



## Welcome to Term 2

Dear Parents and Families,

Welcome back to Term 2 - it's going to be a big one! 11 weeks of learning and lots of whole school events happening. We have had a great start to the year - I look forward to seeing our students grow and watch their learning evolve.

Students will continue to participate in different learning areas, including Physical Education with Miss McEvoy, RRRR with Mrs. Bennett, Digital Technology with Mr Davidson and Visual Arts with Mrs. Carmichael.

Please keep an eye out for our fortnightly newsletters via our school facebook page, as important dates and events for the term will be found there to inform you of any further details.

Feel free to reach out to me via email, if you have any questions or concerns. We are here to ensure a positive and enriching experience for your children.

Here's to another wonderful term ahead filled with learning, growth, and memorable moments!

Warm regards,  
Lauren Sortino

# ENGLISH

In Term 4 2023 staff at St Joseph's began professional learning with Jocelyn Seamer (Jocelyn Seamer Education) with a focus on a whole school approach to Structured Literacy in 2024 and beyond.

There is now a large amount of research about how to teach children to read in a way that works for the largest number of children possible. This involves:

- 1) Teaching children the relationship between the speech sounds of English and the letters that are used to represent them in writing. This is also known as phonics
- 2) Teaching children to blend sounds together to read words (blending) and pull them apart for early spelling (segmenting).

This is taught to children in explicit lessons where adults direct student attention and closely monitor progress.

When children have strong oral language skills and can read words with ease, reading comprehension can happen. Making meaning is the goal of reading instruction, but phonics knowledge and being able to read words with ease makes this possible.

Across the F/1 & Grade 2 classrooms we have grouped the students based on their specific learning needs, these groups will change as the needs of the students change. Students will work with an adult in these small groups 3 times a week (Monday, Wednesday, Thursday) and then practise the sounds in whole class settings through independent and small group activities for the remaining 2 days. While working in small groups students will be introduced to a new sound, practise phonics they are familiar with, practise writing the sound they are being introduced to and engage in phonics activities with a partner. After their small group work students will return to their classrooms to engage in writing. For the start of this term all Year 2 students will be working on embedded clauses during our sentence work time - a clause is a group of words that contains a subject (usually a noun) and a verb. Eg; The car, that is small and yellow, belongs to my mum. The text based unit (lessons formed around a text), Year 2 will continue is Go go and the silver shoes. They will focus on other texts throughout the term.



## ***Supporting your child's reading development at home***

We encourage your child to read the book/s or engage in the resources they bring home in their reader bag multiple times. These resources (word strips and sound booklets) help your child to develop oral language skills. We encourage your child to spend time with books they enjoy, either reading them or listening to an adult read to them.

Engaging with their reader and other resources, allows your child to identify the sounds in words, connect letters with sounds and develop their knowledge to blend sounds together orally into words.

This then develops their confidence in writing, by sounding out words to write them down and learning to write simple and complex sentences.

These resources will also help your child learn to recognise sounds with one letter, two letters or more than two letters, develop fluency reading texts and embed a variety of high frequency words. We thank you for your time and support in your child's learning journey.

# MATHEMATICS

Each day students will begin their Maths lessons with either a place value or counting warm up and then move to working within other areas of the Maths curriculum. After their warm up the other focus areas throughout the term will be:

**Counting** - Students will continue to develop their skills in counting forwards and backwards by ones from different starting points. We will also continue to develop our understanding of skip counting by 2's, 3's, 5's and 10's using various concrete materials to support understanding.

**Addition and Subtraction** - Students will focus on the relationship between addition and subtraction and learn a variety of strategies to solve problems. Some of these strategies will include; partitioning, rearranging, counting all, counting on, tens facts, doubles, near doubles, number sentences, developing mental strategies, using physical number lines and completing worded problems through stories.

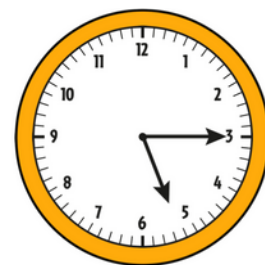
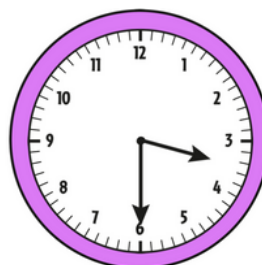
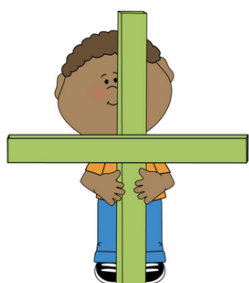
Addition and Subtraction will be presented to students in the form of stories and hands on materials, with the support of visual displays and other fun concrete materials. Creating and performing stories will help students to understand the balance and connection between addition and subtraction, representing relationships as number sentences.

We will use the word problems to discuss mathematical language. In solving word problems students will act them out, draw, make models using materials and use tools such as thinkboards to assist them.

**Money** - Students will learn to recognise all Australian coins and notes, order them by value and find the total value of simple collections of Australian notes and coins.

**Time** - Students will revise and learn the names and order of the days of the week and months of the year, including the seasons and other events. They will learn to read and analyse a calendar to identify the date and days etc. Students will also learn to recognise and read the time represented on an analog clock to the hour, half-hour and quarter hour.

**Location** - Students will learn to use mathematical language eg; forwards, backwards, clockwise, anticlockwise, turn right, turn left, half turn to the right etc, to describe turns and changes in direction. They will use simple maps and identify relative locations. They will also interpret simple maps of familiar locations for example; using a classroom seating plan to locate a new seating position and giving directions to other classmates to find their seats or other parts of the classroom.



# RELIGION

## Lent and Easter

Our first unit for the term is 'Lent and Easter'. We began this unit last term leading up to Easter and will now continue and finish it at the beginning of this term. Students will continue to develop their knowledge of Lent and Easter being a part of the liturgical year and will explore the significance of the signs and symbols associated with this topic. They will learn to recount the key events of Holy Week and the first Easter Sunday morning. Students will also learn to describe how the paschal candle and the 'Alleluia' are used in the Easter season to celebrate that Jesus is risen.

## Sacraments are special celebrations

Our second unit for the term is 'Sacraments are special celebrations'. In this unit students will develop a greater understanding of what a celebration is. They will explore the different ways we celebrate God in our lives: through the world around us, through people and in a unique way through the Sacraments of the Church. By the end of the unit students will identify that sacraments are special celebrations in the Church. They will also describe various elements of sacramental celebrations in the Church.



# INQUIRY

## Tip Toe Through Our World

Students will learn how to reduce, reuse and recycle as they consider the importance of sustainability. They will conduct an experiment to see how long things take to decompose. Students will also develop personal sustainability goals as they consider the ethics of sustainability. Throughout the unit, they will learn to appreciate the importance of looking after the environment and will learn to understand the distinction between materials that can be recycled, reused and reduced.



# RRRR

*with Mrs Bennett*

This term in RRRR students will explore skills in Positive Coping and Problem Solving. Students will take part in learning experiences that help students to learn a range of positive coping skills which will enable them to cope with future changes and challenges. They will use games and music to identify cheer up and calm down strategies. The second unit is focused on strategies they can use to solve conflict, encourage cooperative behaviours and practice individual and group decision making. Students will work in groups to use a problem solving model to help them identify options to solve a range of real world problem scenarios.

## DIGITAL TECHNOLOGIES

*with Mr Davison*

Welcome to an exciting term of Digital Technologies for our Grade 2 students! This term, we will delve into the fascinating realm of changing technology and its profound impact on our lives. Students will explore how current digital systems like computers, smartphones, tablets, and laptops have evolved over time. They'll discover the convenience of the Internet, providing instant access to information, online shopping, banking, and global communication.

Through engaging projects, students will identify and present digital solutions for specific problems, comparing them with historical methods. This exploration will foster critical thinking and creativity while deepening their understanding of technological evolution.

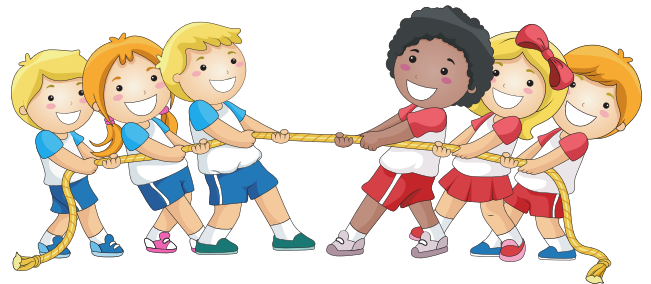
# PHYSICAL EDUCATION

*with Ms McEvoy*

Welcome back to Term 2 in Physical Education. This term will begin with the return of Paul 'Milo' Condliff who will run a 6 week tennis coaching program. These lessons will begin with introducing students on how to hold a tennis racquet correctly. Following this, students will be shown the elements of correct tennis footwork and techniques for moving around the court. This includes students learning the ready position, split step, directions, moving steps and stances. Students will work towards being able to rally with fellow students. The last 4 weeks of the term, students will participate in a skipping program. Skipping is an important gross motor target and therefore can be a real challenge for students! Modeling how to skip to students will firstly be broken down in a variety of different steps. This will be provided by demonstration and simple verbal cues like "Step, hop, switch". Students will work to improve their fluency and speed of the step. As students master the skill of skipping, the aim is to encourage them to incorporate their upper body into the movement as well. A busy but exciting term ahead as we enter into the cooler months!

## KELLY SPORTS

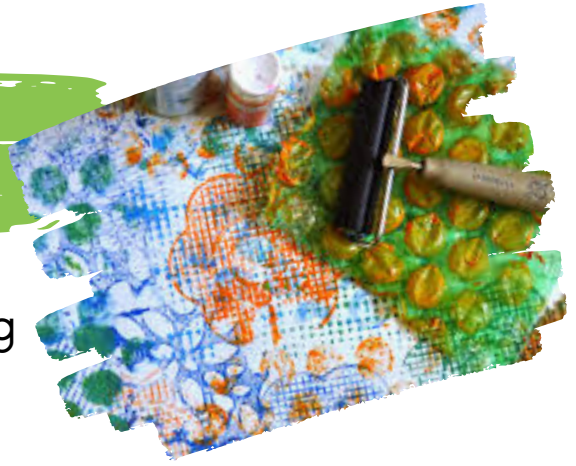
*with Wade*



This term students will again participate in Physical Education sessions facilitated by Kelly Sports. Students will have a 40 minute session each week (on a Friday). They will have the opportunity to focus on the following sports; soccer, AFL, ultimate frisbee, hockey, cricket, netball, basketball and rugby. Each week, through a focus on a sport, students will learn the basic skills associated with each sport eg throwing, catching, kicking, dribbling, shooting and passing. Students will also participate in a mini Olympics circuit with a range of events to test their athletic abilities. Towards the end of the term they will participate in team building activities and crazy games. During team building activities they will need to work collaboratively throughout a variety of challenges to promote working together as a team. The final session will be crazy games where students will complete a series of fun games together to celebrate the end of the school term. There will be lots of fun and activity in the Kelly sports sessions this term.

# VISUAL ART

*with Mrs Carmichael*



This term students will love experimenting with different textures, and what they do on the paper.

Students will learn about actual and implied textures.

Students will explore the work of Vincent Van Gogh, Joan Eardley and Justin Gaffrey. Each of these artists used a type of texture to create art pieces.

Children will continue to further develop their confidence in using a variety of mediums such as black-line markers, textas, crayons and watercolour pencils.

Reflection and responding to art is a key component for the children this term as we strive to build and fill our vocabulary with art language.

*"Texture adds variety and visual stimulus to the surface of a painting."*

*Britton Francis*

# AUSLAN

*in classrooms & with Tim*

During this term students will be developing their awareness of Auslan as a language, becoming aware of the Deaf community and identifying similarities and differences between using English and using Auslan.

Through using Auslan, students will learn to greet others, demonstrate being polite, interact with others using eye contact and expression, recognise signs for questions words, recognise classroom phrases, follow teacher instructions, participate in familiar classroom routines & finger spell people's names.

Across the school students will learn the signs for:

- your welcome
- welcome
- hello/goodbye
- please/thank you
- good morning
- good afternoon
- I'm good/okay/so so
- I have a question
- Who is this?
- What's your name?
- Where is .... ?
- Which of these...
- Can I please go to the toilet?
- Yes/no
- lunch time/recess
- sit/stand in a circle
- cross your legs
- please look at me/at that/at each other
- come here/go there
- repeat altogether
- excuse me
- Can I have a drink?
- Right or wrong
- Copy me
- Lord hear our prayer
- Amen

In addition to the Auslan learning within the classroom, students will have the opportunity to work with our Auslan assistant, Tim, each Friday. Tim provides the students with the opportunity to experience Auslan in a meaningful and authentic experience through teaching signs of interest and relevance (eg: ANZAC vocabulary signs around ANZAC Day).



# SCHOOL DATES

## **Week 1: 15th - 19th April**

15 - 17: School Review

16: School Photos

16: Parents & Friends meeting @ 9.45am

18: Ride to School Day (see information in Wellbeing)

19: Community Learning Day - ANZAC Day focus

## **Week 2: 22nd - 26th April**

23: Pupil Free Day - NO SCHOOL for CHILDREN

24: Cross Country @ Rochester Secondary College

24: Peaceful Kids Parent Information Session (information to come)

25: ANZAC Day - Public Holiday...St Joseph's will participate in the march and service

26: Grade 6 cooking day with Becky!

## **Week 3: 29th April - 3rd May - Catholic Education Week**

29: Rochester Day Care visit

29: Come & Try Information Evening

30: GRIP Leadership Conference in Bendigo for Grade 6 leaders

30: Rochester Preschool visit

1: Rochester Preschool visit

2: Come & Try Learning Walk

3: HUB Student Conference in Echuca for Grade 5 & 6 children

3: PARENT NIGHT OUT...Music Bingo



# SCHOOL DATES

## **Week 4: 6th - 10th May - Wellbeing Week**

7: Book Fair begins

7: School Advisory Council Meeting

9: Run for Mums - Mother's Day event

10: Do It For Dolly Day

## **Week 5: 13th - 17th May**

14: Book Fair ends

## **Week 6: 20th - 24th May**

20: Australian Dental Health visit (forms will be sent home 15th April)

22: National Simultaneous Storytime

## **Week 7: 27th - 31st May - Reconciliation Week**

27: Community Learning Day - Aboriginal Perspectives

## **Week 8: 3rd - 7th June**

4: Learning Conversations

4: School Advisory Council Meeting

5: Learning Conversations

6: Market Fresh Incursion



# SCHOOL DATES

**Week 10: 17th - 21st June**

**Week 11: 24th - 28th June**

28: End of Term 2

2.15pm finish



# SCHOOL INFORMATION

***Principal:***

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***Catholic Identity:***

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***Administration:***

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(please note this phone is not manned at all times and any urgent messages should be given via phone call)