Dear Year 1 and 2 Parents/Carers,

Welcome to Term 3 with the Year 1/2 Team - Lee, Tammi, Denise, Ashlee, Amy, Paul and Sarah. We hope you had a fantastic break and we now look forward to another wonderful term of learning ahead.

**Morning Routine**
We are working on children's independence; some of our 1/2s will be moving into the middle school in no time! Therefore we are asking that parents allow their children to pack and unpack their schoolbags and carry them to and from school themselves. It is very important that the blue book bags with take home books, spelling books, and poetry books are brought to school every day. We believe that children are responsible for these items - it isn't your job to pack it for them!

**Classroom Helpers**
We have our Term 3 timetable up out the front of each of our classrooms for those that would like to help out at 9am during our reading hour. We love having family and friends reading with our kids, and the kids love showing off their reading skills.

We would like to say a big thank-you to all our parents that have participated in reading so far this year.

Also a massive thank-you to those that have come to help publish our books for Literary Lights. We really appreciate all your help and support.

**Library**
We encourage children to borrow up to 2 books per week from our school library. Each class has a weekly library time where children can browse and borrow. These books are chosen by the children and they may or may not be suitable for independent reading. They may be more suited to shared reading with your child.
Assembly
We will continue to conduct assemblies on Friday afternoons at 3.00pm. Weekly student awards are given out and parents are welcome to attend. Children will return to their classrooms at the end of assembly and will be dismissed from their classrooms at 3.30pm.

Tissues
We ask that each child please bring in a box of tissues for use in the classroom. It is the season of runny noses!

Curriculum Overview Term 3

LITERACY
In second semester the students will continue to work on developing their comprehension skills throughout the reading hour. The teachers will continue to have a whole class focus, work in small groups to explore and discuss books and work with individual students.

Daily Reading Hour
We will be inquiring into different features of various text types such as letters and looking at the language that might be used in formal and informal letters. We will be reading advertisements and noticing the persuasive language used and how effective it is in convincing the audience. Finally we will be developing our ability to make inferences by looking at how authors create characters and describe their thinking or actions allowing the audience to 'read between the lines.'

We continue to encourage the students to read every night. Sometimes reading take home books to practise fluency and phrasing, sometimes reading for pleasure and sometimes listening to a much loved story that is read by someone else. Most importantly we want to encourage a love of books. Sharing great books and ideas/themes explored in books is our aim.

Daily Writing Hour
We will continue to model, discuss and demonstrate writing strategies. Writing processes will be explicitly demonstrated to the students and they will then have the opportunity to write in small groups and independently. Students will have regular individual conferences with the teacher to determine new individual writing goals.

Currently the children are very busy writing narratives for the
Literary Lights evening. They are proofreading their own work, as well as editing, and much time has been spent on the illustrations. We will be writing letters to Olympians and explaining how persuasive texts work by looking at some advertisements and their structure, and then completing some of our own. We will also write some biographies about an Olympic athlete.

### Spelling
Spelling, sound and punctuation investigations (both whole class or small group) will further assist with each student’s writing. Each Monday the children will choose some personal words from their books that they should focus on. Some grades have children’s books going home each night, and some grades take them home only on weekends. If it is on a nightly basis, books must be back in their book bags the following day. Spelling challenges are completed each week.

### Writer’s Notebook
Our writer’s notebooks are used as a place to collect ideas and note down thoughts and observations about life. Sometimes we use published authors’ books to study the devices they use in their writing. Writer’s Notebooks are personal and the teachers do not correct this writing. From time to time students will reread their entries and choose ‘gems’ that they would like to develop further into a draft.

### Speaking and Listening
Each day opportunities are given for students to share their ideas with the class or with a partner (turn and talk), listen to others during discussions, offer feedback and ask questions. Children are encouraged to share their work with the whole class or with a partner at different times and this is a great opportunity to listen and get feedback from peers.

### NUMERACY

#### Daily Numeracy Hour
We will continue to model, discuss and demonstrate numeracy strategies by providing warm-up games to begin each lesson and differentiated learning tasks for each student, depending on the individual learning needs. Our focus in Numeracy this term will be on fractions, time, measuring, graphing, mapping, partitioning with addition and subtraction, and multiplication.
Inquiry Unit

This term we are exploring two shorter inquiries. Currently we are exploring the question 'what makes a good book?' To investigate possible answers to this question we are running an author study. We are borrowing large amounts of books by individual authors from our school library, to notice and compare what authors do in their work, across several texts. For example we have borrowed all of the Pamela Allen books from the library, and children are starting to notice that she often illustrates her characters many times on one page, to show that they are moving.

We are also inquiring into the concept of fairness. Our big question for this is 'what does fairness mean?' Our unit will explore fairness in everyday life, including how fairness looks at our upcoming Olympic Games.

By the end of our inquiry we hope that children will gain the following understandings:

- Fairness can mean different things to different people.
- Not everyone has the same access to the same resources.
- The Olympic Games can make us think more about fairness and equality for all.
- There are things that can be done (and have been done) to ensure there is more fairness in the world.

eLearning

eLearning is a part of our daily teaching and learning in the 1/2 area. We love to use technology regularly; we know how much more engaged a number of children are when technology is involved in learning. In our classrooms we have established clear expectations about the use of iPads, in particularly what it means to be a 'hogger' and a 'passenger' when working collaboratively. We regularly use the Sunshine Online website to support our teaching of reading, and we love to incorporate different applications for children to explore, across the week. Groups of children read on iPads every day during the reading hour, and having the internet at our fingertips during inquiry sessions will continue to support our learning.

All classrooms are continuing to blog in 2016, and these are usually updated every Monday. If you have feedback on our blogs we would love to hear it! Drop us an email or leave a comment on a particular post. Newport Lakes PS also has a Twitter account
(@nlpstweets), which is used regularly to keep you informed about school news and events. Please follow this account to stay 'in the loop'.

**Circle Time**
Students in 1/2 will continue to participate in weekly Circle Time sessions. These sessions aim to develop students’ social interaction, emotional vocabulary, problem solving and conflict resolution skills. There are agreements in the circle such as the right to pass, speaking only with the talking stick, attentive listening and sitting at the same level to demonstrate that everyone is equal. Please speak regularly with your child about what was discussed during Circle Time each week.

If you have any questions big or small, please don’t hesitate to drop in and see us or send us an email.

Thank you for your ongoing support!

Kind Regards,
Lee, Tammi, Denise, Ashlee, Amy, Paul and Sarah

**SPECIALIST CURRICULUM**
*Year 1/2 Term 1*

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Please note that the specialist timetable may change throughout the year due to whole school timetable changes and updates.