



## Important Dates

- ☺ Oct 09 —Term 4 commences
- ☺ Oct 20 – 1C Hunger Buster
- ☺ **Life Ed Van:**
  - Oct 26—2C and 1A
  - Oct 27—1B and 2D
  - Oct 30—1D and 2B
  - Nov 01—2A
  - Nov 03—1C
- ☺ Oct 27—Level 2 Sleepover
- ☺ Nov 07 – Melbourne Cup Day Public Holiday. Students do not attend school.
- ☺ Nov 08—Nov 10 Teeth on Wheels
- ☺ Nov 10—Remembrance Day Assembly (2:45pm)
- ☺ Nov 11 — Remembrance Day
- ☺ Dec 01— Market Day
- ☺ Dec 01—Learning Task Released to families.
- ☺ Dec 05—Meet the 2018 Teacher
- ☺ Dec 08— Christmas Carols
- ☺ Dec 22 – Term 4 Concludes (1pm assembly, 1:15 dismissal)

*Keep an eye out for other dates throughout the term in the school newsletter*

## Level 1 & 2 Newsletter Term 4

Welcome back to the very last term for 2017! The Level 1 and 2 students have settled in beautifully and are back to embracing their routines with ease. 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, please keep a look out for updates in your email and displayed on your JLC Communication boards.

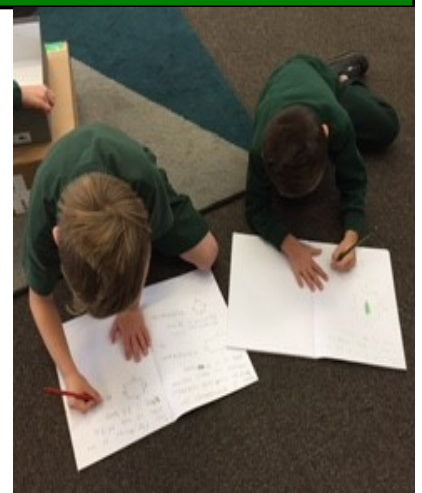
Week 3 is set to be an exciting time for the Level 2 students as they undertake the adventure of the annual Level 2 Sleepover. Students will begin with the action packed 'KABOOM Sports', followed by the sleepover essentials of pizza and a good movie! This sleepover is designed to prepare children for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

Level 1 and 2 classroom doors open at 8:50am (with an exception of Monday mornings due to assembly), and students are advised to use this time to organise their belongings and settle in for their school day. As of this term the two central doors to the JLC will be open from 8:50am for parents to sit in the middle area of the JLC and hear students read/read to students. There is no need to have a Working With Children Check, and parents are welcome to bring younger children as long as they sit with you. No need to commit to a time, just pop on in through the middle doors, make yourself comfortable and the students will come to you!

## Teaching and Learning

Student final assessment will commence for both Levels 1 and 2 throughout Term 4. English, Mathematics, Health, Science and Investigations will be major areas of focus throughout the term.

The holistic development of each child continues to be supported through a range of appropriate and challenging learning programs that promote active participation. 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.



# A 'typical' week in Level 1 & 2

Though we often have special events that may alter our timetable, a typical week in Level 1 & 2 this term will look like this. Investigations sessions are Tuesday (9:00-9:50), Wednesday (1:50-3:15) and Thursday (9:00-9:50).

Day / Times	Level	9.00 - 9.50	9.50 - 10.40	Recess	11.10-12.00	12.00-12.50	Lunch	1.50-2.00	2.00-3.15	3.20-3.30
Monday	L1	Maths	10am Spelling		Reading Writing			Buddy Reading / M100W	Writing RRRR / PITW	
	L2									
Tuesday	L1	Investigations			Reading Writing			Buddy Reading / M100W	Maths Groups	
	L2									
Wednesday	L1	Rotations – 2 week cycle Gardening / Writer's Notebook / Library Buddy Reading / Coding			Specialists			Investigations		
	L2									
Thursday	L1	Investigations			Reading	Maths		Specialists		
	L2				Specialists					
Friday	L1	Reading Writing			Spelling Test	Maths (Learning Task session)		Buddy Reading / M100W	Health Science	
	L2									

Pack Up / Re-set  
Organisation for the next day

## Health & Science

### Science

Students will be exploring the physical study of light and sound in Term 4. They will look at how light and sound can be created by a range of sources and the different ways they can be sensed. The students will have access to a light and sound resource table, allowing them to experiment with how we experience these elements and how they effect our senses through their investigations sessions.

Students will also:

- Identify the sun as a source of light.
- Recognise that objects can be seen when light from sources is available to illuminate them.
- Explore different ways to produce sound using familiar objects and actions (blowing, scraping, shaking)

### Health

In conjunction with the arrival of the Life Ed Van the Level 1 and 2 students will be undertaking a unit on health. This health unit will allow student to explore what makes the classroom a healthy, safe and active place, while giving them the tools to recognise situations and opportunities to promote their own health, safety and wellbeing.

It is our aim that by the conclusion of Term 4 students will understand how healthy eating helps us in the classroom, how to include others to ensure they feel as though they belong, and to identify and practise emotional responses that account for our own and others' feelings.

# Numeracy

## Term 4 Learning Task

This term our Learning Task will focus on a number of areas in the mathematics curriculum, allowing students to become open to multiple approaches, outcomes and solutions. In linking this project to the world in which they live, students are able to see the relevance of mathematics in day-to-day life. This project also aims to provide opportunities for differentiation, enabling students to feel confident and successful as they engage with tasks.

The task involves solving a practical real world problem of designing a small business. Students will design a healthy space with 2D shapes, measure the area and perimeter of the area, create costings for a healthy food menu and design timetables using analogue and digital time. All students will complete a folio containing each step of the design process.

Upon completion of this investigation, your child will bring home their folio of work and teachers will complete a rubric to show your child's successful achievements.



# Literacy

## • *Reading*

Students will utilise the CAFÉ approach to explore a range of reading strategies each week throughout this term. CAFÉ reading focuses on four main aspects of the reading process and gives children the skills to improve their own reading through self assessment. The four main aspects are:

- C – Comprehension (I understand what I read)
- A – Accuracy (I can read the words)
- F – Fluency (I can read accurately, with expression and understand what I read)
- E – Extend (I know, find, and use interesting words)

Children will read texts appropriate to their level of understanding in small groups. 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*

SEPS uses a writing approach called VCOP. This approach focuses on the four main aspects of the writing process and gives children the skills to improve their own writing through self assessment. The four main aspects are:

- V– Vocabulary (the words they use in their writing)
- C– Connectives (we call them joining words)
- O– Openers (we use these words to open or begin our sentences)
- P– Punctuation (the marks we use to help our writing make sense!)

In writing this term students will explore and gain an understanding of procedural texts, linking with other areas of our curriculum such as health and science. Students will also experience narrative writing in new formats, with an exploration of stop animation in the later weeks of the term.

## • *Spelling*

Students will continue to use the THRASS program in Term 4, which focuses on letter recognition, sounds and related spelling choices and letter formation. Students will also be regularly practising their high frequency words with regular rotations of different activities.

# Assessment and Feedback

This term, the Level 1 and 2 Team will be providing feedback on the Science Learning Area. Further information regarding student learning tasks will be circulated to parents in the SEPS newsletter throughout the year.

## Level 1 and 2

Class Learning Tasks		Specialist Learning Tasks	
Term	Learning Task	Term	Learning Task
1	Investigations	1	Art
2	Writing	2	LOTE
3	Science	3	Performing Arts
4	Mathematics	4	PE

# 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.

Please note:

- Although the session may be listed as Literacy, volunteers must be adaptable as daily timetables may get shuffled around due to unforeseen circumstances.
- It would be greatly appreciated if your class teacher has at least 24 hours' notice as to whether you are able/unable to assist us as this may affect our planning for the session.

# The 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 that time. We are looking forward to communicating with you throughout the term. Thank you for all of your wonderful support and encouragement so far this year.

We are really looking forward to a productive and progressive Term 4!

## Best wishes from the Level 1 and 2 Team!

Level One: Meaghan Woods, Alana Walsh, Jess Griffin and Rhiannon Harris.

Level Two: Claire Parsons, Jana Hain and Carman Leal, Jenny Dare and Arran Armitage.

Support Staff: Lisa Fennessy, Wendy Arkey and Louise Abbott.