals and full stops and modelling the use of a dictionary.</li> </ul>	Writing, opinion, plan, draft, edit inquiry persuade persuasive, publish, introduction, conclusion, text, purpose, punctuation, Microsoft Word, emotive language, reason, justify, opinion, rhetorical questions

## **MATHEMATICS**

UNIT	HOW YOU CAN SUPPORT YOUR CHILD	VOCABULARY
Length	<ul style="list-style-type: none"> <li>• Making predictions about the length of objects, and using informal units such as hands and feet, to measure.</li> <li>• Estimating and measuring objects around the home using blocks, books, pencils, cars etc.</li> <li>• Arranging objects in order of length and identifying shortest, longest and equal lengths.</li> </ul>	Measurement, length, long, short, equal, same, longer, longest, shorter, shortest, informal, formal, centimetres, metres, compare.
Mass	<ul style="list-style-type: none"> <li>• Discussing the meanings of 'heavy' and 'light' with your child and comparing these to animals such as an elephant is heavy and a mouse is light.</li> <li>• Assisting your child in finding items around the house that are heavy and comparing these to others that are light e.g. the couch will be heavy, but a plastic cup would be light.</li> <li>• Creating balancing scales using bowls and strings and measuring the mass of one item compared to another.</li> </ul>	Heavy, light, lighter, heavier, similar, weight, mass, balance, even, scales, heft, lift, compare

## **ALL TERM INQUIRY**

UNIT	HOW YOU CAN SUPPORT YOUR CHILD
Indigenous Australia	<ul style="list-style-type: none"> <li>• Visiting the local library and encourage your child to borrow texts with indigenous perspectives.</li> <li>• Encouraging your child to explore their own cultural background and assisting them to understand the importance of different traditions and cultures.</li> <li>• Assisting your child to create a range of artworks that incorporate patterns, symbols and colours.</li> </ul>

## **YOU CAN DO IT**

UNIT	HOW YOU CAN SUPPORT YOUR CHILD
Getting Along	<ul style="list-style-type: none"> <li>• Discussing qualities of a good friend and related language to build positive friendships.</li> <li>• Talking about ways to get along and demonstrating positive interactions with others.</li> <li>• Encouraging your child to verbalise their emotions and explore ways that they might resolve conflicts that arise.</li> </ul>