

While Term 2 has only just begun, already the activities and programs undertaken demonstrate just how busy our school environment is. The beginning of this term saw the Grades 3 to 6 participate successfully in their school camps. For several of the Grade 3 children, this was the first time that they had been away from home for two consecutive nights. The resilience developed, highlights how important these opportunities are for our students. Camp Rumbug provided outstanding experiences for grade 3 /4 children in the activities provided, and opportunities for growth in personal development. Grades 5 /6 had a successful camp developing independence and initiative through exploring Melbourne.

Donna Giliam led the organisation for the Mother's Day gift-making workshops. This provided the children with the opportunity to work in multi-age groups to create a hand-made gift for someone special in their lives.

With NAPLAN taking place in Term 2, Grades 3 and 5 students are calmly preparing, with teachers ensuring the annual assessment is not a stressful time for the children. In addition, as the middle of term approaches, teachers will now begin preparing for mid-year reporting.

Grade Prep G: Ms Claire Guy

- **Maths:** Shape – describing and comparing features of 2D shapes. Number – addition and subtraction using hands on maths materials. Counting – counting forward by ones from various starting points. Counting backward from 20 to 0. Skip counting by 2s.
- **Writing:** Writing personal recounts about shared events. Hearing initial sounds in words and writing letters to match these sounds. Gaining greater control over letter formation. Spelling: Working towards spelling all 12 GOLD words and own family names
- **Reading:** Looking at both the picture and the first letter of a word to make meaning. Mouth ready for first sound. Finding small words in bigger words. Retelling the main events of a story in order. Continuing to read regularly at home and have diaries filled in and returned to school each day.
- **Inquiry:** 'Who is Part of My Community' Discussing things we need (rather than want) and the goods and services that come from our community. We will walk to visit some familiar places in week 5.
- **SEL:** Self-Management – managing own behaviour and tuning in during learning time. This includes avoiding distractions and articulating what the current learning is. Expressing the seriousness of problems according to the Catastrophe Scale. Meditation and breathing exercises – awareness of own feelings and moods and how these affect our learning.
- **P.E:** Perceptual Motor Program (PMP): From Week 4 through to Week 7 with 2 sessions each week.

Grade 1LT: Ms Emma Lester & Ms Sarah Thurgood

- **Maths** - Time and shape with Sarah on Fridays and a major focus on efficient strategies (moving from count all to count on and beyond) with Addition and Subtraction. A continued focus on counting strategies will support these concepts.
- **Reading** - Participating in guided reading groups that are targeted at student individual needs eg fluency, decoding, etc. Whole class focus on strategies to develop fluency, comprehension and accuracy

- **Writing** - Narrative genre - narrative writing pieces that follow the structure of a narrative and include all main features (orientation, events, problem and resolution), and handwriting / letter formation and consistency.
- **Inquiry** - How are my needs met in the local area? Students unpack the difference between needs and wants. Investigate our local area of Meeniyan to identify features (that meet needs/wants) and map these using features such as birds eye view perspective, etc.
- **SEL** - Mojo Dojo - Fixed and growth mindset. How does our attitude effect our ability to learn? Neurons and the brain. How can I communicate my needs/wants verbally?

Grade 2H: Mr Peter Helms

- **Maths:** (Numeracy) Counting and Addition. (Measurement) Length
- **Writing:** Narrative -Handwriting
- **Vocabulary:** Oral and written. 'Word of the week' Tier 2 words
- **Spelling:**
 - 'or' sound and letter pattern
 - spelling strategy ladder
 - reinforcing metalanguage eg. Sounds, letters, vowels, syllables
- **Reading:** Comprehension - Prediction. Recording thinking using specific language. Solving unknown words in text using different strategies.
- **Integrated Studies:** 'How do I be Healthy?'
- **P.E.** Throwing and catching medium sized balls. Fitness games Gross motor skills- Exploring different movements
- **IT:** Using different publishing tools on Word.

Grade 3/4: Ms Kath Gilbert / Ms Donna Giliam / Ms Donna Russell

- **Maths:** The children have been working on using effective strategies for addition and subtraction. Our current non-number focus is Time, using both analogue and digital clocks, as well as calculating elapsed time.
- **Writing:** Children have been revisiting the narrative genre. Focusing on planning, structure, and vocabulary have been our major focus. The children will be considering how the use of adjectives, adverbs and conjunctions can ensure a more interesting story. Our spelling focus for this term will be to investigate the structure of words: syllable types, base words, pre-fixes, and suffixes.
- **Reading:** The children will also be investigating narratives through their reading, by considering the word choices of an author. The children will also be investigating features of a website and identifying features that we can use to predict content and assist in navigation.
- **Inquiry:** This term the children will be engaging in developing their understanding of Australian history and learning how Aboriginal Australians lived in the past and now. Comparing and contrasting will be a major part of the children's investigations.
- **SEL:** The Social and Emotional Learning focus this term will be on Zones of Regulation. This is supporting the children in developing a common language in describing and managing emotional responses. The recent Camp Rumbug experience was a tremendous opportunity for personal growth with children asked to reflect on and articulate their personal challenges and learning from those challenges: "I conquered my fears!" – Grade 3 student at bottom of abseiling wall.

Grade 5/6H: Mr Peter Harris

- **Maths** - Focus for the next period is on fractions, decimals and percentages. Then for applied topics we are looking into data representation and interpretation - this will link to reading of non-fiction readings that contain data
- **Reading** - non-fiction readings that link with maths. Comprehension focus for the next period will be on effectively summarising, and strategies to assist decoding words and word attack - blends and chunking.
- **Writing** - We will begin looking at procedural writing
- **Inquiry** - focus will shift from immigration to parliament
- **SEL** - positive coping skills will continue, along with personal strengths that we have.

MARC library

Term 2 is always a great term in the MARC library. The students have settled in, know about routines and expectations and are active in their learning. In MARC Library we also have the advent of a new MARC Library van to celebrate.

To start the term we honoured ANZAC Day across all grades with a range of books and tasks to get students talking about why we have this special day. We then moved into presenting all students with a range of new literature. This of course has already occurred in Week 2 with the junior groups listening to the picture story book, 'We're Stuck' by Sue DeGennaro. The middle groups have had the opportunity to classify animals according to the non-fiction book, 'The Ultimate Animal Counting Book' by Jennifer Cossins. The senior groups have discussed contributions to our future by young Australians as outlined in the non-fiction book, 'Stand Up For the Future. A Celebration of Inspirational Young Australians'.

In the coming weeks we will also focus on non-fiction books when teaching the junior groups, eg. 'Funny Families' by Dr Mark Norman and the middle and senior groups will use technology, non-fiction books and explicit teaching to develop research skills.

Our focus for the term is as always : to develop and grow the love of Literature and give opportunities to learn about and use Library skills.