LEVEL 2
TERM 3 NEWSLETTER

Welcome back to another exciting term of learning and new experiences.

CURRICULUM
ENGLISH

This year in our literacy time the level two’s be using the CAFÉ reading program. This program emphasises the importance of comprehension alongside accuracy, fluency and expanding vocabulary. The children have all been given a variety of individual reading goal and have had many opportunities for personalised one on one conferencing with the classroom teacher.

The students each have their own personalised library which are all full of just right books for their own level and interest. They are encouraged to “track” their thinking with post it notes and to share their understandings of the book with the class. The year twos have all been using their reading journal to track their thinking and record their reading reflections.

As the CAFÉ reading program is a whole school approach, each classroom in the school has a CAFÉ menu or display to demonstrate the particular reading skills that we have been learning about in our classroom each day. You will see this growing throughout the year in every class room. Some of the strategies that we may be learning in our reading sessions this term are determining the author’s purpose, trade a word/guess a word, summarising and identifying non-fiction structures. We will be learning many other strategies to improve our reading further as good readers comprehend the text.

In a reading session, it is typically comprised of the following: a mini lesson – where the reading strategy is introduced, a collaborative activity (turning and talking or partner
reading) and an independent activity such as independent reading or partner reading. There is an opportunity at the end of each lesson for the students to share their thinking with the class and for reflection of learning.

To complement this program, each child is expected to have a take home book to practice their independent and shared reading skills at home. We recommend that your child discusses the story with you or writes a brief entry in their diary to ensure understanding of the text. It is important that each child logs their reading as it occurs in the diary each day (with parent’s initials) for the classroom teacher to check on Fridays. We encourage you to ask your child about their individual reading goal to help their reading progress.

In writing this term we are using VOICES: Voice, Organisation, Ideas, Conventions, Excellent Word Choice, and Sentence Fluency. These strategies will be explicitly taught throughout the year.
This term we will be focusing on narrative writing, fairy/folk tales, script writing, and information reports. We will also be using our writer’s notebooks to create writing “seeds” (ideas) to pull inspiration from. The writer’s notebook will help the students to write about previous experiences and feelings, allowing them to write with passion.

**MATHEMATICS**

During Term Three, students will continue to build and deepen their Mathematical knowledge and understanding in different areas through various open-ended and hands-on learning tasks.

In Number and Algebra, students will be consolidating their knowledge of Place Values, exploring the connections between Addition and Subtractions and experiencing the Australian currency through a variety of authentic learning tasks.

In Geometry and Measurement, students will learn how to measure and calculate Length and Area using both formal and informal measuring tools and units. They will also learn how to interpret and create simple maps and provide instructions using language of Location.

Every student learns and masters Mathematical concepts at different rates, therefore the teaching of Mathematic will often be open-ended tasks to provide multiple entry and exit points. We also focus on the language of Mathematics and encourage them to talk about the strategies and the thinking while they solve a Mathematical problem.
INQUIRY (HUMANITIES FOCUS)

Our Inquiry topic for Term Three is based on Landmarks and Localities. More specifically, students will investigate “Why do groups of people change their location?” Students are going to explore, recognise and appreciate the history of their local environment by examining the remains of the ‘past’ in contrast to the ‘present’. Students will use this knowledge to infer future growth within the local and global environment and the ways in which this can be sustained. Students will also identify the reasons why groups of people, events, sites or locations have either changed over recent times or remained the same. In doing so, the unit will expose students to the life of Australian traditional owners.

To develop students’ historical understanding the following key concepts will be covered:

- Continuity and change.
- Cause and effect.
- Perspectives.
- Empathy and significance.

To support students’ learning, an incursion titled exploring the stories of the first people who migrated to Australia will be presented by ‘The History Box’. There is no doubt this experience will add further benefit towards the students’ inquiry learning in Term Three!

This topic offers a wonderful opportunity for students to collaborate with families given Glen Waverley Primary School’s diversity in backgrounds and journeys travelled.

UPCOMING EVENTS FOR YOUR DIARY

- **Thursday July 31** Whole School Disco
- **Tuesday 18**th August- Whole School Production Night Monash University
- **Thursday 27**th August ‘Late Night at School (Dinner and Movie Night)
- **Thursday 3**rd September Incursion ‘Who Are We? Stories of Immigration’

SPECIALIST TIMETABLE

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*ART & MUSIC alternates each week

We hope this newsletter gives you a better insight and understanding of your child’s exciting learning journey during Term three. If you require further information please speak to your child’s classroom teacher.

Kindest Regards,

Ms. Manuela Pertile, Mr. Peter Chen, Chloe Walsh and Rebecca Young