

Pascoe Vale North Primary School

G**rade 2 Term 1 2024**

**Newsletter and Curriculum News**

Welcome back to school for 2024. We are looking forward to working with you this year and supporting your child on their learning journey for 2024. It has been a busy start to the year with our Ready to Learn program and now starting our curriculum learning programs. We have lots of exciting events and learning experiences to look forward to this year. We will have our Grade 2 Sleepover coming up at the start of Term 2, which is a great experience for students.

As it is the beginning of a new school year, we would like to kindly remind all families to please make sure your student’s belongings are clearly labelled to help keep track of them. It is a ‘hat term’ which means all students need to wear a hat when they are outside. All classes have sunscreen available for students to use.

Each day we have a time for Brain Food in our classes. This means a fruit or vegetable snack that children can have in between lessons to help them feel full and concentrate. Many of the students are finding this important after just coming back. It would be great to see all students enjoying a Brain Food Snack during this time. As the term progresses, we will also see the start of our Nude Food program that is run by the Grade ¾ classes. They will be on the lookout for students who have a lunchbox with minimal packaging. This helps keep our school grounds tidy by minimising the packaging that is taken out into the yard.

Meet the Teacher meetings happening on Wednesday 14th and Thursday 15th of February after school from 3.30pm to 7.15pm. All the Grade 2 teachers would love to meet as many families as possible to learn more about your child and discuss any questions or concerns that you or your child may have. Please use COMPASS to make a booking for a time that suits you.

We thank you for your support!

Angela Gioia 2A, Kate Lyon 2B (Team Leader), Amanda Johnson and Kaila Guglielmino 2C and Nicole Riley (ES Support).

**Important Dates for Term 1**

| **Dates** | **What’s on?**  |
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| 14 & 15 February | Meet the Teacher 3:30pm-7:15pm |
| 20th February  | Classroom helpers program |
| 4th March | Colour Run |
| 9th March | Ramadan Begins |
| 11th March | Labour Day |
| 20th March | School Photos |
| 28th March | Last day of school. Finishing at 2:30pm  |
| 29th March  | Good Friday |

In Term 1, the big idea for Discovery Learning is WHO MAKES THE RULES & DECISIONS AROUND HERE? We will be looking at different communities and cultures, their values and how the world around them influences who they are. The students will be completing an ‘All About Me’ project at the end of the term, that will require them to create a presentation on who they are, what their values are and their family cultures. 

Some of the Key Questions we will be investigating are;

* What influences my values?
* What are different cultures?
* Should I expect everyone to have the same values as me?
* Where do shared values of a community come from?



In Reading this term we are focussing on comprehension strategies.

| **Topics this term** | **What you can do at home to help your child** | **What you can do at home to challenge and extend your child** |
| --- | --- | --- |
| Text Structures  | * Discuss the difference between fiction and non fiction texts.
* Read a variety of text types at home for home reading.
* Discuss what they notice about the books they are reading.
 | * Discuss different genres of texts.
* Discuss what different features make up Non Fiction texts such as diagrams, glossary, captions.
* Discuss what makes up Fiction texts such as plot, setting, characters, complication, resolution.
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| Predicting | * Ask your child to think about what may happen in text before and during reading.
* Encourage your child to use the following thinking stems:

- I think ....... will happen - I can predict that because .......- Next, I think the characters will ....... | * Ask your child to think about what may happen in text after reading.

- “What could happen now that the story is finished?”* Encourage your child to explain their prediction and to point out clues in the text that support their prediction.
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| Inferring –8 Activities to Build Inference Skills - The Secondary English Coffee Shop | * Encourage your child to use picture clues to make inferences about a character in the story.
* Ask your child to share what they know about the theme of the story.
* Use photos or magazine pictures that can prompt inferring. Ask your child to answer the following – I notice......I think ....... I wonder ........
 | * Encourage your child to make inferences about what the author’s purpose may be.

 8 Activities to Build Inference Skills - The Secondary English Coffee Shop |
| Questioning*This is a reading strategy that helps your child engage with the text.* | * Encourage your child to ask questions before reading.
* Ask your child to form questions during reading about the author, the events, the issues and the characters.
 | * Use the following prompts to encourage your child to question what they are reading.

- Who is telling the story?- When did it take place?- How did the character feel?- What made them feel that way?- How do I feel about what is happening in the text?- What is the author’s message? |
| Making Connections*This strategy helps the reader monitor their own thinking, keeps them engaged while reading, and leads to a better understanding of the text.* | * Encourage your child to think about the following when reading:

- What from my own life does this story remind me of?- Which characters in this story can I relate to and why?- How did I feel when I read this?- Have I read something similar to this before?- Is what I just read similar to anything in the real world? | * Once your child can make these connections on their own, encourage them to ask questions to themselves, either out loud or in their minds, whenever they are reading.

 Mrs. Rios Teaches: Making Connections to Text Freebie | Kindergarten reading  activities, Teaching reading strategies, Text to self connection |

Students will visit the Library each week where they will be able to borrow two books at a time. These books have a two week loan period, so students are able to keep the books at home to read for an extended period. Students must have a Library Book Bag to be able to borrow books and transport them safely to and from home.



**GENERAL**

In Grade 2, students should be consolidating their knowledge of how to write a sentence using full stops and capital letters. They will continue to practise their handwriting skills and correctly form the letters of the alphabet. Students should become familiar with most high-frequency sight words and be able to use them correctly in their writing.

**TOPICS COVERED THIS TERM:-**

| **Topics this term** | **What you can do at home to help your child** | **What you can do at home to challenge and extend your child** |
| --- | --- | --- |
| **Narratives**Creative and imaginative stories that include settings, characters, complication and resolution.  | * Read picture books and discuss the different features of a narrative, such as the problem and solution.
* Brainstorm made up characters and ways you could describe them.
* Discuss problems that they have seen in Fiction stories and ways that the problems have been solved.
 | * Encourage your child to practise writing short stories that contain an orientation with characters and a setting, complication and resolution.
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| **Recounts**Recount writing is a style of writing that recalls an event or experience. They're usually based on the experience of the writer. | * Encourage your child to talk about their day
* Use Who, What, Where, When and Why to encourage your child to give more details
* Ask your child to retell what has happened in a book they have read.
 | * Encourage your child to keep a daily diary/journal.

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**GENERAL**

In Grade 2, students order and represent numbers to at least 1000. They will practise addition and subtraction facts within 20 and multiplication facts for twos, fives and tens. Students will measure and compare shapes and objects. They will use calendars to count the number of days between events using a calendar and read time on an analog clock to the hour, half-hour and quarter hour.

| **Topics this term** | **What you can do at home to help your child** | **What you can do at home to challenge and extend your child** |
| --- | --- | --- |
| **Place Value*** Understanding the values of the digits in each place value.
* Recognise the role of a zero digit in place value notation
* Recognise, represent and order numbers to at least 1000 using physical and virtual materials, numerals and number lines
 | * Provide opportunities to count by 10's and 100's.
* Write down 2 or 3 numbers and ask your child to make the smallest number/largest number using these.
* Use playing cards to ask your child to make a number with a particular number in different place values.
 | * Provide opportunities to count by 100's and 1000’s.
* Use playing cards to ask your child to make 3 digit and 4-digit numbers.
* Practise saying the numbers correctly eg.” Three hundred and seventy-five.”
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| **Number Patterns*** create patterns that increase or decrease by a constant amount, using numbers, shapes and objects, and identify missing elements in the pattern
 | * Practise counting by 2’s, 3’s, 5’s, 10’s, initially from 0, and then from any starting number
* Create different patterns using shapes or objects and ask your student to continue the pattern.
 | * Practise counting by 2’s, 3’s, 5’s, 10’s, 100’s from different starting points.
* Create counting patterns with missing elements for your student to complete.
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| **Time*** Identify the date and determine the number of days between events using calendars
 | * order the months of the year.
* use calendars as a family to plan out special events.
* count days leading up to certain events and keep track each day.
 | * Discuss the amount of days in each month.
* Discuss leap years and when they occur
* Name the seasons and the months in each season.
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| **Length** * measure and compare objects based on length, using informal units
 | * measuring objects at home using informal units such as handpans or feet.
* comparing the length of different objects.
 | * measure their height
* use language of length in context around the home (e.g. longer, shorter, more or less)
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**READING**

Students should be reading their Home Readers every night which will be a levelled text that they can change over at school. They choose two new readers on Monday and then swap them for two new books on Wednesday and Friday. The home reader book boxes are located in each classroom and can be swapped during our Soft Start time at the beginning of the day. The Home Reading program will start in Week 2 once the expectations have been set.

**SET WORDS**

Some students will be sent home with Set Words to practise reading. They are high frequency words that students need to be able to read automatically. Students will be sent home with a set of words to learn to read. These should be practised every night along with their Reading homework.

**MATHS**

We will be using Essential Assessment this year for Maths homework. Students should use Essential Assessment to access the My Numeracy section which will set targeted Maths work for each student to complete. Passwords for Essentials will be sent home by the end of Week 2.

Students will also be provided with a counting checklist that they can work through to practise counting patterns.

**SPELLING**

Students will be sent home with a Spelling List each week that aligns with the Phonics program in school. Each week there will be a different spelling focus. Students should complete these lists by using the LOOK, SAY, COVER, WRITE, CHECK strategy to practise their spelling words each week.

If they want to extend themselves they might like to write the word in a sentence or look up the definition of the word.

**Log Ins**

Students will be sent home with log ins for Essential Assessment.

* Essential Assessment is where students will access their Maths tasks at <https://www.essentialassessment.com.au/>

If you need any extra support with or information about homework, don’t hesitate to contact your child’s classroom teacher.