Dear Parents/Guardians,

Welcome to Term Three! We hope that your children had an enjoyable and refreshing break and are ready for another hardworking and fun-filled term. We also express a warm welcome to any new families who have joined us. We are sure that you will enjoy becoming part of the Seabrook Learning Community.

Our Three Way Conferences held late last term provided a wonderful way to finish up a busy semester and it was fantastic to observe your children confidently sharing their work with you. It was most rewarding to see the level of family support shown during the conferences. The conferences provide your children with the opportunity to showcase their achievements as reflected in their portfolios and are vitally important to their confidence and future learning. Thank you for embracing this concept and supporting your children in the Primary Years Program in this way.

During Term Three we will be investigating two inquiries. The first, our fourth for the year, will inquire into the Transdisciplinary Theme “How the World Works”. The central idea is “Weather affects our lives in different ways”. The Lines of Inquiry will explore:

1. Weather conditions and the ways in which they are monitored.
2. The impact of weather conditions on our lives.

Our fifth Inquiry for the year will commence in Week Six of term two and will investigate the Transdisciplinary Theme, “Where we are in Time and Place”. This involves the central idea, “As technology changes we learn more about space”, and explores the following lines of inquiry.

1. Our knowledge of the Solar System.
2. Technology has enhanced our understanding of our solar system.

Our excursion to Scienceworks late this term will support our learning in both these inquiries. During the excursion we will be visiting the Lightning Room and the Planetarium, as well as doing some general viewing. More information about the excursion will be provided later in the Term.
DISCIPLINE-BASED LEARNING:

Embedded within our Inquiries are our Literacy and Numeracy programs. Numeracy skills will continue to be developed, however ‘known’ skills will be re-visited frequently through games and activities to ensure confidence and understanding remains strong.

Our work in number will involve continued development of place value understanding. Children will continue to count by 1s, 2s, 5s and 10s and will be encouraged to count from various starting points. Perhaps you can help them count by 10s, starting at 2 or other unusual staring numbers! We will continue working with addition and subtraction and will also start exploring grouping and sharing of items using materials for support as well as mental calculations. Place value concepts will continue to be a major focus, with a lot of work being directed into children understanding that 10 is the same as ten ones and one hundred is ten tens. Without this basic understanding being truly understood, much of their future mathematical work can remain an elusive mystery, so the repetition and discussion in a variety of situations is essential for future confidence and competency.

We encourage your child to use Mathletics regularly at home as a great way to re-enforce and practice their learning at school. Please remember, if they say they have completed all the tasks, ask them to do them again but to do them faster or with less errors. The quick automatic responses Mathletics develops at this stage are very helpful to their future mathematical thinking. It can be interesting to sit with your child and ask them what they are thinking about as they work their way through a group of examples. Explaining their thoughts is an excellent way to further clarify the process for them. As always, please monitor your child when working online to ensure their ongoing safety and to see that what they are doing is appropriate.

Exploration of spatial elements will involve continued familiarisation with two and three dimensional shapes, tessellations and looking at flips, slides and turns of these shapes. We will also use mirrors and grid maps to show symmetry. We will continue exploring measurement of length and mass using informal and formal units. We will also collect data, organise it and present it in simple graph form such as bar graphs or pictographs and then use the graphs to analyse our information.
Literacy development throughout term three will continue to be supported by our spelling program and daily reading of Take-Home Books. It is very important for your children to be read with frequently, please try to share books together daily. The spelling words are based on the Oxford 100 most used words, with many students now comfortably spelling these and moving to the second or even third 100 most used words. It is important to remember that students are expected to spell these words correctly within their writing as well as for their weekly test.

When reading we are focusing on developing independence in our readers. They are developing skills to decode unknown words using chunking, picture cues, reading on, re-reading, appreciate assistance and prompting to use these strategies. As readers, we are also keen to develop fluency and expression when reading and are using punctuation to assist us to add expression. Expressive reading helps to develop meaning and understanding of what is read. It is important that young readers can retell the main points of a story they have read and can talk about the characters, sequence events and explain the resolution to a story, or discuss information found in a non-fiction text.

The Premier’s Reading Challenge 2013 is highly valued at Seabrook and is close to completion. Grade One teachers have all read listed books to their classes and by the completion of the Challenge these will be entered as part of your child’s record. If you go into the Premier’s Reading Challenge website you can find a list of the challenge books, which are generally available at local libraries should you wish to supplement your child’s reading at home.

We will explore several genres of writing including recounts (retelling) of real events, report writing and narrative writing, with focus being placed on how these genres differ, their features and how they are constructed. Punctuation and vocabulary development will be encouraged. In this context, the development of correct handwriting style is modelled and taught, using the Victorian Modern Cursive method. Phonograms will continue to be studied this term as well as common onset blends and some rimes to assist in developing spelling strategies.
Speaking and Listening development continues to be a priority and is practiced during Show and Tell presentations, class discussions and brainstorms as well as share time. We encourage and expect students to participate by asking interesting questions, giving simple, relevant responses, speaking in a clear and audible voice, listening respectfully and using correct grammar (I did, I saw and I brought rather than I done, I seen and I brang).

With two Inquiries and another exciting excursion to look forward to, this will again be an intensive period of learning for your children. We thank all parents and friends for their invaluable support and hope that this overview will assist you to continue to be so positively involved with your children in their learning journey.

Thanking you.

Habiba Durani, Wendy Treloar, Laura Garro, Sharon Peterson, Virginia Thompson and Meg Collyer

The Grade One Team 2013
HEALTH & PHYSICAL EDUCATION
Blair Ganley & David Trott

During term three, the grade one students will engage in a variety of physical activities on their own and with their peers. They will continue to practice basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking, rolling, balancing, twisting and turning.

Through a range of activities, such as gymnastics and games, students will progressively gain control of their movements in personal and general space, while stationary and moving. They will be given the opportunity to explore ways of moving and developing control when stopping, starting, springing, landing, and changing direction and speed.

During our gymnastics unit, students will focus on springing and landing. Some of the activities will include jumping from a springboard to a mat. Students will also be introduced to rhythmic gymnastics, and be given the opportunity to use some of the new rhythmic gymnastics equipment.

They will explore skills/techniques, rules and concepts involved with various athletic disciplines: shot put, discus, hurdles, sprinting/relays, high jump and long/triple jump. In some cases, modified equipment will be used.

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 students work and participate in Physical Education sessions.

ITALIAN – Paula Thomson, Ros Savoia & Laura Di Sisto

In term three, the Italian Program will continue to focus on the Italian culture, lifestyle and traditions. However, the children will also be engaged in the Primary Years Programme units of inquiry where possible - including units of inquiries about how ‘weather affects our lives in different ways’. The children will take part in a unit of work about the weather in Italian - che tempo fa? And the Italian seasons - le stagione and different elements of the weather. In addition to this, they will also take part in the unit inquiry of how ‘as technology changes we learn more about space’. The children will take part in many discussions and many oral and written activities relating to these areas. They will be introduced to the language through speaking and listening, through books, songs, poems and chants.

The Italian Program will assist in enabling students to be risk-takers, communicators, open-minded, principled, knowledgeable, Inquirers, thinkers, well-balanced, caring and reflective people. The Students will be encouraged to ask questions to better understand the world around them. The students will be provided with opportunities to use language effectively in a range of contexts from informal to formal.
ART - Julie Comer

The children will make art works in the art forms of construction, painting, collage and drawing. The children will show evidence of experimentation with materials and equipment to develop visual arts skills, techniques and processes.

The children will be encouraged to display the qualities of all aspects of the Primary Years Program, Learner Profile and in particular to be:

- Responsible: The children will be asked to take responsibility for their art learning making decisions about how they will create their art work and the choices they will make using art skills and developing creativity. During discussions about art work they will be expected to be caring by showing empathy, compassion and respect towards the needs and feelings of others.

- Inquirers: The children will be provided with an environment where they can enjoy their art learning and be encouraged to be naturally curious about the activities they are undertaking. They will be expected to develop their art work in their own individual style.

The children will be exploring selected books from this year’s short-listed titles for the Australian 2013 Children’s Book Council Awards; this year’s theme is Read Across the Universe. They will create associated art works. The children will also be creating artworks related to their classroom PYP unit of inquiry, Scientific Knowledge Changes The Way We Live.

ART - Paul Cochran

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.

In term three, art will provide more complex two and three dimensional art activities that introduce new and unfamiliar tools and techniques. The semester two PYP Inquiries focussing on: ‘The Weather’ and ‘Space Exploration’ will provide an ideal platform for a range of creative and innovative art activities. Increasingly rich links between this program and classroom Units of Inquiry will become evident as I support the students, through art, to become a more confident and inquiring learners.