



Dear families,

Please find below some general information regarding the classroom program your child will be engaged in during Term 1 of this year. Please feel free to make contact by phone, email or by arranging a meeting to discuss your child's progress at school.

Teacher: Mrs Carly Faino
School Office: 3286 0666

Class: 2F

Email: admin@wellingtonpointss.eq.edu.au
Student Absences: 3286 0660

Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.50-9.00	Set up for day	Set up for day	Set up for day	Set up for day	Set up for day
9.00-11.00	Phonics Literacy groups English	Mrs Saint (Health) Phonics Literacy groups	Phonics Literacy groups English	Phonics Literacy groups English Handwriting	Parade Phonics Literacy groups
11.00-11.40	First break				
11.40-1.10	P.E Mrs Saint (Science)	Maths	Maths	Maths	Maths
1.10-1.50	Second break				
1.50-2.00	Roll marking	Roll marking	Roll marking	Roll marking	Roll marking
2.00-3.00	Visual Art	HASS	Champs Design Technology/Pas sion Projects	Music	Student Wellbeing Program

Homework Expectations- checked each Friday

Reading – Students read for 10-20 minutes per day (Decodable Readers Australia). Reading Eggs is also available.

Maths- Complete maths sheet.

Spelling – Revise spelling words with a parent/carer from spelling term overview. Spelling activities and practice will be completed at school.

In-Class Support

There are always students who work through tasks easily and accurately and those who need extra support and guidance. All students are catered for in our classroom, with a selection of activities. To meet student needs in the priority areas of reading, spelling and number, student will sometimes work in smaller ability/focus groups supported by the teacher, teacher aide or learning support staff. Mrs Tuite provides specialised lessons and individual support when required. Students regularly receive one-on-one conferences and feedback from the classroom teacher to pinpoint needs and to set learning goals. Students also have access to a range of technologies to assist them in learning and to present assessment items.

Curriculum Focus

- **Inquiry (English):** *How can we create an imaginative text that will entertain an audience?* Students engage with a variety of literature including picture books, print and digital stories, short films and animations, simple chapter books and texts for enjoyment. They explore sequences of events and how characters and events are portrayed through language. Students will retell events and consider their audience when creating an innovation on a story. They share ideas with their peers. Students will discuss and express an opinion about a familiar character and then use that familiar character to plan and write a new story.
- **Inquiry (HASS):** *How are people connected to their place and other places?* Students recognise that the world is divided into geographic divisions and that places can be described at different scales. They describe how people in different places are connected to each other and identify

factors that influence these connections. Students recognise that places have different meaning for different people and why the significant features of places should be preserved. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps.

- **Mathematics:** This term, students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.
 - **Number and place value** - Count collections in groups of ten; represent two-digit numbers; read and write two-digit numbers; connect two-digit number representations; partition two-digit numbers; use the twos, fives and tens counting sequence; investigate twos, fives and tens number sequences; represent addition and subtraction; use part-part-whole relationships to solve problems; connect part-part-whole understanding to number facts; recall addition number facts; add strings of single-digit numbers; add two-digit numbers; represent multiplication and division; solve simple multiplication and division problems.
 - **Using units of measurement** - Order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units.
 - **Chance** - Identify everyday events that involve chance; describe chance outcomes; describe events as likely, unlikely, certain, impossible.
 - **Data representation and interpretation** - Collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations.
- **Science:** Students will learn how living things change and reproduce. The students will observe the patterns of growth and change in living things and make predictions.
- **The Arts:** This term, students explore how changes in facial features, style and form communicate emotion in artworks. Students will explore the visual language of portraiture and self-portraiture in artworks by a range of artists, including Aboriginal, Torres Strait Islander and Asian artists, and use this to develop their own artworks. They will experiment with visual conventions (drawing, photography) and observation to create artworks to communicate emotion. Students will display artworks and share ideas about visual language choices they made in their artwork. They will describe and interpret emotion in their work.
- **Music:** This semester, the Year Two students will be developing aural skills by exploring and imitating sounds, pitch, beat and rhythm using voice, movement, body percussion and un-tuned percussion instruments. They will be matching and imitating pitches to sing in tune and experimenting with their speaking and singing voices. They will be practising a repertoire of chants, songs and rhymes. The students will move to music, both recorded and class generated, to explore time and space and using body percussion to feel, show and discriminate between the beat, rhythm and tempo and high and low pitches. They will improvise patterns to accompany their songs and rhymes. They will read rhythm and pitch, from invented and learnt symbols. They will be introduced to tuned percussion instrument technique.
- **Health and Physical Education: Health:** In this unit, students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others healthy and safe in their classroom.
- **Health and Physical Education: Physical Education:** Gymnastics - students will demonstrate fundamental movement skills of rolling, balancing and jumping. They will perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.
- **Technologies:** In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. As part of their Passion Project, they will create a representation of the familiar character they have chosen for English.

Special Events/Excursions

Please see last page

How can parents/carers help

- Ensure homework is completed regularly and support them in their tasks.
- Read with them regularly. Get them to talk about what they are reading and ask questions.
- Ensure your child arrives to school on time and discuss their day with them.
- Communicating regularly with class teacher and keep up to date with newsletters and notes.

Please see next page for Events

Special Events/Excursions

TERM 1 2024 CALENDAR

WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
1 22/1 – 26/1	<ul style="list-style-type: none"> First day students return to school 				AUSTRALIA DAY PUBLIC HOLIDAY
2 29/1– 2/2	<ul style="list-style-type: none"> Class information sheets emailed to families 		<ul style="list-style-type: none"> Year 6 Kitchen Lessons commence 		<ul style="list-style-type: none"> First Whole School Parade 9am
3 5/2 – 9/2		<ul style="list-style-type: none"> Meet the Teacher Meetings 5pm start 			<ul style="list-style-type: none"> Captains Parade – Whole School 9am Wellbeing Friday Enrichment Programs start
4 12/2 – 16/2					<ul style="list-style-type: none"> Peacekeeper Parade – Whole School 9am 2024 Captains Morning Tea with Leadership Team
5 19/2 – 23/2				<ul style="list-style-type: none"> Wake Up with Wello Starts Bravehearts P-2 Year 5 Gold Rush Excursion 	<ul style="list-style-type: none"> Whole School Parade 9am
6 26/2 – 1/3			<ul style="list-style-type: none"> CHYMS Good Mental Health Rocks – Year 6 		<ul style="list-style-type: none"> Whole School Parade 9am
7 4/3 – 8/3	<ul style="list-style-type: none"> Year 6 Camp 	<ul style="list-style-type: none"> Year 6 Camp 	<ul style="list-style-type: none"> Year 6 Camp 		<ul style="list-style-type: none"> International Women’s Day School Photos Day NO Parade Today
8 11/3 – 15/3			<ul style="list-style-type: none"> NAPLAN 	<ul style="list-style-type: none"> NAPLAN 	<ul style="list-style-type: none"> NAPLAN Cross Country 9am – 1pm NO Parade Today
9 18/3 – 22/3	<ul style="list-style-type: none"> NAPLAN 	<ul style="list-style-type: none"> NAPLAN Parent Teacher Interviews 	<ul style="list-style-type: none"> NAPLAN 	<ul style="list-style-type: none"> NAPLAN Chappy Subway 	<ul style="list-style-type: none"> NAPLAN Whole School Parade 9:00am (Student of Week Awards today) TBC OSPREY Touch
10 25/3 – 29/3	<ul style="list-style-type: none"> NAPLAN 	<ul style="list-style-type: none"> HARMONY DAY 		<ul style="list-style-type: none"> Easter Hat Parade P-2 Disco TBC 	GOOD FRIDAY