



Glen Waverley Primary School
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LEVEL TWO

2018 Term 3 Newsletter

Dear Parents, Grandparents and Guardians,

Welcome back to Term 3, another exciting term with lots of learning in place. This term in Level Two children will experience Late Night at School and the relaunch of our new You Can Do It program. They will learn and explore Information Reports and Persuasive Texts in Literacy; Multiplication, Division, Location and Chance in Mathematics and Community Adaptation in the Inquiry unit. Be sure to check out our Curriculum Updates below.

A few reminders for the start of this term, some have already been mentioned in the school newsletter by Mr. Catalano.

Every Day Counts Initiative

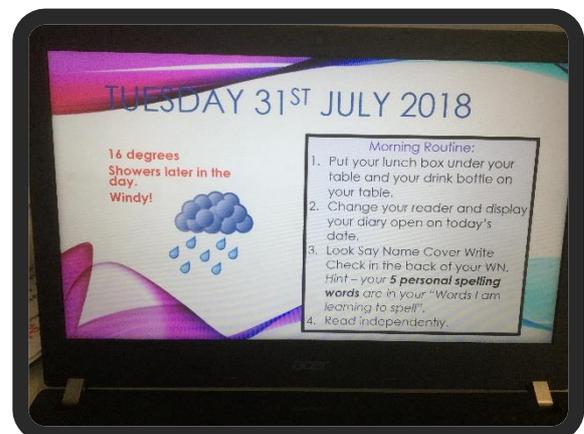
As of the beginning of this term the *“Every Day Counts”* initiative is being implemented in all schools throughout Victoria. This includes:

1. The importance of children attending school every day
2. Ensuring our school is notified of all absences (in advance or on the day) and
3. If our school is not advised, then we must contact families.

As you would be aware, at our school the tool we use to communicate is Compass and it is through this medium that we would like parents to notify us of absences. If you haven't entered a note in regards to your child's absence by 10:00 am, the Compass system will automatically send an email to the parents.

Morning Routines - Orderliness

The first bell for the day will ring at 8:50am. The children are then required to go straight into class, as each class has established Morning Routines. These routines enable children to be orderly with their belongings and prepare their bodies and minds to be ready for a day of learning. Parents, please ensure your child arrives as close as possible to 8:50am every day.



Readers and Diary

Every child is expected to read every night for at least 15 minutes to continually strengthen their literacy skills. Parents are encouraged to listen to their child read and have conversations about the text. These questions will encourage deeper thinking which lead to more thorough comprehension.

- What is the most important part of this book? Why is it important?
- What if ... happened? How would that change the situation?
- What is the character feeling at ...? How do you know that?
- Which is your favourite part of this story? Why is this interesting?

At the end of each reading session, please record the title or pages read in the school diary and sign it. This diary is also an excellent means to communicate between teachers and parents. Therefore, it is essential that it comes to school in the morning and goes home at the end of the day. Classroom teachers check diaries regularly.

Important Dates for Term 3:

31st July, Tuesday – ICAS English.

14th August, Tuesday – ICAS Mathematics.

17th August, Friday – Level Two Late Night at School.

21st August, Tuesday – Open Day (whole school event).

22nd August, Wednesday – Open Night (whole school event).

21st September, Friday – Last day of Term 3, 2:30pm dismissal.

For other whole school events, please check our fortnightly newsletter or keep an eye out for the Compass posts.

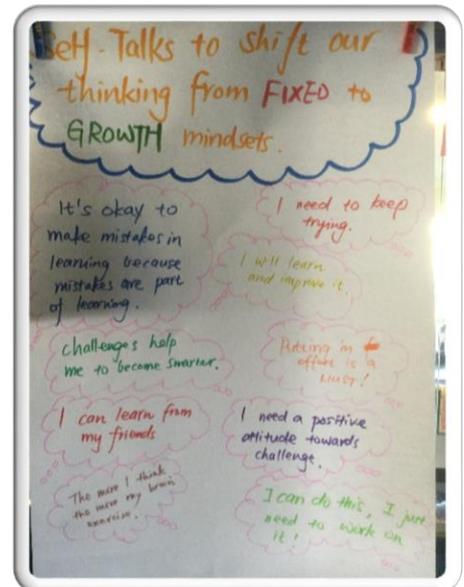
CURRICULUM UPDATES

YCDI

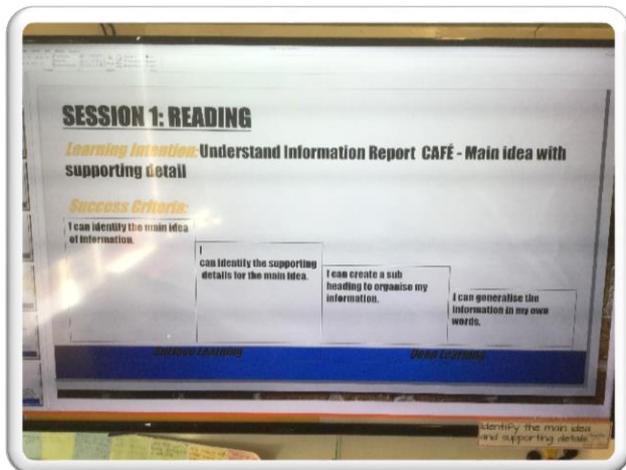
Term Three has seen the launch of the new 'You Can Do It' ACHIEVE program across the school. The update saw 1000 teachers across the country reflecting alongside Dr Micheal E. Bernard from the University of Melbourne on the past program and how they could align it to the needs of our changing globe. The new program builds deeper language opportunities and therefore rich thinking and learning. The focus of the lessons this term are on 'Relationships' with our learning intentions on;

- Making and keeping friends by using our personal values
- Solving challenges you have with others
- Being aware of our empathy to understand how other feel

Glen Waverley Primary School has a plethora of opportunities in place to increase academic rigour. You Can Do It starts with the foundation of the Victorian Curriculum, then as a Level 2 team we embed our standards from our CIS accreditation, our partnership with the Science of Learning Research Centre and our self-regulation model, The Learning Pit.



English



In Reading, students will further their knowledge of CAFE strategies. During Term 3 they will be adding new strategies such as Text Features, Identifying the Main Idea and Supporting Details, Cause and Effect and Persuasive Language. Through Information Reports, students will enhance their comprehension by looking at Text Features such as Titles, Headings, Caption and Graphic Features and how we use to them understand and decode the information within a report. They will be using the strategy of Identifying the Main Idea by using supporting details,

such as pictures and meanings of words. This strategy will support them when they are writing their own persuasive pieces where they will need to have a strong main idea which is strengthened by using supporting details.

In Writing, students will be focusing on a number of different text types this term, such as Information Reports, Persuasive Texts, and Poetry. Throughout this term, students will discover the purpose of an Information Report as well as the texts features and the language that will need to be included. This will link with our Inquiry topic of 'Community Adaption' with a focus on 'Past and Present', where they will need to research how a significant landmark or area has changed over time. Students will continue to further develop their understanding of various VOICES strategies such as Organisation, Ideas and Excellent Word Choice which strongly relate to the CAFE strategies we will be exploring during Reading. The students will continue to be encouraged to explore their very own writing identities through a series of free choice 'Sustained Writing' and 'Lightning Writing' sessions.

Throughout this term, Reading and Writing sessions will be closely linked to highlight the relationship between the two to create an even more authentic learning experience, where students can transfer their knowledge from one area to the other.

In Spelling, students will build depth in their understanding of language through developing and expanding on sound formation, and vowel spelling rules to enhance their word knowledge. Through Spelling Inquiries, students will continue to build their vocabulary through understanding etymology of words. They will continue to have five personalised words and five weekly focus words to practise at home each night. Please ensure your child is practising their spelling words using the Look, Say, Name, Cover, Write, Check process with spelling words that will be accessible from their Home Learning.



Mathematics

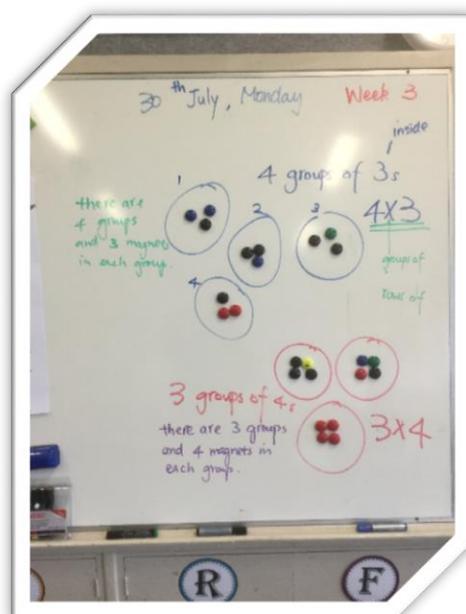
Students will be expanding their knowledge of Number and Algebra by forming connections between all four operations as we delve deeply into Multiplication and Division this term. Like previous terms, learners will activate and consolidate their prior knowledge to actively build on what they know and acquire new learning through hands-on learning tasks, Maths Talks and problem solving. At the end of these units, students should be able to:

1. Understanding the language of Multiplication/Division.
2. Recognise different forms of Multiplication/Division (repeated addition, groups of and arrays for Multiplication; repeated subtractions, equal groups and arrays for Division).
3. Represent Multiplication/Division in different ways.
4. Apply strategies to solve Multiplication/Division problems.

The Measurement and Geometry unit will be closely linked to our Inquiry unit where learners will learn and use the directional language to give accurate instruction. They will also explore features of maps and use different types of map to identify locations and landmarks. Learners will apply their knowledge and create a map with a set of directions from point A to B.

We will continue to develop our students' mathematical language through the learning of Chance. This learning experience will begin by exploring the language of Chance and using them to explain everyday events. For example, it is unlikely to rain at recess because the sun is shining and there are no clouds around. Students will also have opportunities to conduct Chance experiments and use the language to describe the outcomes.

Please continue to encourage your child to explain his/her thinking when working on mathematics and provide him/her the opportunities to use Maths in everyday lives. This will reinforce the use of mathematical language and enhance their reasoning skills. For example, take your child to a new shopping centre and ask him/her to read the map and direct the family from one place to another; Ask your child the likelihood of an event during the weekend; Practise counting in equal groups and sharing items equally and efficiently.



Inquiry

Throughout Term Three, Level Two will delve into the Humanities Unit “Community Adaptation”. The learners will explore the connections between History and Geography to build their conceptual understanding of the following Learning Intentions:

- To understand the cause and impact of ‘changes’ in our local and global community
- To investigate the impact of immigration
- To make connections between specific locations and people
- To demonstrate Global Empathy through reflective practices

Through these four Learning Intentions, the learners will develop and apply key inquiry skills to identify, describe, analyse, create and generate their ideas and findings.

The learners will explore the History of their local community, Glen Waverley, to identify the differences of the *‘Past and Present’* analysing the causes and effects of its adaptation over time. They will investigate how schooling has changed from the 1960s to the present day and use their prior knowledge to predict the changes that will occur to Glen Waverley Primary School in 50 years’ time. The learners will broaden their scope of understanding of *‘Past and Present’* by investigating how Melbourne has changed over time through investigating a significant area, for example, Flinders Street Station. The learners will analyse the causes of these changes, focusing on immigration and its positive impact on our communities, including multiculturalism and global empathy.

We encourage families to expose learners to the concept of ‘change and adaptation’ outside of their classroom. Family History is a rich resource that you may want to share with your child. What was school like for you or your parents? How has your country of origin changed over time?

In Geography the students will learn to understand features on a map of Australia to locate and identify its states and territories and major cities, as well as significant landmarks in those cities, for example, Parliament House is in Canberra. This will promote their understanding of the important connections between people and places, building personal and new connections to multiple locations around their local community and even the world! They will use geographical tools, such as a globe, a wall map, electronic atlas or digital applications like Google Earth, to locate the states and territories, as well as neighbouring countries. To enhance their understanding, it is encouraged they are exposed and involved in using maps and directions when the opportunity arises at home.

We hope this newsletter has provided you with an overview of Term 3. If you have any further questions, please make a time to see your child’s teacher. We look forward to another term full of learning, growing and achieving.

Sincerely,

Level Two teachers.

Mr. Peter Shen, Miss Alicia de Petta, Mrs Raquel Kane, Miss Monique Kelly and Miss Adriana Ballestrin.