Welcome
Welcome back to Term 2. We trust that you all had a restful break and are ready for our busy term ahead.

Curriculum
English
Our focus in Term 2 is maintaining good reading, writing and speaking and listening behaviours.

Speaking and Listening will continue to be developed through our Talk, Listen & Learn sessions that provide the students with the opportunity for whole class, small group or partner discussion, as well as informal discussions throughout our day.

The following are our Reading & Viewing and Writing Learning Intentions for Term 2. Maths Learning Intentions can be found on the second page of this document.

Reading & Viewing Learning Intentions

Reading Strategies:
Self Monitoring – To be able to check for understanding
To know when I have strayed and use back up and reread to refocus.
To recognise when what I’m reading doesn’t make sense
Questioning - I can create questions from what I have viewed/read.
Making Connections - Be able to make a connection from a text to myself, to another text and to the world.
Predicting - To be able to use the text and my own knowledge to make predictions.
Summarising - To be able to briefly summarise/retell what I have read.
Synthesizing - To be able to bring together my ideas and what I’ve read to form an opinion.

Writing Learning Intentions
Consider your audience and purpose for writing
Be able to identify text types – their purpose and audience.
Be able to match the voice to the purpose of writing
Use words which match the writing - make excellent word choices, using descriptive language.
Be able to construct simple and compound sentences.
Use correct structure to write recounts and explanations. (Level 2).

Quest
Sustainability—Whose responsibility is it?
Our Quest topic for this term Why do we reduce, reuse & recycle??
Our key understandings will be
Our actions affect the world around us
• I make decisions about what I do with my waste.
• I understand that my actions have consequences for the environment
• I can make a difference

Key dates/Events
Edendale Community Environment Farm– Eltham

As part of the Level 1 & 2 Inquiry unit for Term 2 on Sustainability, the children will be travelling to Edendale in Eltham, a centre for sustainability education. They will complete activities on sorting items for recycling, worms and composting, minibeasts and chickens (as nature’s recyclers).

Our Level 1 students will attend this excursion on Tuesday, 5th May and our Level 2 students will attend on Tuesday, 12th May.

All details and consent forms for this excursion are available on Compass.
Student will also visit nearby Bushy Park to look for evidence of litter in a natural environment.

ICT—due to building works, the Lab will be unavailable this term.
ICT will be taken in classrooms, using a variety of resources.

Reminder
Classroom doors are open at 8:50 to allow students to unpack, change Take Home books and get organized for the day ahead.
<table>
<thead>
<tr>
<th>Level 1 Maths Learning Intentions</th>
<th>Level 2 Maths Learning Intentions</th>
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<tbody>
<tr>
<td><strong>Addition</strong>- to recognise and solve simple addition problems using mathematical language.</td>
<td><strong>Multiplication</strong> - to recognise and represent multiplication as repeated addition, groups and arrays.</td>
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<td><strong>Measurement</strong> - to measure and compare lengths of objects using informal units</td>
<td><strong>Measurement</strong> - to compare and order shapes and objects based on length, area, volume and capacity using appropriate uniform informal units.</td>
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<td><strong>Subtraction</strong> - to represent and solve simple subtraction problems using a range of strategies, including counting back, partitioning and rearranging parts.</td>
<td><strong>Shape</strong> - to describe and draw 2D shapes with and without digital technologies.</td>
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<td><strong>Location &amp; Transformation</strong> - to give and recognise direction to familiar locations. …to interpret simple maps of familiar locations and identify the relative positions of key features.-</td>
<td><strong>Location &amp; Transformation</strong> - to give and recognise direction to familiar locations. …to interpret simple maps of familiar locations and identify the relative positions of key features. …to investigate the effect of one-step slides and flips with and without digital technologies.</td>
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<td><strong>Multiplication</strong> - to recognise and represent multiplication as repeated addition, (groups, lots of) using worded problems manipulatives.</td>
<td><strong>Multiplication &amp; Division</strong> - to revise multiplication as repeated addition, groups and arrays. …to recognise and represent division as grouping into equal sets and solve simple problems using these representations.</td>
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<td><strong>Problem Solving</strong> - to identify problem solving terms that inform our choice of operation.-</td>
<td><strong>Problem Solving</strong> - to apply multiplication and division concepts to worded problems</td>
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<td><strong>Money</strong> - to recognise describe and order Australian coins according to their value.</td>
<td><strong>Money</strong> - to count and order small collections of Australian coins and notes according to their value</td>
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<td><strong>Rounding</strong> - to round numbers to the nearest 10 and 100</td>
<td><strong>Rounding</strong> - to round everyday shopping items to the nearest 5 cents.</td>
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<td><strong>Chance &amp; Data</strong> - to identify outcomes of familiar events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’.</td>
<td><strong>Chance &amp; Data</strong> - to identify practical activities and everyday events that involve chance. …to describe outcomes as ‘likely’ or ‘unlikely’ and identify some events as ‘certain’ or ‘impossible’.</td>
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Our students will explore these concepts using hands on activities, games and open-ended investigations.

Dates to remember:
24th April—Curriculum Day (no students required at school)
8th June—Queen’s Birthday Public Holiday
10-17th June—Life Education Van

What you can do at home to help
Ask your child about their day at school, eg. “Tell me something positive about your day.”
Encourage your child to speak with their teacher about any concerns or worries.
Check Compass regularly for important information, consent forms and enter student absences via Compass.
Read every day with your child.
Make sure all clothing and personal belongings are clearly labelled.
Ensure your child gets enough sleep and is organised for their school day.

Thank you for your continued support. We are looking forward to a happy and successful term

Regards,
The Level 1 & 2 Team