Welcome to Term 2. This overview provides information about the teaching and learning programs for this term. Newsletter items will provide additional information throughout the term.

**Investigations**
Investigations are a core part of our program where students engage in activities that allow them to practise skills and extend knowledge gained during explicit teaching sessions. Students’ interests in areas such as science, history and the arts are used to guide activities that also draw on skills in English and mathematics. Investigations provide an authentic opportunity to focus on social skills, problem solving, creative thinking, and self-regulation. Over the course of the term each child will have several opportunities to take on the role of reporter and focus child.

**English**
During literacy students are explicitly taught reading, writing, speaking and listening skills through:

**Daily 5** - Students are explicitly taught and engage in reading to self, reading to someone, listening to reading, working on writing and working with words. During this time **guided reading** takes place to target students’ specific needs in reading, through individual, small group and whole class work. Areas of focus include decoding strategies, comprehension, reading with fluency and expanding vocabulary.

**Writing** - This term we will focus on recount writing and narrative writing. Students will have opportunities to examine the features of these texts as they work with samples, jointly create pieces and work on producing their own written texts.

**Handwriting** - Explicit instruction in handwriting will be balanced with fine motor activities to develop finger/hand strength and co-ordination.

**Oral Language** - Oral language development is supported through sharing ideas during classroom discussions, reflecting on learning and working within cooperative learning groups. Focus skills include taking turns, active listening and speaking clearly.

**Mathematics**
Mathematics lessons are structured to incorporate explicit teaching and give opportunities to implement new learning. During lessons, the students work independently as well as in small groups, using a range of different materials in order to build an understanding of a range of concepts. Students will be encouraged to make connections through their learning and reflect on their work. This term we will focus on the following:

**Number and place value**
- Recognising, modelling and ordering numbers to 100
- Place value
- Counting by 1s, 2s, 5s, and 10s
- Addition and subtraction strategies
- Patterns formed by skip counting and patterns with objects

**Measurement and Geometry**
- Telling time to the half hour
- Describing duration using hours, minutes, days, weeks and months
- Naming and ordering days of the week and months of the year
- Using a classroom calendar to identify relevant dates and days in our school schedule

**Science**

**Up, down and all around – Earth Sciences**
Outside the world is constantly changing. The aim of this unit is to find out what students think they know about observable changes that occur in the sky and the landscape.

Students will use observations and make comparisons to describe features of their local environment and to gather information about whether or not these features change and the period of time it might take for these changes to occur. The students will explore their local environment to identify and describe natural, managed and constructed features.

Students will record short and longer term patterns of events that occur on the earth and in the sky, such as the appearance of the moon and stars at night, the weather and the seasons.
Humanities and Social Sciences - History
Our integrated unit this term is ‘Tell Me a Story’ and is based on the history curriculum. We will investigate the concepts and time and change by focussing on family stories and changing family roles and structures. This will link to narrative writing and storytelling in literacy and measuring time and duration in numeracy. Historical concepts and skills embedded within the program include posing questions, collecting data, sorting and recording information, exploring different points of view, interpreting information and presenting conclusions.

Health and Physical Education
**P.E Sessions** - Development of fundamental movement skills is achieved through whole class and small group games and activities. Students will be encouraged to play fairly, accept game consequences, cooperate and persist with challenging experiences. This term we will focus on fundamental motor skills of kicking (a ball) and leaping.
**Yoga** - Lara (Tasman’s mum) will be assisting us in PE this term to provide weekly yoga lessons on Friday afternoons. These will focus on improving physical activity in a mindful and calm manner.

The Arts
**Visual arts** - Students will have regular opportunities to explore and experiment with a variety of art techniques and materials. We will experiment with mediums such as pencils, paints, charcoal and watercolours to record changes observed in the school over the term. Students will also be looking at Indigenous paintings and the stories they represent.

**Drama & Media Arts**
Students will be writing the story of an older family member. They will develop this into a short video that they will write, act in and record in small groups using the movie creator function of the iPad camera.

Music
Year 1 will have opportunities for music and singing both in class and also during community singing each Friday afternoon.

Technologies
Students will be using iPads to create short videos to capture the story of an older family member. They will also have opportunities to use iPads during investigations and numeracy. iPads will also be explicitly used for research purposes to navigate Google to find out about topics of interest.

Reading at home
I encourage you to read with your child at home on a daily basis. Try to establish a fun and relaxed routine to share this special time with your child. Reading with someone, reading to someone and being read to are important to students’ reading development. It is beneficial for students to talk about what they read, ask questions, clarify meaning and make links to other texts and experiences.

Days to remember
**Science** with Sharron - Tuesday
**Assembly** - Wednesday of even weeks (Year 1 to host Week 4)
**Library** - Wednesday
**Reading Logs** - Wednesday

Important Dates for Term 2
**Wednesday 18 May** – Year 1 assembly
**Friday 10 June** – ‘Hippo Hippo’ play (based on There’s a Hippopotamus on Our Roof Eating Cake) at the Canberra Theatre
**Wednesday 15 June** – Proposed Year 1 Excursion ‘Bush Capital’ to Canberra Museum and Gallery
**Week 10** – Parent / teacher interviews

Shamus Morton, Sharron Wynn