Dear Parents/Guardians,

Welcome to Term Two. We hope that you had an enjoyable and restful break and are ready for another exciting term. We extend a warm welcome to any new families who have joined us and we hope that you enjoy becoming part of the Seabrook Learning Community.

During the first six weeks of Term Two, students will be undertaking the second Inquiry examining the Trans disciplinary Theme “Who We Are”. The Central Idea is that “The Choices we make can Influence our Health”. The Lines of Inquiry will explore the different choices people make associated with their health and the connection between lifestyles and health. During this inquiry, we plan to have an incursion about healthy eating.

Our third Inquiry will commence in Week Seven, investigating the Trans disciplinary Theme of “How We Express Ourselves”, involving the Central Idea, “Cultures Express Themselves through Stories”; following Lines of Inquiry that will immerse the children in learning about types of stories, how stories are shared and how stories have developed to explain our cultural heritage. During this Inquiry, we plan to have an incursion that also links in with NAIDOC week. This incursion will provide children with the opportunity to learn more about our indigenous heritage as they will learn about the welcoming ceremony, art, and dance and dreamtime storytelling.

DISCIPLINE-BASED LEARNING:

Concurrent to and embedded within our Inquiries are our Literacy and Numeracy requirements. All classes were involved in the Numeracy Online Testing in Term One. This important assessment is but a part of the continuous evaluation in many forms that is occurring during teaching and learning practices in Grade One.

During Term Two the students will be working Mathematically, with the learning in this dimension embedded in all other dimensions as well. Students will be involved in Problem posing and solving, Investigations and creating hypothesis, to model and then apply their understandings, using mathematical tools for exploration and further solving. At home you can support Numeracy activities in many ways and some examples are bracketed in the following outline of what we will cover during this Term.
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Number work will involve continued development of Place Value understanding, (bundling of tens and spares; this can be done with any objects), all classes are recording One Hundred Days of School, using various concrete materials to show Place Value, regular (daily) counting by one’s, ten’s, five’s, even and odd and two’s - (letterboxes/house numbers are fun to count, or you can encourage your children to chant by counting aloud forwards and backwards for extra challenge, skip counting (2,4,6,8…as a quicker way to count 8 objects), talk about sharing items, and taking away some. Further we will continue the computation of simple addition and subtraction calculations, using Mathematical materials as well as mental computations

Exploration of Spatial Elements will involve continued familiarization with two and three dimensional shapes (encourage your children to look for all the different shapes in their environment, in buildings, object or furniture) as well as giving and following directions (encourage and talk about planning a family outing or trip to the footy or record the way that you travelled somewhere like the local shops, for example). We will develop further understanding and creation of simple maps and mathematical diagrams, using labeling for identifying features (something easily drawn for fun at home as well).

Measurement, Chance and Data will be investigated using informal measures (for example, using footsteps or blocks to measure), comparing different size areas (again using blocks or counters), recognizing the hour on a clock face as well as making connections to develop understanding of both analogue and digital times (again, encourage estimation, talk about the time with your children, ask them to tell you when you need to leave to go out or have dinner, try to make Maths something you talk about with your children every day; do encourage your children to handle money in shops and check the change, or work out their canteen lunch order). Our students will be given further opportunities during the term to describe things that might happen as likely, unlikely, certain, a possibility or it won’t happen, and so on (again very simple for you to do at home to support the learning we are doing in Grade One). We will also be collecting data, organizing it and presenting it for example using simple bar graphs.
Mathletics is an important part of the Grade One program: teachers are able to remotely preset the learning tasks your children are working on, if necessary. Daily practice of number facts through Mathletics Live assists with the development of rapid response skills and confidence. Your children may be able to log on independently, most students still need a little help, and sometimes your child may need an instruction read to them. This is a valuable program as it supports other Mathematical learning.

Literacy development throughout Term Two will continue to involve learning our Spelling Words at school and home. It is also still very important for your children to be read to frequently, please try to share books together daily.

The Premier’s Reading Challenge 2013 is highly valued at Seabrook, and well under way. Grade One teachers are all reading listed books to their classes and by the completion of the Challenge these will be entered as part of your child’s record. Again, the local libraries have these books identified; however there is a high demand for them so it would be wise to ring or email to see if you are able to reserve the listed books.

Throughout this term, during Reading, we will be concentrating on continuing to read and spell all of the Oxford One Hundred Most Used Words, and some students will move onto other lists. We will be focusing on continuing to select Just Right books, using expression, understanding how to read a procedure (for example simple recipes), sounding out unknown words (as one strategy for decoding as there are many), understanding what nouns (naming words), verbs (doing words) and adjectives (describing words) are, understanding punctuation and its purpose (ie: !, “---”, ?, when reading. We will also look at adverbs and present and past tense.

We will also be encouraging using the pictures to work it out, predicting (what might come next?), chunking (breaking words into parts we know from how they look....ie: little words in big words, w/in/ing), learning to know what a narrative (story) is, to practice visualizing what is happening in a story (imagining and explaining those ideas). Retelling what is read, going back or reading on when stuck on a word, as well as simple summarizing of a story or information text.
Writing will involve Recounts of real events, some Procedural Writing (ie: when cooking during our second Inquiry), Narrative writing (especially during our third Inquiry), which will include learning how a narrative is structured (for example, that a story has a setting, characters, a plot and conclusion). In addition to the above, formation of handwriting is modeled and taught, using the Victorian Modern Cursive Method.

In addition to continuously practising the spelling of the Oxford One Hundred Most Used Words, phonograms are studied this term, as they were during Term One. The onsets covered will be ing, th, sh, ch, ph, wh, cr, dr, and tr. Inquiry related vocabulary is also written on cards and displayed concurrently.

Speaking and Listening development continues to be a priority, Show and Tell Presentations are very important in Grade One. We will be encouraging the following: interesting questioning, simple short explanations, clear audible voice, listening respectfully and modeling correct Grammar (I did and I saw rather than I done or I seen).

We hope that this overview will assist you to continue to support your children in their learning journey.

Thanking you,

The 2013 Grade One Team:

Habiba Durani, Laura Garro, Wendy Treloar, Sharon Peterson, Meg Collyer and Virginia Thompson
HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott

During term two, the grade one children will continue to practice basic Fundamental Motor Skills (one and two-handed striking). They will be given the opportunity to participate in and develop control over a range of loco motor activities that require a change of speed (such as fast and slow movements). Links will be made with the grade one classroom inquiry which has the central idea of, ‘The choices we make can affect our health.’ Through discussions, students will begin to learn how to make healthy food choices according to healthy eating models, and to consider the factors that influence their choice of foods. Students will take part in developing basic concepts and skills involved in Gymnastics (Static activities).

- Children will practice two-handed and forehand striking techniques using a variety of sports/activities like bat tennis and tennis. They will focus on techniques such as: having eyes on the ball/implement throughout the strike, standing side on to the target and stepping towards it with the foot opposite to that of the striking hand/arm.
- Children will learn and practice Static Gymnastic activities e.g. handstands on the wall, partner supports, balances and small group pyramids.
- As part of the Physical Education program, the P.Y.P Attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as risk taking, caring and reflection will be linked to the way children

ITALIAN – Paula Thomson, Ros Savoia & Laura Di Sisto

Students in grade 1 are now able to greet the teacher and introduce themselves in Italian. Bravi!

In Term 2 we are broadening our vocabulary in the Inquiry “Le parti del corpo” (Our body), linked to the classroom unit of Inquiry on health. Children will learn new vocabulary related to body parts by singing songs, playing games and matching words and pictures. They will work on a special “illustrated dictionary”. In this term, besides the language acquisition, we will introduce reflections on Italian culture through an Italian fairy tale. Reading the story, watching some videos, drawing and colouring in, working on the characters and on the plot, will guide us to know one of the most popular Italian characters.

The Italian Team
The children will work in the art forms of painting, drawing, collage and construction. The children will be encouraged to show evidence of experimentation with materials and equipment so as to develop visual arts skills, techniques and processes. The PYP Learner Profile will be used to guide the children to understand how good learners learn and therefore take responsibility for their learning in the art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. This term there will be a particular emphasis on being:

- Principled. They will work with integrity and honesty. They will take responsibility for their own actions including working to the very best of their ability on all art projects and showing respect for other children and the class.
- Risk-takers. In art the children will approach new and unfamiliar work with courage and show independence to explore new ideas.

The children will look at and discuss the work of Australian illustrators and consider how the artist has used their art work to support the text and set the mood of the story. The children will be asked to consider the art elements the illustrator has used and then combine at least 2 elements in the creation of their art work. From a PYP global perspective the children will create an art work based on the culture of people from another country.

At level 2, students create and present 2D and 3D visual arts works that show emerging arts knowledge and an ability to plan art works that communicate ideas, concepts, observations, feelings and/or experiences. They will demonstrate an emerging ability to select, arrange and make choices about expressive ways of using the art elements. The students will be encouraged to further develop the PYP learner profile attributes of risk taker with their learning, approaching new experiences with confidence; and communicator identifying, describing and discussing characteristics of their own and other’s art works.

Our term two program will link-in with the PYP Unit of Inquiry-Central Idea: “Cultures express themselves through stories”. The students will view and discuss a variety of images, picture story books and artworks relating to Indigenous Australian culture before undertaking their own exploration of this inquiry using the colours, symbols and patterns featured in Aboriginal artworks. A giant Rainbow Serpent created in groups will be the highlight of this unit of work.