Assembly Dates

Junior assembly is held every three weeks, on a Friday afternoon in the school hall. It provides us with an opportunity to celebrate more of the achievements being made on a daily basis by our younger students. Parents are invited to join us for assembly, and in Term Two, assembly will commence at 2:50pm and last for about half an hour. This allows enough time for teachers to return to their classrooms where children will then be dismissed. Dates for Junior Assembly in Term Two include:

- Friday 3rd May at 2:50pm
- Friday 24th May at 2:50pm
- Friday 14th June at 2:50pm
When Prep students commenced school, you will be well aware that each child participated in a series of school entry assessments, designed to inform our teaching as we designed programs to suit the needs of each and every student. Moving in to Term Two, there are many ways that we assess progress and achievement to ensure that progressive and explicit goals are set for each child.

In literacy, students have learnt about being part of small learning groups, that can work together independently, and with teacher direction, to focus on individual aspects of reading. Small groups work on text that we assess as “instructional level”, this is usually harder text than the readers being taken home. It is important to realise that we look at a range of skills, not just decoding, when we teach reading. Comprehension, vocabulary, text features, fluency, expression and punctuation are all equally important. We also use text models to teach Writing, and your child may be focusing on putting spaces between words, sounding out the first letter of each word, using high frequency words or punctuation, among many other student specific targets and learning goals. Students are usually very aware of their goals for Reading or Writing, and “What I’m (teacher) Looking For” or WALT.

You will notice that students will be building their sight word vocabulary by using spelling words and practicing reading fluency this term. Homework that supports them as they learn these words will be coming home. Other homework continues to include reading their take home reader each night, but also supports the Speaking And Listening Curriculum as children are given tasks to complete, they then share their work with the class (similar to show and tell but with a link to Curriculum and specific learning outcomes).
Our focus sounds this term include –

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<thead>
<tr>
<th>Week One</th>
<th>Ee – Sound as in “Bed”, short vowel sound</th>
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<tbody>
<tr>
<td>Week Two</td>
<td>Dd – Sound as in “Dog”, Short sound, not “Derh”</td>
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<tr>
<td>Week Three</td>
<td>Bb – Sound as in “Bed”</td>
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<tr>
<td>Week Four</td>
<td>Oo – Sound as in “octopus” short sound. (we will look at long sound later, like “open”)</td>
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<td>Week Five</td>
<td>Ll – Sound as in “Love”</td>
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<td>Week Six</td>
<td>Rr – Sound as in “Run” short sound, not rolled, not “Rerh”</td>
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<td>Week Seven</td>
<td>Revision &amp; Consolidation</td>
</tr>
<tr>
<td>Week Eight</td>
<td>Nn – Sound as in “nest”</td>
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<tr>
<td>Week Nine</td>
<td>Hh – Sound as in “hat” a breathy sound, do not extend</td>
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**Learning Goals**

All students at Glen Waverley Primary school set their own personal, achievable learning goal or goals. Each student identifies what is important to their own learning. The goal or goals may relate to general work habits, specific subjects, or social behaviours, or a combination of these. Learning goals can help students close the gap between what they have achieved and what they want to achieve.

Effective personal learning goals:

- are personally important to the student
- can be attained through the student’s own actions
- have a reasonable chance of being achieved in a set time frame
- include a specific plan of action
- answer the student’s questions:
  - What do I want to be able to do?
  - How will I succeed in this goal?
  - What do I need to learn?
  - Why will this help my learning?
  - What actions should I take to help achieve this goal?
  - How will my behaviour be different in the future?

It is important that students develop a sense of personal ownership of their learning goals. A combination of discussion, sharing, and writing can help students develop a sense of commitment and a range of goal development skills and strategies to achieve
In the Term Two Literacy program, Grade 1 students will continue to study blends in spelling. These include the blends ‘sw’, ‘sp’, ‘sm’, and endings such as ‘ll’ and ‘ss’. They will also be practicing their spelling from a list of one hundred of the most high frequency spelling words.

In the Reading program, the comprehension strategies we will be investigating are finding the main idea and comparing and contrasting information. The structure of information reports will be explored in writing as we construct reports based on our inquiry unit on mini beasts. Speaking and listening activities will include presentations on mini beast reports and reflective sharing of our learning in all subjects.

Our Mathematics program for the term encompasses a range of topics. We will learn about place value and develop number facts to 20 using simple problem solving strategies. In measurement the students will be telling the time on an analogue and digital clock. We will be estimating and measuring the length of mini
In the Term Two English program, Year 2 will continue to develop their reading skills using the CAFE program. This program is based on research into the habits of proficient readers and focuses on the key areas of reading: Comprehension, Accuracy, Fluency and Expanding vocabulary.

Students use personal reading goals and work in small groups to improve their reading while being engaged in productive literacy work every day.

In writing, students will be studying reports. They will be exploring the structure of reports and reading many different reports about mini-beasts. Students will have the opportunity to write their own reports as this term is a science term.

Our Mathematics program this term students will cover place value, time including calendars, 2D and 3D shapes as well as addition, subtraction, multiplication and division. Students will continue to take part in many hands on activities and mathematics projects that will improve their practical application of
Glen Waverley Primary School has a very strong commitment to the Science curriculum and each grade studies a field of science during Terms 2 and 3. In the science programs children, as they are exposed to various topics, will be developing their abilities to respond to and pose questions, and make predictions about familiar objects and events. They will make observations, take measurements and record their findings. Children will be asked to communicate their observations and ideas in a variety of ways, such as oral and written language, drawing and role play.

In prep this term, students will be looking at the topic 'Weather in my World'. They will be observing and describing features of the weather, such as temperature, seasons, cloud cover, wind strength and rain using appropriate language and symbols. Students will look at clothes that they would wear for different weather conditions. As we are now seeing an obvious change in weather, students will use key vocabulary to help them identify and describe the changes in weather and relate it to their everyday lives.
In inquiry during Term 2 our topic will be “Watch it Grow”. It is a very hands on topic of science where we will be learning about the life cycles of minibeasts and how they compare to the life cycle of humans. We will explore what living things require to stay alive and healthy and will even be watching real mealworms grow in different environments. The students will be working collaboratively in teams to investigate and observe the changes in mealworms and the different stages that they go through. This unit will build the students understanding of biology and living things. We are even going to have a minibeasts incursion where we can see the differences and similarities between other creepy crawlies!
In Prep and Year 1 we run a valuable program called PMP – the Perceptual Motor Program. PMP is a program which aims to develop the child's perceptions and understandings of himself or herself in relation to her/his world, through movement/motor experiences. This program aims to develop children’s balance, fitness, hand-eye co-ordination, motor skills and understanding of concepts (eg. on, in, through, under). Every Friday the students will participate in several rotational activities that will help strengthen and develop their fine and gross motor skills. Each week the students will be exposed to different activities that build on the skills learned from the previous rotations. PMP is a fun and excellent program that all students and teachers really enjoy. We are all really looking forward to starting this program.

A huge thank you to our wonderful Year 1 mums who spent many hours during Term 1 creating a digital list of all the Big Books. A mammoth task! Well done Ladies!
In Grade One we have a number of parent helpers who hear children read, assist with writing and maths activities.

If you would like to assist in the classroom please let your child's teacher know. Our Perceptual Motor Program will be starting after Swimming and we will be seeking volunteers to be rostered on for those sessions. A notice will be sent out soon as without parent assistance this program cannot run successfully.

In Year two we have a couple of parent helpers who come and read with our students. It is fantastic to have parents who are willing to give up their time to read with our students and who are willing to fill out our simple tracking chart, that ensures every child, who needs extra one-on-one reading time, receives this time. If you would like to help out in Year two, in any area, we would love to hear from you. Please see Mr Lewis, Mrs B or Miss Walsh if you would like to volunteer your time.

As prep teachers, we continue to be extremely grateful to the parents who volunteer their time to help at school. The support this means we can offer to children who are learning English, increases so much, as we can plan additional activities to re-enforce concepts such as colours, body parts and feelings. We are continuing with the roster set up in Term One, a copy of this can be found on display in the corridor outside Mrs Gough’s classroom. If you need to change days or details, please let Mrs Lyn Clugg know, or your child’s teacher who will pass the details on. Any parents who are interested in joining the roster, would be most welcome and we would love to hear from you.

Mrs Clugg is running a parent helper information session next **Tuesday the 23rd of April at 9:00am**. We would love to have as many parents attend as possible.
On Friday 22\textsuperscript{nd} March, the Prep to Grade Two students were very excited to meet the ultra-athletic superhero, Sportacus and the optimistic girl with bright pink hair, Stephanie from the ABC show Lazy Town. The students were taught the importance of healthy eating, maintaining a balanced diet and incorporating exercise into their daily lifestyles through a fun and entertaining performance. The show was very interactive and the students very given many opportunities to join characters in being active by jumping, skipping, hopping and dancing. It is very important that children start healthy eating habits at a young age by eating a balanced diet that includes fruit and vegetables. It is equally important that children are physically active.