



TERM 2



Building on our initial successes in Term 1, we have really challenged ourselves as learners and have achieved many of our learning goals. We have also had fun along the way!

Having established our initial school rules and discussed our values, we have spent the first half of this term focusing on our school value of resilience and how we can use it to help us succeed.



WRITING

- This term we have been exploring an author study on Nicola Davies, examining how she blends facts with storytelling in her hybrid texts.
- Students have analysed her word choices and used it as a model for their own hybrid writing, drawing on their animal knowledge facts to inform the content.

WALTER'S AN ORCA

Walter is an Orca. He drinks milk with his younger siblings.

Orcas take great care of ~~their~~ calves. The female feeds them milk until they're about two years old. Walter is almost old enough to hunt with his pod, but even though he thinks he's tough, hunting is even **TOUGHER**.

A pod is a family, a group. Orcas **stick** together in families. More of those families **put** together are called pods. Walter knows his Dad's whistle. He's back from hunting. Orcas **communicate** by using whistles and screams. Orcas also use sound to locate **PREY**.

Walter's dad puts the calves to sleep.

Tomorrow's a new day full of new beginnings.

THE END



MATHS

This term we have continued our focus on addition and subtraction. Students learned how to use the vertical algorithm when adding and subtracting numbers.

We also started learning about multiplication. Students created arrays, think-boards, multiplied numbers by powers of 10 and practised their single-digit multiplication facts.

Handwritten vertical addition on grid paper. The numbers 1212 and 8827 are aligned by their rightmost digits. A checkmark is on the left. The sum 10039 is written below a horizontal line. A green box highlights the entire calculation.

$$\begin{array}{r} 1212 \\ + 8827 \\ \hline 10039 \end{array}$$

Handwritten vertical subtraction on grid paper. The numbers 612 and 552 are aligned by their rightmost digits. A checkmark is on the left. The result 60 is written below a horizontal line. Some digits in the original image are crossed out.

$$\begin{array}{r} 612 \\ - 552 \\ \hline 60 \end{array}$$

Handwritten multiplication on grid paper. Three separate multiplication problems are shown. The first is 37 x 4 = 148. The second is 30 x 4 = 120. The third is 7 x 4 = 28. Checkmarks are on the right of each result.

$$\begin{array}{r} 37 \times 4 = 148 \\ 30 \times 4 = 120 \\ 7 \times 4 = 28 \end{array}$$

CONCEPT

- This term, we began our new Chemical Science unit and explored how materials and temperature can affect change. Students participated in an investigation where they observed ice melting under different conditions. Some students wrapped their ice in foil and discovered that it took longer to melt, leading to rich discussions.
- We also enjoyed participating in the exciting **Mad About Science** incursion. Students explored chemical reactions, physical changes, acids and bases, and hands on experiments involving fizzing and colour changes. The incursion supported our learning in a fun and engaging way and helped students build their scientific vocabulary and observation skills.



CLOSING

It has been a great start to the term and we are looking forward to more engaging learning experiences over the next few weeks!

