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. Students will be creating a personal reading goal and selecting strategies that will assist them with this.

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

<table>
<thead>
<tr>
<th>Reading Strategies:</th>
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<tr>
<td>Goal Setting-</td>
<td>With assistance, students will be able to set a personal reading goal and identify strategies needed.</td>
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<tr>
<td>Self Monitoring –</td>
<td>To be able to check for understanding.</td>
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<td></td>
<td>To know when I have strayed and use back up and reread to refocus.</td>
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<td>To recognise when what I’m reading doesn’t make sense.</td>
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<tr>
<td>Finding information – in non-fiction texts</td>
<td>To be able to scan a text, use a glossary and contents and make predictions about what the text may be about.</td>
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<tr>
<td>Questioning-</td>
<td>I can create questions from what I have viewed/read.</td>
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<tr>
<td>Making Connections-</td>
<td>To be able to make a connection from a text to myself, to another text and to the world.</td>
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<tr>
<td>Cause and Effect-</td>
<td>To identify cause and effect in non-fiction texts.</td>
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<tr>
<td>Summarising-</td>
<td>To be able to briefly summarise/retell what I have read.</td>
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<tr>
<td>Synthesizing-</td>
<td>To be able to bring together my ideas and what I’ve read to form an opinion.</td>
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Writing Learning Intentions

| Identifying text types and author purpose. |
| Summaries and note taking—main idea. |
| Information reports. |
| Scientific reports. |
| Explanation reports (Level 2) |

QUEST—EXPLORATION

How can we be scientists and explore the magic of phenomena?

Our key understandings will be:

- How magnetism works
- How sound is produced and travels
- How light is produced and travels
- How electricity is generated and transmitted
- How to conduct a simple scientific investigation

As part of our QUEST unit, students will be participating in an incursion about light and sound.
Level 2—Wednesday 19th May,
Level 1—Thursday 20th May

ICT—Our focus this term is on developing word processing skills. To assist us we ask that students are able to make their own folder on a computer at home, create documents and store and retrieve these.

Dates to remember:

25th April - ANZAC Day public holiday
6th May – CURRICULUM DAY - no students required this day
18th & 19th May – QUEST INCURSION
13th June – Queens Birthday incursion
22nd June—Reports to go home
24th June—End of term 2

Reminder
Classroom doors are open at 8:50am to allow students to unpack.
<table>
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<tr>
<th><strong>Level 1 Maths Learning Intentions</strong></th>
<th><strong>Level 2 Maths Learning Intentions</strong></th>
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| **Shape**—to be able to name and describe common 2D and 3D shapes. | **Shape**—to be able to name, and draw 2D and 3D shapes.  
-to describe 3D shapes by their features—corners, sides and faces. |
| **Ordinal Number**—to be able to identify and record ordinal numbers up to 20. | **Subtraction**—to solve subtraction problems using a variety of mental and written strategies. |
| **Probability**—to identify outcomes of events as ‘likely’ or ‘unlikely’ and explain why some events are certain and some are impossible. | **Probability**—to identify outcomes of events as ‘likely’ or ‘unlikely’ and explain why some events are certain and some are impossible.  
-to classify events according to how likely they are to happen. |
| **Measurement—Length**—to measure and compare lengths of objects using informal uniform units. | **Measurement—Perimeter and Area**—to compare and order several shapes and objects based on length, perimeter and area.  
 - to use formal units to measure length, perimeter and area. |
| **Multiplication**—to recognise and represent multiplication as repeated addition, (groups, lots of) using worded problems and manipulatives. | **Multiplication & Division**—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. |
| **Location and Transformation**—to give and follow directions to and from a place—turns, direction and distance.  
 - to use and understand terms such as ‘clockwise’, ‘anticlockwise, and ‘forward’ when giving and following directions | **Location and Transformation**—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.  
 - to identify and describe half and quarter turns. |
| **Money**—to recognise, describe and order Australian coins according to their value. | **Money**—to count and order small collections of Australian coins and notes according to their value. |
| **Rounding**—to round numbers to the nearest 10 and 100 | **Rounding**—to round everyday shopping items to the nearest 5 cents. |

Our students will explore these concepts using hands on activities, games and open-ended investigations.

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 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 and 2 Team