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 a part of the Seabrook Learning Community.

During the first five weeks of Term Two, students will be undertaking the second Inquiry into the Transdisciplinary Theme “Who We Are”. The Central Idea is:

**The Choices we make can Influence our Health.**

The Lines of Inquiry are:

- Our responsibility to have a balanced lifestyle (hygiene, sleep, exercise, eating)
- The importance of the interrelationship between physical, mental and social health
- The connection between lifestyles, health and our bodies

Our third Inquiry will commence in Week Six, investigating the Transdisciplinary Theme of “How We Express Ourselves” and focusing on the key concepts of Perspective, Form and Connection.

The Central Idea that we will explore will be:

**People express themselves through various forms of storytelling.**

The lines of inquiry that will immerse the children in learning about types of stories are:

- Types of stories. (E.g. fairytales, folktales, fables, myths, legends).
- How people explain their world through stories.
- How stories are shared.

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. They will learn about the welcoming ceremony, art, dance and dreamtime storytelling.
DISCIPLINE-BASED LEARNING:
Numeracy
Concurrent to and embedded within our Inquiries are our Literacy and Numeracy requirements. 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.

Number work will involve the continued development of Place Value understanding, (bundling of tens and ones; this can be done with any objects), all classes are recording the One Hundred Days of School, using various concrete materials to show Place Value, regular (daily) counting by ones, tens, fives, even and odd and twos (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. We will continue the computation of simple addition and subtraction calculations, using Mathematical materials as well as mental computations.

The 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, objects 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).

Time will be explored further. We will investigate recognizing the hour and half-past times on a clock face as well as making connections to develop the understanding of both analogue and digital times (again, encourage estimation, talk about the time with your child, ask him/her to tell you when you need to leave to go out or have dinner, try to make Maths something you talk about with your child every day; do encourage your child to handle money in shops and check the change, or work out their canteen lunch order).

Mathletics is a great resource that can be used at home to engage children in numeracy. Teachers are able to remotely preset the learning tasks your children are working on, if necessary. Daily practise of number facts through Mathletics Live can assist 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.
Literacy

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. Ways you can help your child at home with spelling include finding their weekly spelling words in the take home books, using the spelling words in sentences or stories, using play dough to make words, typing the words on the computer or spell the words as a song.

The Premier's Reading Challenge 2016 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 procedural text, 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 be encouraging using the pictures to decode words, predicting (what might come next?), chunking (breaking words into parts we know from how they look....ie: little words in big words, w/inn/ing), learning to know what a narrative (story) is and to practise visualizing what is happening in a story (imagining and explaining those ideas). Grade ones will also be working on retelling what is read, going back or reading on when stuck on a word, as well as simply summarizing a story or information text.

Writing will involve Recounts of real events, some Procedural Writing (ie: when cooking during our second Inquiry) and Narrative writing (especially during our third Inquiry). In addition to the above, the formation of handwriting will be modeled and taught, using the Victorian Modern Cursive style.

As part of the Spelling Program, phonograms will continue to be 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, I brought rather than I brang).

The Grade Ones are very lucky to have two iPad trollies that the children are using effectively during numeracy and literacy sessions. They use the iPads to count, make numbers, use Mathletics, play place value and addition games, type stories, listen to stories, spell words, do some handwriting and to draw pictures.

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

Thanking you,

The 2016 Grade One Team

Laura Jones, Emma Meehan, Anisha Dobson,
Micaela Macaulay, Gerald Veale, Simone Parker
and Lisa Fan
HEALTH & PHYSICAL EDUCATION  
Blair Ganley & David Trott  
  
During term two, the grade one students will continue to practice basic Fundamental Motor Skills (foot striking - Soccer). They will also focus on the concepts involved in various Gymnastic strands (Static Balancing, Rhythmic and Springing and Landing activities). They will participate individually, in partner and group based activities.  

- Children will practice dribbling, passing and shooting using individual, partner and group activities. They will focus on techniques such as: having eyes on the ball throughout the strike and stepping towards it with the foot opposite to that of their striking foot.  
- Children will be introduced to a range of Rhythmic, Static Balancing and Springing and Landing Gymnastic movements and activities e.g. individual static balances, partner supports and balances eg: ‘Banana Rock’ or ‘Tip the Boat’ and small group balances eg; a pyramid or 3 person support. Also the use of hoops, balls, ribbons, rings etc. whilst exploring different movement patterns. And jumping and landing on ground level, from elevated positions and using equipment including mini-trampolines or springboards.  
- 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 work and participate in Physical Education sessions.  

ITALIAN – Elena Pirovano  
  
In Term Two, the Italian Program will continue to enable all students to be given the opportunity to learn a second language. The students will be involved in different activities to review numbers and colours (learnt previously) and to broaden their vocabulary and expressions.  
In Term Two, the students will be engaged in the Primary Years Programme unit of inquiry ‘The choice we make can influence our health’. Through the Italian Program the students will learn vocabulary related to body parts (face and body) and will practice short conversations.  
Through the fairy tale Cappuccetto Rosso (Little Red Riding Hood), the students will expand on the unit of inquiry “People express themselves through various forms of storytelling”. Songs, role play, picture books and short videos will be some of the resources the students will access to build vocabulary and grammar knowledge as well as cultural understanding of Italy and Italian language.  
The students will work on different tasks and activities in small groups, with partners, individually or as a whole class. They will demonstrate commitment and consistency in practicing their new vocabulary and conversation, creativity and cooperation in their everyday tasks. As well as display respect and tolerance of the new culture they are learning about.
PERFORMING ARTS - Adam Smith

Performing arts will consist of four main disciplines Singing, Music, Drama and Dance. The performing arts program endeavors to develop confidence and creativity in a safe and fun, learning environment. All students are required to participate with the focus on being a risk-taker by having a go and testing limits and abilities. The Grade One students will continue to undertake an independent ongoing performing arts inquiry to satisfy the requirements of the Victorian Curriculum. To do this the students will use the conceptual lenses of ‘Form and Perspective’ to explore the central idea that ‘Through performance we can express our ideas for an audience to enjoy.’ To do this students’ will be using Readers’ Theatre to express their characters ideas, feelings and emotions. They will be focusing on making sure their audience engaged with them and enjoyed what they have performed. The links with the classroom programs this term will be:

- The use of Zumba kids as a way to stay healthy and fit.
- The use of twisted fairy tales to compare the messages and feelings portrayed.
- What makes a good storyteller?

Undertaking these inquiries will help develop our students into independent and creative thinkers with well-developed social, communication and self-management skills.

VISUAL ART - Paul Cochran 1SP, 1MD, 1EM

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—“Communities are organised for our needs and wants”. The students will use ‘Google Earth’ satellite images to explore and identify the features of our Seabrook community. The students will then use the art media- Plasticine, to create a section of their community with roads, buildings, services and other facilities in both 2 & 3 dimensions. The art works will be designed to join together to create a complete community. Modelling skills plus an understanding of the art elements of colour, shape, form and texture will form the basis for this art piece.

Over the second half of term two the Central Idea: “People express themselves through various forms of story telling” will be our focus. 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