



Important Dates

- ☺ Oct 8th —Term 4 commences
- ☺ Oct 10th—Teeth on Wheels
- ☺ Oct 12th—Level 2 Sleepover
- ☺ Oct 19th – 1B Hunger Buster
- ☺ Oct 20th—Father Child Camp
- ☺ Oct 28th—Level 1 Working Bee
- ☺ Nov 1st—Outdoor Classroom Day
- ☺ Nov 2nd—1D Hunger Buster
- ☺ Nov 6th – Melbourne Cup Day Public Holiday.
- ☺ Nov 8th— Remembrance Day Service at SEPS
- ☺ Nov 11th — Remembrance Day
- ☺ Nov 13th—JSC—Diabetes Day Fundraiser
- ☺ Nov 14th—JSC Story Dogs Day Fundraiser
- ☺ Nov 22nd — Market Day
- ☺ Nov 30th Curriculum Day
- ☺ Dec 21 – Term 4 Concludes (1pm assembly, 1:30 dismissal)

Keep an eye out for other dates throughout the term.

Level 1 & 2 Newsletter Term 4

Welcome back to the very last term for 2018!

Term 4 is set to be an exciting one, with a variety of learning experiences, celebrations and a count-down to Christmas. These important events are listed for you here, with several other exciting events still being finalised. We appreciate your patience with this and please keep a look out for updates on Compass.

Week 1 is set to be an exciting time for the Level 2 students as they undertake the adventure of the annual Level 2 Sleepover. Students will begin with the action packed 'KABOOM Sports', followed by the sleepover essentials of pizza and a good movie! This sleepover is designed to prepare children for Level 3 camp and allows them to experience a night away from home in a safe and enjoyable setting.

Level 1 and 2 classroom doors are open at 8:50am (with an exception of Monday mornings due to the assembly), and students are advised to use this time to organise their belongings and settle in for their school day. As of this term we are encouraging parents to sit in the middle areas of the JLC or the classroom and listen to students read or read to students. There is no need to have a Working With Children Check or to commit to a time, just pop on in and make yourself comfortable and enjoy a good book!

Teaching and Learning in Term 4

The holistic development of each child continues to be supported through a range of appropriate and challenging learning programs that promote active participation. A focus would be ... 'Be Brave. Participate to Progress'—Play Is The Way. Explicit teaching in English and Mathematics remains a priority through whole class, small group, individualised and differentiated instruction. Investigations experiences continue to provide opportunities for children to practise and learn a myriad of skills. The Play Is The Way and Respectful Relationship concepts continue to be explicitly taught and integrated across learning programs and daily experiences.

Our students' final assessment will commence for both Levels 1 and 2 throughout Term 4 through a variety of tasks, tests and reflections. Our major focus areas will be English, Mathematics, Health, Science, Investigations and Social Emotional Learning to promote resilience and a growth mind set.

Maths Fluency Games to try at Home

The Level 1 and 2 students have been developing their number fluency skills throughout this year, and will continue to do so throughout Term 4. Some additional games you could play at home are:

Make 10

Players: 2

Materials: 1 six or 10 sided dice

Object: Make a 10 from the number rolled

One Die Version: One die is rolled. Players try to be the first player to shout what number needs to be added to the number on the die to make a ten.

Variations:

Double the number rolled e.g. 6 = 12 Subtract number rolled from 10 Skip count in number rolled e.g. 2,4,6,8... Change the target number from 10 to 20 and use a 10 sided dice.

Greedy Pig

Players: 2

Materials: 1 or 2 dice, 120 chart (optional)

Object: Be the first player to reach 100

One Die Version: On a turn, a player can roll repeatedly until one of two things happens (1) the player rolls a 1 or (2) the player chooses to hold (stop rolling). Each number rolled is added to the player's total. If a 1 is rolled, all points for that turn are lost!

Scoring examples:

1. Suzy rolls a 4 and decides to continue. She then rolls 5 more times (3, 4, 2, 6, 1). Because she rolled a 1, her turn ends and she receives no points for the numbers rolled.

2. Marcus rolls a 6 and decides to continue. He rolls 3 more times (4, 3, 5) and decides to hold. His score for the round is 18 ($6 + 4 + 3 + 5 = 18$).

Two Dice Version: Two dice are rolled. If a single 1 is rolled on either dice, the turn ends and all points are lost. If two 1s are rolled on a single turn, the player scores 25 points. Doubles, for example a 2 and a 2, are worth double points ($4 \times 2 = 8$).

Add/Subtract the Deck (Card Game)

Players: Independent or partners

Materials: Deck of cards face down in a pile. Face cards worth 10, Ace worth 1.

Method:

- o The first card the player turns over is the starting number.
- o Add the number of the card turned over.
- o Keep going until 100 is reached.

Variation:

- o Beginning at 100 or chosen number e.g. 16
- o Subtract the number of the card turned over starting at 100.
- o Time for 1 minute and see how many cards you can add up and then try to beat your score.

Health

In conjunction with our wellbeing programs at Sandringham East, the Level 1 and 2 students will be undertaking a unit on health with a focus on emotional and social development. Students will explore their own strengths and achievements and those of others, identifying how these contribute to personal identity. Alongside strategies they can use when they need help with a problem or situation, students will learn to recognise situations and opportunities to promote their own health, safety and wellbeing.

This health unit, which works alongside our 'Play is the Way' and 'Rights Resilience and Respectful Relationships' program, will also allow students to describe ways to include others, identify and practise emotional responses, examine health messages, and ultimately explore actions that help make the classroom a healthy, safe and active place.

Science Learning Task

Students will be investigating Chemical Reactions in Term 4! They will explore how everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes. Students will be participating in experiments and documenting their discoveries for their Learning Task.

Students will:

- Predict and compare how the shapes of objects made from different materials can be physically changed through actions. This could include actions like bending, stretching and twisting.
- Investigate how food can be mixed to form different products such as jelly, ice-cream or cake.
- Suggest why different parts of everyday objects such as toys and clothes are made from different materials.

Students will develop a range of science inquiry skills to assist them with their exploration.

These skills include:

- Responding to and posing questions, and making predictions.
- Participating in guided investigations, including making observations using their senses.
- Using informal measurements in the collection and recording of observations.
- Using a range of methods, including drawings and provided tables, to sort information.
- Representing and communicating observations and ideas about changes in objects and events in a variety of ways.
- Comparing observations and predictions with others.

Literacy

• **Reading**

Children will read texts appropriate to their level of understanding in small groups and during Sustained Reading sessions. During guided reading and reading conferences children, supported by the teacher, practise CAFÉ reading strategies, match the spoken word with the written word, predict events, compare and contrast content and use punctuation to support phrasing, expression and fluency.

• **Writing**

In Writing this term students will explore and further gain an understanding of procedural texts, linking with other areas of our curriculum such as health and science. Students will also experience writing a range of poetry formats including Cinquains and Diamante. We will also complete a Cold Write as part of our Assessment program.

• **Spelling**

Students will continue to use a combination of the THRASS, SMART and M100W programs in Term 4. We will focus on letter recognition, sounds, the related spelling choices and letter formation. Students will also be regularly practising sentence construction and grammar patterns during differentiated groups.

Volunteers

We are extremely grateful for the amount of interest we have received in regards to helping out in the classroom. We welcome parents and community members that have been trained to help in the Literacy and Maths programs and/or Investigations.

Sign Up Sheets are on the Communication Boards in the JLC with dates and times.

Thank you.

The Level 1 and 2 Team

We are always happy to assist with any queries, so if necessary please organise a meeting with your child's teacher. A reminder that we have staff meetings on Tuesday after school and Wednesday morning so our team will not be available at those times. We are looking forward to communicating with you throughout the term. Thank you for all of your wonderful support and encouragement in Terms 1, 2 and 3. We are really looking forward to a productive Term 4!

The Team:

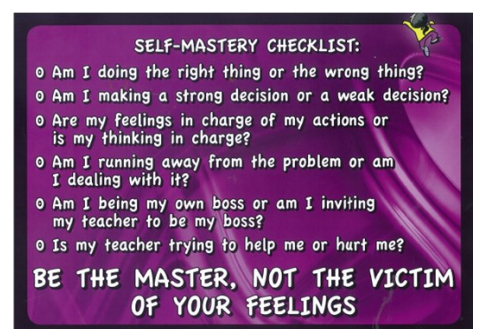
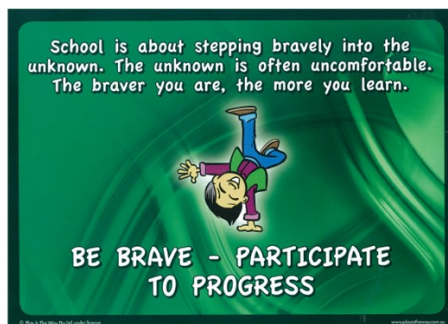
Team Leader—Claire Parsons

Level 1— Carmen Leal and Kate Foster, Alana Walsh, Jess Griffin and Rhiannon Harris Tudor

Level 2—Claire Parsons, Jacqui Perdriau, Jenny Dare and Arran Armitage.

Support Staff—Kate Foster, Julie Laurent, Kathy Bowles, Sonia Dickson and Miranda Loft

Our Play Is The Way Posters (Always a great resource to have on file)



Specialist Classes

Visual Art

Level 1 and 2

The fun continues in art for term four as we continue to enjoy more 'Magic' at Hogwarts, our new art room, and add a provocation of 'Fun and Feelings'. Our routines are now well established, and students are settled and enjoying creating with their own ideas and responding to inspirations from picture storybooks.

Experiences developing fine motor skills and awareness of elements in shape and line will be practised and consolidated. Students will practise cutting and pasting skills, constructing and connecting, and drawing skills. As part of our Emotional Literacy in Visual Art Program we will be exploring mindfulness and feelings through art. Level 1 and 2 students have started to create with a focus on displaying art for an audience. They will be encouraged to identify and describe how their ideas are expressed in their art, and describe how they were successful with the relevant learning intentions.

Lumos!

Julie Van Etten

PE

Level 1

Ball skills will be a major focus for the remainder of the year. This will take place through soccer, basketball and T Ball skill activities. We will be working on hand/foot/eye coordination using minor games utilizing these skills. Feedback will be visual via delayed iPad recording as well as verbally. This Term we will continue to work on running, spatial awareness, movement, dance, ball handling, fun minor games and student engagement.

PE

Level 2

Ball skills will be a major focus for the remainder of the year. This will take place through soccer, basketball and T Ball skill activities. We will be working on hand/foot/eye coordination using minor games utilizing these skills. Feedback will be visual via delayed iPad recording as well as verbally. This Term will also continue to work on movement, dance, minor games, sportsmanship and enjoyment. Minor games will involve these developed ball skills whether they be by hand, foot or bat and involve strategic thinking.

This Term we will continue to work on running, spatial awareness, movement, dance, ball handling, fun minor games and student engagement.

Performing Arts

Level 1 and 2

Welcome back to another exciting semester of Performing Arts at SEPS. In term 4 our level 1 & 2 students will work with their peers to produce small group devised performances, showcasing their newfound understanding of focus and power. They will be assessed on their performance skills: projection, articulation, orientation, expression and body language, as well as their mastery of drama-turgy and blocking.

Excelsior!

Mr Scherpenhuizen

Japanese

Level 1 and 2

Students will learn about animals and how to describe them using different adjectives. They will use the new vocabulary to create simple descriptions. It might go something like this: 'I have a dog. His name is Archie. He is very big. He likes to chase balls.' Continuing from the previous term, students will learn how to write three-stroke hiragana.

Josie Briggs