Dear Parents/Guardians

Welcome to a very busy and exciting Term Four, the final term of yet another successful year for families here at Seabrook Primary School. We have a number of events planned for this term.

Instead of a sleepover this year we are running a disco which promises to be a lot of fun. There will also be the usual End of Year Concert and a final celebration of the work we have done in grade 2.

Our sixth and final inquiry will be an inquiry into different cultural celebrations. This research and social skills inquiry will focus on different cultures through the Attitudes of appreciation and respect along with the Learner Profile of being knowledgeable. The central idea for this inquiry is as follows: Culture and traditions people practice are influenced by their family background.

An Inquiry Into:

- Different traditions from around the world.
- How geographical regions influence peoples’ traditions and cultures.

The following teacher questions aim to guide this inquiry and facilitate deeper thinking.

- What are the traditions that families celebrate?
- What traditions are related to a specific culture and or region of the world?
- Why are traditions important to families around the world?

This thinking skills and research inquiry will continue to incorporate further investigations into the PYP Attitudes of respect and commitment along with related aspect of the Learner Profile of being reflective, principled and caring. The key concept of Reflection (how do we know?) will be used to facilitate deeper thinking.

**DISCIPLINE-BASED LEARNING:**

Throughout the domain of English, the four continua of Speaking and Listening (oral language) Reading, Writing and Spelling will continue to be used to track the progress of individual students and to plan for further teaching and learning. Students will also be guided in reflecting on these continua to track their progress and set individual goals for English. This will give students opportunities to gain ownership of their learning and achieving success.
Writing genres introduced throughout the first Three Terms of the year will be revisited and extended on; to provide students with additional experiences with writing styles to entertain, instruct, explain and recount. Also, students will continuously be included in using reflective writing as a means of self-evaluation and highlighting areas for possible improvement.

Through modelled whole class, shared writing experiences and independent writing tasks there will be a focus on these following elements:

- Includes several items about a topic.
- Joins simple sentences using connectors such as: and, then, so, because, if, next, after, before, first.
- Participates in group brainstorming activities to elicit ideas and information before writing.
- Perseveres to complete writing tasks.
- Is beginning to write from another point of view.
- Beginning to show evidence of personal voice.
- Extending knowledge of punctuation, e.g. apostrophes, quotation marks.

Writing process (Planning, revising, conferencing and publishing).

- Editing throughout all genres of writing has been and will continue to be a focus for the remainder of this year. Strategies such as: re-reading, proofreading while composing and at the completion of tasks will be modelled and prompted along with deletion and addition of words to clarify meaning presented in written texts and self-correction of each individual child’s bank of known sight words will be encouraged.
- The Writer’s Notebook will continue as a form of encouraging students to write and enjoy writing. The Writer’s Notebook is described as “a seedbed out of which rough drafts grow”. The Writer’s Notebook is defined as a place to experiment, a tool, a way to hold things, a document of their lives. Students learn to think on the page so their notions of what’s possible become less limited.
- Teachers will be modelling a range of ‘seeds’ to be used. Entries such as: memories, questions, wonderings, family stories, wishes, dreams, feelings, news, information, poems, lists etc...
- The Grade Two Spelling Program will continue to focus on students building their knowledge and understandings that enables them to become effective spellers. Learning to spell is part of learning to read and write, therefore the Grade Two Teachers have been and will continue to teach spelling within the context of everyday writing and modelled and guided reading sessions in order to help students acquire spelling proficiency. Students will be encouraged to use a variety of spelling strategies such as: sounding out, chunking, using memory, using meaning and visualisation, to spell and learn new words, to automatically recall high frequency words, personally significant words and inquiry words, to continually build their vocabulary and to self-monitor and generate alternative spellings for unknown words.
The spelling program for this term will include:
- Constant clusters (squ, thr, str, spr, sch, dge, nch)
- Phonograms (ey, ow, ur, oe)
- Being aware of the importance of standard spelling for published work.
- Synonyms (e.g. joyful, elated, glad).
- Compound words and contractions revision.

For **Reading**, teachers will continue to place a strong emphasis on Comprehension with the use of the Di Snowball reading comprehension strategies. All reading comprehension strategies introduced throughout the year will be revised, with summarising being the main focus for this fourth term. ‘When you summarize, you are reducing a text to its bare essentials by understanding it and putting what you have read into your own words.’ (Snowball, Di - Teaching Comprehension 2005).

The revisiting of other strategies such as: re-reading, self-correction, reading on and knowledge of content to check understanding of what has been read will also be a continual focus as a means of promoting independent reading, confidence and reading fluency.

Throughout the continued use of shared, guided and independent reading models, students will explore:
- Identifying and talking about different text forms such as: letters, recipes, newspaper articles, stories and lists.
- Revision of integrating prediction and substantiation when reading a variety of texts.
- Revision of demonstrating the understanding that meaning is vested in the words through the use of the summarising reading strategy.
- Reads for a range of purposes.
- Reads familiar texts confidently and can retell major contents from visual and printed texts.

For **Oral Language** students will have continuous opportunities to be involved in whole class, small group and partnership pair/share activities that allow for students to build on their confidence as a communicator. Students will be encouraged to use more lengthy and complex sentences when speaking, take conversational turns as speaker and listener, use tone, volume, pace and gestures to enhance meaning of their conversation and participating in group discussions.

Students will have opportunities to utilise speaking and listening aspects of:
- Cognitive verbs, e.g. think, like, want, etc. to express thoughts, wishes and dreams.
- Beginning to react according to own perceptions in a conflict situation, but is able to appreciate another’s point of view through adult and peer mediation.
- Using language to reason and argue.
- Planning and giving instructions in a variety of situations, formal and informal, e.g. classroom routines, peer teaching.
Students will also continue to be given ample opportunities to share their artefacts as well as their reflections verbally using the PYP dispositions. The revision of listening skills and strategies related to audience social interaction and for everyday use in a range of situations has continued to be and will again be focused on to facilitate being a good communicator.

Within the domain of Mathematics the consolidation of number, including: place value, addition, subtraction, multiplication and division will be the main focus. Students will investigate the relationship between the four processes and the mental strategies involved e.g. doubles, near doubles, make to ten, counting on, counting back.

The Mathletics computer programs will continue to be used to cater for personal learning and to reinforce key mathematical concepts taught. Other experiences will include the students applying simple transformations to shapes i.e. flips, turns, slides and enlargements. Within the strand of Working Mathematically, students will have opportunities to use a calculator which will include the use of the constant addition function and the times key in order to check accuracy of mental and written estimations, approximations and solutions to simple number sentences and equations.

INTERDISCIPLINARY LEARNING:
The Thinking Curriculum, which includes Mind mapping, Graphic Organisers, Direct Attention Thinking Tools and the Six Thinking Hats will continue to be incorporated throughout this term. These will enable students to stretch their thinking within all areas of the curriculum. Graphic Organisers in the form of: ‘Y’ charts, Venn diagrams and ‘T’ charts will continue to be utilised along with:
- The Six Thinking Hats - The yellow hat (good points) and the black hat (bad points) of the community and the red hat (emotions) How do we feel about health systems in the community?, will be used as another means to investigate the inquiry into our local community.

Brain friendly practices will continue to be reinforced in classrooms through the use of fruit reading, movement breaks and water bottles on tables to help with the hydration of the brain during learning and to assist concentration and clear thinking. In Term Four, all students will require a sun smart Seabrook Primary School hat (these can be purchased from the office area) at school to participate in outdoor activities. The walk-to-school and three fruit and or vegetable daily eating programs will also continue to be a focus to promote well being and being balanced.
The use of ICT will continuously be integrated throughout all curriculum areas. New skills will be taught throughout this final term and students will be guided to use the Internet safely through the Internet Safety Program in order to explore various websites and programs related to our inquiries.

PHYSICAL, PERSONAL, EMOTIONAL AND SOCIAL LEARNING: Teachers in the Grade Two department will continue to use the Primary Years Programme (PYP) Attitudes and Learner Profile to encourage personal and interpersonal development. The PYP attitudes of: Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance are discussed and terminology is constantly used and referred to in regard to the classroom essential agreement. The PYP Learner Profile; are a set of international values that Seabrook Primary School uses to promote and encourage children into becoming global citizens. The PYP Learner Profile traits are: Balanced, Caring, Open-Minded, Reflective, Inquirers, Knowledgeable, Thinkers, Risk Takers, Communication, and Principled.

The students will also revisit their Term Three goals and set new goals for Term Four. Again, this focus is to direct students and give them ownership and responsibility to their learning. This promotes the process of students setting achievable goals for personal learning, highlighting and making improvements on strengths and weaknesses.

We would like to thank all parents for their valued contributions and for being active members of our Learning Community this year. Our Best Wishes to all our Grade Two students as they transcend into Grade Three.

Mr. Gerald Veale, Miss Pamela Tsigros, Mrs. Rima El Souki, Miss. Elisse Markovic, Miss Simone Lazaridis, Mrs Milka Kovacevic, Mrs Melanie Salvado and Ms Kate Strong.

Grade Two Teachers
HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott

During term four, the year two students will continue to refine and expand their range of skills including, throwing, catching and striking. The main focus will be on two-handed striking and stick spots (eg; hockey, golf and cricket, soft cross) and a punting unit (AFL based).

Students will explore and improve their striking and two handed techniques using a variety of sports/activities like hockey, cricket, soft cross, badminton and golf. They will focus on techniques such as: having eyes on the ball/implement throughout the strike, standing side on to the target and stepping with foot opposite to that of the striking hand/arm. They will complete passing, dribbling, shooting, carrying, scooping, trapping, hitting and catching skills connected to each area.

Children will participate in a range of kicking/punting techniques such as keeping eyes on the ball through the kick/punt, holding the ball at hip height, stepping forward with the non-kicking leg and bending the knee of the kicking leg during the backswing for the kick/punt. Students will explore a range of kick types (drop punt, torpedo, check side and snap kicks) as well as practicing using both feet to kick with.

The PYP Attitudes and Learner Profiles are consistently used during our Physical Education sessions. Students are encouraged to reflect on how they are using each PYP Attitude and Learner Profile.
ITALIAN – Paula Thomson

In term four, the Italian Program will continue to focus on the Italian culture, lifestyle and traditions. In addition, the children will take part in a unit of work which will include: ‘la famiglia’ – ‘the family’, ‘il cibo’ – ‘food’ and ‘celebrations’ – ‘Natale’ – ‘Christmas’. During this time, the children will also become familiar with ‘La Befana’ – an Italian tradition during the celebration of Christmas. This will be broken down into two parts – language and vocabulary and cultural awareness. There will be an emphasis on children being introduced to and becoming familiar with new vocabulary, new phrases and new greetings in relation to these topics.

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 – repeating teacher-modelled use of language, verbally responding to questions asked and through books and stories, songs, poems and chants. The children will also be engaged in the Primary Years Programme units of inquiry where possible. Namely: ‘Culture and where people live affect the traditions and beliefs of families.’

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 – 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 4 we will link into the 2013 Book Week theme- ‘Read Across the Universe’ with activities based around two of the short-listed books. “The Pros and Cons of Being a Frog” by Sue deGennaro will provide us with a great 3D paper construction activity where the students create a character mask. We will then read “Lightning Jack” by Glenda Millard and complete collages displaying the different forms of a galloping horse.

We will conclude the year with a Christmas craft activity suitable for all students, involving a number of tools and materials unfamiliar to these students.
The children will create art works in the art forms of drawing, painting and construction. The children will be given the opportunity to experiment with new skills and make decisions about how they use these skills in a creative manner. They will be introduced to new understandings about how to use the art elements of colour, shape, tone, line and form. The children will be given the opportunity to talk about and discuss the ways in which art works are made and presented. This will include explaining how they made their own work as well as analyzing selected art works that are presented to the children in class discussions. The children will also be using their creativity to develop art works related to festivities and celebrations such as Christmas. The children will be encouraged to display the qualities of all aspects of the Primary Years Program, Learner profile and in particular be:

**Communicators.** The children will be involved in discussions in the art room related to art development and art appreciation as well as the understandings they are developing in relation to their PYP classroom unit of inquiry. The children will be encouraged to participate in discussions to express their ideas. They will be encouraged to speak confidently using the new “art” words and language that they have been exposed to. The children will be working in an environment that encourages them to be confident speakers and effective listeners.

**Reflective.** Having been exposed to a range of quality learning experiences and opportunities in each art activity the children will be asked to give careful thought to their work and then assess what they believe are the strengths and successes they have displayed as well as their thoughts for what they might do differently. The purpose of this being to develop in children responsibility for their own learning in art. It is an opportunity to celebrate successes and to support personal development.

**ART - Paula Thomson**

In term four, the Art Program will continue to focus on students creating and presenting 2D and 3D visual arts works – with a focus on arts knowledge and an ability to plan art works that communicate ideas, concepts, observations, feelings and/or experiences. The students will demonstrate their ability to select, arrange and make choices about expressive ways of using the art elements.

We will continue to focus on exploring the art elements/principles of line, shape pattern, form, space, texture, and colour. We will be working on a range of activities using a variety of art materials, tools and methods that will help the students to develop a deeper understanding of how these elements and principles shape artworks. We will be using picture story books which will also compliment this unit of work. Where possible, students will also be engaged in the Primary Years Programme units of inquiry (‘Culture and traditions people practice are influenced by their family and ‘Celebrations’).

In addition, we will be celebrating the festive season with various hands-on Christmas activities and wonderful contemporary Christmas ideas. We will be making creative use of brightly coloured materials to create Christmas decorations, cards and displays for the Christmas celebrations.

The Art Program will encourage students to further develop the PYP learner profile.

The Art 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 approach their learning with confidence – identifying, describing, and discussing characteristics of their own and other’s art works.