



# Grade 1 & 2 Newsletter

October / November, 2019

## IMPORTANT DATES

### November

Friday 1st

**CURRICULUM DAY**

Tuesday 5th

**CUP DAY—PUBLIC HOLIDAY**

Wednesday 6, 7, 8 & 11th

**SWIMMING (Gr. 1 & 2)**



Tuesday 26th

**PREP & Gr. 1 Afterschool  
Activity**

### December

Tuesday 10th

**Step-Up Day/ Reports**

Friday 13th

**Celebratory Assembly**

9-10.30am

**FINAL DAY— December 20th**

*Term 4 is a Sun Smart Term.  
Please ensure your child has a  
hat with their name written  
clearly inside.*



## TERM 4

Wow! Patch Fest was a huge success! Our community sure knows how to put together an amazing event and Patch Fest was no exception. We know that many of our grade 1 & 2 families were very much involved in the planning, marketing and hard yakka prior to and on the day to ensure everything ran smoothly, was beautiful and showcased the talents, creativity and spirit of our school community. Thanks to each and everyone of you! The children loved being part of it too, making their pom poms and pendants to sell, running their stall themselves and performing on the Djeri Djeri stage some pieces they have learnt with Leanne in music and using instruments they made with Sophia in art. The weather may not have been perfect, but this did not dampen the energy and enthusiasm of our children, their families or their teachers.

Patch Fest was also an excellent springboard for our Inquiry Unit on Civics & Community.

Learning will revolve around these key questions:

- Who helps us in our community?
- What groups do I belong to?
- What does it mean to me a member of these groups?
- What can I do to help my community?
- Why should I do anything?
- Why are there different rules in different places?

Next week, Monday is a school day, but we will be running an alternate program, while teachers have a planning day. If you decide to enjoy an extra long weekend, can you please email your child's teacher.

After Cup Day, on Wednesday 6th, we start our swimming program. The children are very excited. Check out times and further information in this newsletter.

Enjoy the long weekend, the longer lighter evenings and the sunny weather!

Thanks for your ongoing support everyone. If you have any questions/concerns, don't hesitate to contact your child's teacher via their email address below.

The Grade 1&2 Team.

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# Literacy

In English we have been writing a few persuasive texts such as:-

- ⇒ We should have more art in class
- ⇒ We should have PE twice week
- ⇒ Are books or movies better?
- ⇒ Children should look after parents when they get old
- ⇒ Children should do more homework at nights.

We are trying to encourage students, not only have an opinion of their own, but also to give reasons for why they think that way.

Expect a higher quality of arguments at home!!!

As we get closer to Christmas, we'll be looking more at reading, following and writing procedures for example, how to make a wreath and how to make a tea light holder.



# Mathematics

**This term in maths we are focussing on:**

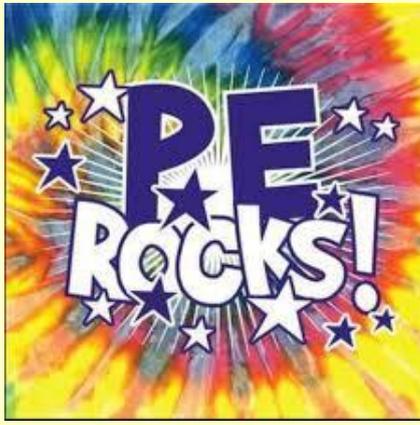
- ⇒ Money
- ⇒ Number and Place Value
- ⇒ Telling the time, calendars, days of the week, months of the year.
- ⇒ Addition and Subtraction Strategies
- ⇒ Sharing, multiplication and division.



**Our daily maths routines will continue to involve:**

- Number talks- where students share and listen to each other's mathematical thinking and strategies.
- Number Strings
- Counting circles/games.
- Practising and building number fact knowledge.
- Problem Solving





# Physical Education

This term in P.E. we have begun (And already thoroughly enjoyed!) a unit of gymnastics, or FreeG as the program is referred to. This is similar to parkour and the Ninja Warrior type movements. We have been developing skills such as different types of safe falls onto mats, forward safety rolls and speed vaulting which has been a huge amount of fun and seen quite a lot of quick progression in the skill. We will continue this for the rest of the term. If you want to have a look at some of the skills we will cover, you can check it out at <http://freeg.org.au/>

*Kent Agis*

## 1/2 Swimming Program- Wednesday 6th– Monday 11th November



The children are looking forward to heading to the pool next week. Please ensure your child has two bags, one to carry their towel etc to the pool and a plastic bag for their wet towel & bathers after their swim. They will also need a pair of thongs to go to the pool with, this makes it easier for the children when they get to the pool and when they are getting dry and dressed to head

back to school. They put their shoes and socks back on in the classroom :-). Please ensure all your child's belongings have their name clearly written on them. Below are the times your children will be swimming.

Class	Bus p/up from school	Swimming	Arrival back at school
1/2A	10.35am	10.55am – 11.55am	12.20pm
1/2B	11.35am	11.55am – 12.55pm	1.20pm
1/2C	12.35am	12.55pm -1.55pm	2.20pm



This term in Digital technologies, students will explore basic programming language in real and virtual environments. They will also create a simple “How To” on using a device by taking pictures and creating a series of steps. We will be looking into how different digital systems communicate and work together to achieve different outcomes as well how to be cyber safe with personal information online or just even surfing the web.

*Kent Agis*



*Wow, what a fantastic job our grade 1 and 2 students did performing at Patch Fest! I was very pleased with their efforts.*

*Many thanks to everyone for making sure that the children were at the stage at the correct time and for being a very supportive audience. The students will take home the rhythm sticks that they made in art before the end of the year.*

*Some thoughts from the students about our performance at Patch Fest.*

*I felt proud.*

*I felt very happy.*

*I felt shy.*

*It was fun!*

*I had butterflies in my tummy.*

*I felt happy and shy.*

*I felt excited and nervous.*

*I felt really excited and a tiny bit scared.*

*I thought that we did a good job.*

*My favourite song was 'On top of the Mountain'.*

*I felt nervous, but as soon as I started I felt good.*

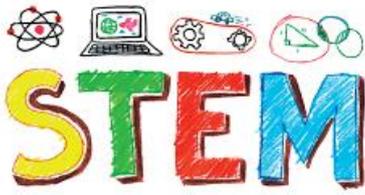
*My mum cried.*

*I felt part of something.*

For the rest of this term the year 1/2s will be learning some songs for our Celebration assembly at the end of term. They will also be reading, writing and composing music with simple rhythms.

**Leanne Barton**

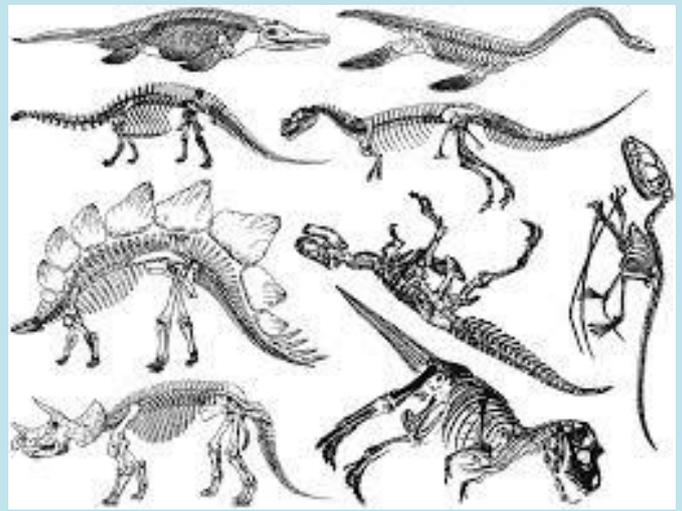




This Term in STEM we are focusing on exploring Biological Sciences. This strand of science is aimed towards developing our students understand-

ing of living things.

Our unit this term is all about Dinosaurs and prehistoric animals. As always our students will be working independently and collaboratively to develop their abilities to question, predict, experiment and consolidate their scientific knowledge and skills.



**Throughout our unit on Dinosaurs our lessons will focus on:**

- Identifying external and internal features of modern and prehistoric animals and using this knowledge to help us predict an animals habitat and diet.
- Understanding how animals have different types of teeth to eat different types of food.
- Shared experiences of the features of ferns and the environments in which this prehistoric food source can be found.
- Understanding how external features of dinosaurs can help us to understand where they lived and how they helped them to survive.

In the first few weeks of our unit I have been blown away by the knowledge and interest that the children have shown in this topic. I think we have a few future palaeontologists among us.

I have also teamed up with our incredible Art teacher, Sofia, to plan some exciting dinosaur themed Art projects that the students will be completing in their specialist lessons this term. The students will have an opportunity to use the knowledge they have gained in our STEM lessons to create meaningful and scientifically informed art pieces based on these prehistoric animals.



**Viv**



The children have finished off their study of body parts and will shortly be looking at a translated version of the children's story

book 'Brown Bear Brown Bear, what do you see?' This book features a number of different animals, and the students will get to learn about the animals, how they live in Japan, and will be able to describe the animals and their body parts with simple adjectives.



**Jessica Bretherton**

## Practical Ideas to Help your Child with Reading, Writing and Maths at Home :-)

*You can help your child's learning every day, by supporting and encouraging them and being excited by their learning. Here are some ideas to keep them developing their literacy and numeracy skills at home. Have a look at the year group for your child and have fun.*

### Reading at home

#### Make reading fun

*Reading at home needs to be fun and easy – something you both look forward to, a time for laughter and talk.*

- find a comfortable, quiet place away from the TV for the 2 of you to cosy up and read for 10-15 minutes
- if you or your child start to feel stressed, take a break and read the rest of the story aloud yourself – keep it fun:-)
- make some puppets – old socks, cardboard tubes, cut-outs on sticks – that you and your child can use to act out the story you have read. Or dress up and make it into a play
  - play card games (you can make the cards yourself)
  - read songs, waiata, poems and rhymes - sing them together, too.

Here's a tip - when they are reading, your child will still be coming across words they don't know. When this happens, you could remind them to think about what they already know to do when they get stuck. If that doesn't help you might ask "What word would make sense that starts like that?" or "What do you know about that word that might help?" If they still can't work it out – tell them and praise their efforts.

#### Take your child to the library

- help them choose books to share
- find other books by the same author or on the same topic (or look for more information on the web – you might have to be the reader for this one).

Here's a tip - help your child to link stories to their own life. Remind them about what they have done when a similar thing happens in the story.

#### Talk about reading

- Talk about the story and the pictures, other stories you have read, and experiences you have both had that are like those in the story
  - Sometimes you can be the listener, sometimes the reader and sometimes you can take turns. They might like to read to the cat, the dog, their teddy or a big brother
  - All children like to be read to, so don't stop reading to them – no matter how old they are
  - Encourage your child to read all sorts of things – the TV guide in the newspaper, street signs, food labels. Simple recipes are great – you get to eat what you've read about, too.
- Here's a tip - talk with your child all the time – and give them time to talk with you.

## Writing at home

### Make writing fun

- encourage your child to write – on paper or on the computer. It is OK for you to help and share the writing.
- ### Give lots of praise
- enjoy the message and don't make your child anxious about spelling or neatness
  - make a photo book and get your child to write captions
  - scrapbooks are fun, too. Old magazine or newspaper pictures about a favourite subject, dogs, your family, motorbikes or the latest toy craze, pasted on to blank pages – with room for captions or stories, too
  - play with words. Finding and discussing interesting new words can help increase the words your child uses when they write. Look up words in the dictionary or on the Internet. **Here's a tip - talk a lot to your child** while you are doing things together. Use the language that works best for you and your child.

### Give them reasons to write

#### Help your child to:

- write lists – 'Things I need from the shop', 'Games to play when I am bored', 'Things I want to do in the holidays'.  
The last one can be cut up and go into a box or bag for a lucky dip when the holidays finally arrive
- write out recipes or instructions for other people to follow (especially fun if the instructions are for an adult)
- keep a diary, especially if you are doing something different and exciting. Your child can draw the pictures or stick in photos. Their diary could be a webpage on the computer
- write letters, cards, notes and emails to friends and family and the Tooth Fairy – you might write replies sometimes, too
- cut out letters from old magazines and newspapers to make messages write secret messages for others to find in their lunch box or under their pillow.  
Here's a tip - display their work. Put it on the fridge. Be proud of it. Share it with others.

### Talk about their writing

- Make up a different ending for a favourite story together and get them to write it down
- Ask them to write about pictures they draw. Get them to tell you the story
- Keep writing fun and use any excuse you can think of to encourage your child to write about anything, any time.  
Here's a tip - don't worry if your child's letters are sometimes backwards or words are misspelt at this age. The important thing is that they have fun writing at home and are making an effort.

## Mathematics at home

### Talk together and have fun with numbers and patterns

#### Help your child to:

- find and connect numbers around your home and neighbourhood; eg find 7, 17 and 27 on letterboxes
- count forwards and backwards starting with different numbers (eg 58, 59, 60, 61, 62, then back again)
- make patterns when counting forwards and backwards (eg "5, 10, 15, 20 then 20, 15, 10, 5 and 30, 40, 50, 60 or 12, 14, 16, 18, ...")
- do addition and subtraction problems by counting forwards or backwards in their heads (eg  $8 + 4$ ,  $16 - 3$ )
- Practise and learn their 'ten and...' facts (eg  $10 + 4$ ,  $10 + 7$ ) double and halve numbers to 20 (eg  $7 + 7$  is 14, half of 14 is 7).  
Being positive about mathematics is really important for your child's learning – even if you didn't enjoy it or do well at it yourself at school.
- a shape and number search together wherever you are, like numbers of shoes, shapes of doors and windows.

**Here's a tip - mathematics is an important part of everyday life and there are lots of ways you can make it fun for your child.**

## Philosophically Thinking...

# What is art?

Something to make you impressed and happy.

**Fraser**

Everything is art, because everything was made, even nature. **Neve**

Paintings and crafts and other things. **Leo M**

It is a beautiful petal and you don't want to destroy art. **Evie**

Art is a work of greatness and you should respect it. **Connor**

Art can be anything, but you have to make it and you have to put your energy into it. **Ivy**

It is whatever you believe it is. **Noah F**

Your imagination. **Isabella**

Your brain is art. **Joshy**

Your memories are art. **Fraser**

**Does that mean when you remember it is like walking through an art gallery in your mind?**

Yes it does, it's like you picture what you want to do. **Isabella**

When you do this (**Ivy** closes her eyes and presses them with her fists) I can see squares inside and squares moving and they are brown.

If you didn't have art in your brain, art would be so boring. **Jai**

Art does exist in your brain because you can make it and picture it inside your head. **Oliver**

**Is art a language?**

If you show someone else. **Neve**

Art is a kind of language because it is a way of speaking without using words. Your pictures tell what you are saying. **Oliver**

Art is basically what you create. **Poppy**

If you think it is art, it is. **Abby**

Art doesn't have to be good, it can be terrible, but it can still be art. Art is basically creativeness.

**Lochie**



## Some people might say that the Ferrari is a work of art....

*It's like a dream car. River*

*Because it a good piece of art. Charlie M*

*Because of how much effort they put into them. Kaitlyn*

*They want to share their art with other people. Bailey*

*Because they paint Ferraris. Hayley*

*Because they are both creative...just like scientists put chemicals together....the engineers that make a ferrari are kind of like artists.*

**Lochie**

*Because they might be being creative. Ashlinn*

*It's beautiful and it shines. Noah G*



### Art & Ideas

*Well, I think there is a difference between something being an idea and something that comes from the heart. An idea is when you think of it.*

*Art is when you let yourself flow. Jade.*

*People might think that pictures are art, but I think that making something is art because it is being creative, and creativity is art. Rupert.*

*Everything is art. Olive G*



### ***If we didn't have art, we wouldn't have.....***

*Life. Neve*

*Courage. Evie*

*A chance. Poppy*

*Freedom. Saskia*

*A life. Eoin*

*We wouldn't have artists. Joshy*





# Patch Fest 2019



## Terracycle Update from Nina :-)

Our school is currently involved in three Terracycle programs:

### **Colgate oral care products**

*Any brand of toothbrushes, empty toothpaste tubes, floss containers, mouthwash containers.*

Please note - bamboo tooth brushes should not be included in the program. With these, remove the bristles at home (place in landfill) and then reuse or compost the stick

### **Bread bag tags**

*As the name says, hard plastic bag clips, as you would normally find on a bread bag.*

### **Dish and air care products:**

*Any brand of dish care and air care packaging, including:*

- Dishwashing liquid bottles (including caps)
- Dishwashing tablets flexible packaging (including snap locks and zip locks)
- Air freshener aerosol cans and spray bottles (including spray and trigger heads)
- Plug-in air fresheners and refills (including plastic outer packaging)
- Clip-on car fresheners and refills (including plastic outer packaging)

The Terracycle collection bins are located outside the old uniform shop, near Tania's prep classroom. Please place bag tags inside the plastic bag in the labelled bin.

