

# Grade 1/2 Newsletter

Term 1, 2017

## Welcome!

Hi! Welcome to all of our new families to the Grade 1/2 area. We have been very pleased with the way children have settled in. Any time you are unsure of anything feel free to approach your child's teacher. We are looking forward to a busy, fun and productive Term One.

### New Staff

Please welcome Tahni Ross (1/2R). Tahni is a passionate Graduate teacher who joins the 1/2 team this year. We also welcome Jessie Evans who returns to our team after having some family time. She will share grade 1/2ET with Mrs Threadgold. Also in the team are Miss Teh, Mrs Stockdale and Mrs Monaco.

## Maths– We are learning to:

During Term One students will further develop their skills in the two main areas of the maths curriculum:

Number, and Algebra

Measurement and Geometry

Statistics and Probability

The focus will include counting, reading and writing numbers; understanding place value; number patterns and sequencing; comparing numbers; and simple addition and subtraction, temperature; chance; and collecting data and graphing.

Teachers will support all students to further develop and improve in numeracy through fun and exciting practical activities. We encourage all students to use Mathletics at home.

## Inquiry

### **This term we are exploring 'What makes me me?'**

We will discuss why we are special, unique and different. We will look at how differences make us unique but we all have similar needs. There are a number of things that influence who we are, including culture, family and environment. We are similar to others in many ways but we are also our own person.

We will be exploring how we learn best in different ways. This helps us to understand ourselves and allows us to build better relationships with others.

**Some of the questions we will be thinking about include:** What cultures are we from? What do we like about ourselves? How are we similar to others and how are we unique? How do I learn best? How does knowing myself help us understand ourselves? This is a great inquiry unit that will further enhance our acceptance of others.

### **Please ensure that each child at school has:**

- ◇ School hat & Art Smock
- ◇ Library Bag & Reader Pouch
- ◇ Brain food - *please cut up fruits and vegetables.*
- ◇ *Water bottle*
- ◇ *Correct uniform including shoes or runners (no sandals)*

# English— We are learning to:

The writing focus for this term will be on recounts, and persuasive text. We have enjoyed reading recounts about all the wonderful adventures your families have had during the summer holidays.

Throughout the term, students will consolidate letter sound relationships and later in the term will work on letters that blend together such as 'bl'. Students will be reading and working on comprehension strategies with a focus on identifying the main idea and determining the facts and details.

In grammar, students will explore the different aspects of sentence structure; the use of full stops, capital letters and identifying verbs, adjectives, singular and plural nouns, common and proper nouns; developing dictionary skills.

The lessons will incorporate many delivery styles using different media where appropriate. Students will have opportunities to work individually, in small groups or as a whole class. Some of their work will be assigned on the interactive white board, the iPads, desktops and notebooks. To further enhance their learning the Reading Eggs/Eggspress may be used during classroom activities.

## Late Students

Any student that arrive at school after 9.00am needs to be signed-in by their parent at the school office. Similarly if your child is leaving early, a parent or guardian needs to sign them out at the office. The 'late' and 'early' procedures are in accord with the Department of Education and Training eCases accountabilities. We ask that these occurrences are kept to a minimum to ensure continuity of your child's education.

## Japanese

**Grade1/2: Classroom instructions, self- introduction, fruits, colours, like/dislike and introducing 15 Hiragana**

Students will be able to respond to simple short questions with correct pronunciation such as "Do you like it?", "Yes, I like it.", "No, I don't like it.", "What is this?", "It's a banana.", "What colour is that?", and "It's yellow." They can also perform role-plays perfectly with a partner, such as "What is this?", "It's a banana.", "What colour is that?" "It's yellow." Students will also be able to exchange personal information and make a simple oral presentation about themselves. They will learn to read 10~15 hiragana and related words.

## ART PROGRAM FOR TERM ONE 2017

WELCOME TO 2017 and to the Syndal South Art Room in this year of the Rooster!!!

The Visual Arts Program for Term One will capture many new and past experiences of the students' knowledge and skills of the Art world.

Please ensure that your child has some protective clothing to wear in Art lessons. A long sleeved art smock that is waterproof is the most ideal however an adult shirt with the sleeves shortened will also help to protect the school uniform as some of the paints and dyes can be difficult to wash out. Art shirts are available for sale at the uniform shop at school.

I am looking forward to teaching Art in 2017 at Syndal South and enriching the students' lives with Art knowledge, creativity and an appreciation for all Visual Arts aspects.

VIVA LA ART!!!

Flavia Petrucci

## Upcoming Events

March 13	Labour Day Holiday (no school)
March 10	House Sports
March 31	Last day of term 1 (Friday)
April 18	Start of term 2 (Tuesday)

Please check the school newsletter for more updates

## YEARS 1 and 2 IN THE ART ROOM IN TERM 1, 2017 :

During Term 1 the students in Years 1 and 2 will be using their imaginations and prior experiences to create Drawings and Murals with a range of different materials and mediums. They will also be creating Collages, Paper Craft, and Sustainable Art and making Constructions from Recycled materials. The concept of using the whole page, visual and verbal starting points and the correct use of colour, shape, line and pattern will be emphasised through their artwork. The Years 1 and 2 Inquiry unit for Term 1 will also be incorporated into their Artwork, as well as other topics such as Harmony Day, Easter and various Syndal South celebrations.

As some of the paints and dyes can stain clothing it is essential that all students have an art shirt or smock to wear to Art lessons. Art smocks can now be purchased from the school uniform shop.

### Year 1/2

#### Term 1 PE / PMP

The PE department is in full swing again this year. Joggers Club and Ride/Walk 2 School continue as usual, with points being tallied to see which house is most active. Pick up a passport before school at the Hall steps, or see Mr Kenez to register.

All students have two 30 minute sessions per week, one of PE and the other PMP. We are always looking for parental help with PMP on a Thursday, so please come along and join the fun.

Our major focus for the term in both PE and PMP is the fundamental motor skills used in Athletics events (run, jump for distance, jump for height and throw) as we prepare for the House Athletics Carnival on Friday March 10th.

We will be looking for lots of help on the day, so keep an eye out in the newsletter as the date approaches.

Charlie Kenez

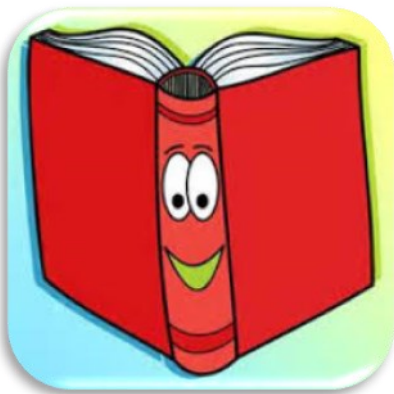
My name is Jackie McArdle and I look forward to supporting the L1/2 Literacy program as the Reading Recovery teacher.

Your child will have started bringing books home every day to read. This shared time should be a happy part of the day where lots of praise should be provided.

The purpose of home reading is to build on skills taught in the classroom. It is vital that children experience success which in turn aids enjoyment. Therefore take home books will often be several levels lower than those being read in a reading session in the classroom.

## **HOW TO HELP AT HOME**

Before reading a book for the first time, **predict** what the story might be about. **Look through the pictures** and **talk** about it first. **Ask questions** such as “What can you see? What do you think is happening? What do you think might happen next?” Use some of the harder words that you can see in the discussion. This shared time of looking at the pictures may spark an interest in the book and help your child to **connect** the pictures in the story **to their own experiences**. An understanding of the story enhances your child’s literacy development as well as their reading enjoyment.



## Term 1 and 2– 2017 MUSIC Planning

### 1/2 = Level 2

Music develops emotional, social, physical, cognitive and language skills.

Students create music by singing and playing a variety of instruments.

Many songs and tunes have associated games and activities to make the learning fun.

They begin to experience ways music is notated and recorded and they demonstrate the beat or the rhythm.

They listen to and discuss a variety of music.

They plan, experiment and select appropriate sounds in order to create their own rhythm or to find sounds to describe a topic.

This semester the focus is on singing and playing the xylophones.