Mellor 1/2

*'The Mellor 1/2 Community'- **learning and achieving together** – 2014!*

Welcome back to school for term 3. We hope your children had an exciting and enjoyable holiday break. All of the year 1/ 2 classes will again be working closely together and we are very excited about our plans for this term. Highlights will be swimming, Book Week (Week 10) and discovering how we can develop our creativity. In Inquiry, we will be exploring how our local environment has changed over time. Our book week focus is connecting to reading, assisting in creating a bond through a variety of media. In the coming weeks the children will brainstorm ideas around costumes for the parade in Week 10.

Important Dates:

Whole school assembly **25/7**
Swimming **LA1 and LA2**
28/7/14 – 1/8/14
Early Years Assembly **1/8/14**
Swimming **LA3, LA4, LA5**
4/8/14 – 8/8/14

Pupil Free Day – **15/8/14**
Pupil Free Day **– 18/8/14**
Parent Education Forum-Maths **27/8/14**
Lab-on-Legs – **20/8/14 – 29/8/14**
Whole School Assembly **– 29/8/14**
Father's Day Stall – **3&4/9/14**
Early Years Assembly **–** hosted by LA5 on **5/9/14**

Book Week Parade **- 24/9/14**
Whole School Assembly- **26/9/14**

End of Term
Early Dismissal at 2:15
26/9/14

As this is the season of the 'runny nose' – all **donations** of a box of tissues will be gratefully received!

Many thanks!

Swimming

Swimming was a great success and the children had a lot of fun. We may have some future Olympians.

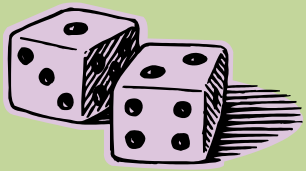
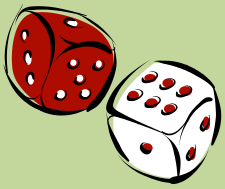
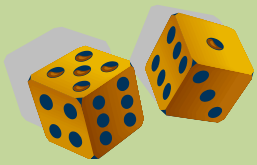
Preparing for swimming

Be Active Challenge

The Be Active Challenge involves doing 60 minutes of physical activity on at least 5 days of the week for 4 weeks. The children will need to record their activities. After school activities will be included. We will discuss the way we will be recording. There will be more information to follow as we will need to choose our set 4 weeks when we will be completing the challenge. Get ready for lots of physical activity coming up.

MATHEMATICS

Parents often ask "what comes after my child can subitise numbers really well?" (Knows without having to check count how many there are.) If you have been using two or three dice (or up to 5, like *Yatzee*) to roll random numbers, your child has probably already realized that there are specific dot formations on them.

The recognition of these patterns helps them to remember how many are in the group and that it remains constant. With lots of practice they will also realize that they do not have to count each dot to know how many dots there are. With even more practice they will begin to find doubles and know how to add them together without counting the dots.

At this stage students are using a range of different number strategies as well as subitising. Such as **near doubles** **4 + 3** could be worked out as **double 3 +1** or **double 4 – 1**

Another strategy is **turnarounds**, where the largest number is put first and the smaller one is added on.

2 + 5 the numbers are switched around so the biggest is first **5 + 2**

They will also realize the various number combinations that make 10. This strategy is known in the Secret Code as **Rainbow Facts.** This was explained in the Term 2 overview, and is important for students to have automaticity in. (That is, to know without having to work it out.)

When your child is confidently doing all these strategies without hesitation, then the introduction of skip counting and number patterns will have a strong foundation of knowledge to develop from.

How many lolly-pops are there? What strategies could you use to find out?

1 **2** **3** **4** **5**

Some students may say there are 5 with yellow centres (they're my favourite), 5 orange ones and 5 pink ones. So it's 5, 10, 15. Another child may say there are 3 in each bunch, so I'll count in threes, like this 3, 6, 9, 12, 15. Both are examples of skip counting. Recognising patterns like this is the beginning of understanding how multiplication works, and we encourage students to look for more than one way that objects can be grouped for easier counting. When using language to explain groups we model mathematician Dianne Siemon's terminology for students. Looking at the lolly-pops in 3's grouping would be written/spoken like this: 1 three, 2 threes, 3 threes, 4 threes, and 5 threes and so on. The formal multiplication symbol (X) is not introduced until students understand the differences between addition and multiplication functions.

LITERACY

It is crucial that children are exposed to a broad range of genre! This term we will explicitly teach Narrative texts (fiction/ creative stories) and Information Reports. We will also continue to consolidate children's descriptive retell skills and their persuasive text writing from term two. Furthermore, students are exposed to Narratives daily with class novels and/or the reading aloud of quality literature to the class. Teachers 'think aloud' to students, modeling how good readers use expression when reading and discuss the comprehension strategies readers use to understand what they read. Teachers question students and ensure they understand that reading is an active process! Non-Fiction text is also modeled daily to ensure our reading programs are comprehensive and balanced and that children understand that 'we read different texts differently'.

Explicit phonics and grammar programs will continue to be used throughout the year to move children along in their speaking, reading and writing. Handwriting will be targeted daily to ensure children are forming letters of the alphabet correctly and/or handwriting is both legible and fluent when writing. In spelling, we will be explicitly teaching spelling strategies to help students attack words and extend their vocabularies. This will help provide students with not only more accurate spelling, but with more word choices within their speaking, reading and writing. The 'Words Their Way' program will continue across the year one and two classes during Target Time from Monday through to Thursday. Extensive data analysis and a reflection of term two's lessons have occurred to ensure that each and every child is in a group matching their current developmental needs. These groups will remain fluid and common assessments will be used to monitor each child's growth as the term progresses. Oral language and phonological awareness will also be targeted during these sessions as required.

While individual teachers will have their own methods of organising their English programs, the learning intentions and success criteria in all areas will be consistent with discussions from our Professional Learning Team meetings and the Australian Curriculum.

HASS – Geography

Places have distinctive features develops the concept of place through studies of what places are like and how their features have changed. Students learn that places can have natural, managed and constructed environmental features, and range from those that have largely natural features to those with largely managed or constructed features.

The concept of space is developed through an investigation of the influence of distance and accessibility on the frequency of visits to places. Students' mental map of the world and their understanding of place are further developed through learning the major geographical divisions on Earth and where they are located in relation to Australia.

Students' develop geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. Our key inquiry question is 'How has our local environment changed over time?' and will have a strong focus on our local area, both built and natural.

The key inquiry questions for this unit are articulated below:

- What is a place?
- How are people connected to their place and other places?
- How can we care for places?
- What factors affect my connections to places?

Science

In Science this term, we will be learning about water. We have used our five senses to explore the properties of water and posed questions about what we would like to know. Some of the questions we will be investigating include; where does water come from? What are clouds made of? Why do humans need water?

We are also very excited to announce that *Lab on Legs* will be visiting our school in Weeks 5 and 6. The Reception to Year 3 students will be participating in a hands-on program focused on "Incredible Insects" where students will explore the external features of insects, their basic needs, how they communicate, life cycles and insect classification. This will link in wonderfully with our water unit as well as our Biology unit next term. We have a very exciting term ahead and look forward to making many discoveries this term in Science!

Keeping Safe Child Protection Curriculum

As part of our Health program this term all class teachers will be implementing the Child Protection Curriculum. It is designed to develop skills and strategies for personal safety and abuse protection. The Child Protection Curriculum is divided into five levels or stages from Preschool to Year 12 with each comprising four focus areas namely-

- The Right To be Safe
- Relationships
- Recognising and Reporting Abuse
- Protective Strategies

In each Stage Two the main themes are presented which are:

Theme 1: We all have the right to be safe.
Theme 2: We can help ourselves to be safe by talking to people we can trust.

In the Early Years Band R-2 concepts covered in the focus area The Right To Be Safe include:

- Feelings
- Safe and unsafe
- Early Warning signs – Physiological
- Risk taking
- Personal emergencies

We are looking forward to another exciting term with your children. If you have any concerns regarding your child's learning and you need to speak with any of us, you can catch us for a quick chat in the playground most days after school (not Wednesdays) alternatively we can be contacted via email and aim to have a quick response time. We appreciate your understanding that it is not always possible to speak with us at length in the mornings, as we are preparing for the day. If your child is ill or will be late due to medical reasons, it is preferred that we receive a direct email before 8:30am, it has been much appreciated that so many people are already using this method of communication. Thank you for your continued support.

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