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 provided 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 Programme in this way.

**Inquiry**

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

1. Weather conditions and the ways in which they are monitored.
2. The impact of weather conditions on our lives.
3. How seasons vary around the globe

Our fifth Inquiry will commence in Week Six of term three and will investigate the Transdisciplinary Theme, “Where we are in Place and Time” exploring the central idea, “As technology changes we learn more about space.” The lines of inquiry are:

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

Our excursion to Scienceworks later 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 closer to the excursion.
Numeracy
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 starting 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-inforce and practise 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 thinking 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 keep them cybersafe.

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**

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 onto the second or even third 100 most used words. It is important to remember that children 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 strategies such as chunking, picture cues, reading on and re-reading. We will appreciate your assistance by prompting them to use these strategies when practising shared reading. 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 2016 is highly valued at Seabrook and is close to completion. Grade One teachers have already listed shared books in 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, narrative writing, report writing and explanation, with the 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 practised 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 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 child/ren. 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 child/ren 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 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. Students will start to explore one and two-handed techniques striking, using some tennis and bat tennis shots (forehand and backhand). They will focus on techniques such as: having their eyes on the ball throughout the strike, standing side on to the target and stepping with their opposite foot to that of their striking arm. They will use the modified ‘Red Ball’ equipment to assist.

Students will explore the 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 (eg: access to soft rubber or fiberglass bar, soft shot puts and plastic hurdles).

A part of the Physical Education program, the P.Y.P attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as making courageous choices, caring and reflection will be linked to the way students work and participate in Physical Education sessions.

ITALIAN – Elena Pirovano  
In Term Three, grade one students will be involved in different activities to keep revising greetings and courtesies, colours and numbers, body parts and interacting with the teacher and their peers in simple question/answer conversations.

In the first four weeks, the students will be working on the Primary Years Programme unit of inquiry ‘How the world works - Weather’. Through the Italian Program the students will learn vocabulary related to weather and will practice how to answer the question Che tempo fa?, What is the weather like?. Through repetition, rhymes, songs and games, this language will become part of everyday conversation in Italian classes Songs, 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.

Starting in week 5, the student will be offered an innovative program based on CLIL approach (Content and Language Integrated Learning). For 6 weeks they will learn Music through the Italian language. The program has: music content goals: to be able to read, create and perform simple rhythmic patterns with formal notation and to be able to classify percussion instruments by the material they are made of; and language goals: to name percussion instruments in Italian, to use Italian language for body parts in songs and body percussion activities, to understand and reuse language for playing and performing.

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 co-operation in their everyday tasks. As well as display respect and tolerance of the new culture they are learning about. Every time they use the Italian language in different contexts, they are encouraged to be risk-takers and to extend their communications skills. In each inquiry they will have the opportunity to be inquirers and thinkers.

The Italian Program will also focus on aspects of Italian culture, lifestyle and traditions.
PERFORMING ARTS - Adam Smith

Grades 1SP, 1EM and 1DM have made a fantastic start to Performing Arts. 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 undertake an independent ongoing performing arts inquiry to satisfy the requirements of the Victorian Curriculum and the PYP’s Arts scope and sequence. To do this the students will use the conceptual lenses of ‘Form, Function and Reflection’ to explore the central idea that “A range of skills and strategies help us to express ourselves creatively.” To do this students will be listening to and creating music and it’s discussing its purpose. Students will contemplate the need to make a performance engaging for an audience.

When possible students will be making links with their classroom inquiries to strengthen understandings and explore their ideas through the performing arts. Some links that will be explored are:
- How technology in performance has changed over time such as lighting, costume and makeup.
- The use of readers theatre to develop expression and fluency to help convey meaning to an audience.
- Non naturalistic physical and aural interpretations of weather.
- The objective of a performer, the needs and wants of both the character portrayed and the actor performing the part. Undertaking these inquiries will help develop our students into independent and creative thinkers ready for the challenges that the future may hold.

VISUAL 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.

Our term three Visual Arts program will first focus on the PYP Unit of Inquiry- Central Idea: “Weather affects our lives in different ways”. After learning the ‘Water Cycle Song’ (YouTube) by Mr. Davies, the students will use a variety of art materials and tools to create their own large Water Cycle posters. This activity is an excellent example of the close links between class inquiries and the Visual Arts program with the students expressing their newly developed understandings of the relationship between the weather and the water cycle in a creative format.