Dear Parents/Carers,

Welcome to 2/3 B. We have enjoyed our first week together as a new class. The students are creating their classroom agreement and working with me on establishing a positive classroom and learning environment. You are welcome to visit our room and see the wonderful learning your child is doing throughout the year. If you would like to assist in lessons I warmly welcome you into our learning space. I am really looking forward to working with you and your child this year.

The structure of the classroom:

Students in Year 2 are working in stage one curriculum and students in Year 3 are working in stage two curriculum. The New South Wales curriculum is structured to allow for a natural progression of knowledge and skill acquisition through the learning continuum. Structured learning in the primary classroom includes whole-class, small group and individual lessons that are designed to foster the development of skills and understanding for life-long learning.

The structure of the 2/3 class allows me to specifically develop, plan and implement lessons related to each student’s academic stage of development. Flexibility of student groups, varied lessons, support and enrichment programs will provide the students a variety of opportunities to engage in lessons with mixed peer groups and various teachers. All classroom teachers and support teachers formally meet on a regular basis to collaboratively discuss student and group learning targets, assessment criteria and learning programs.

Curriculum content:

**ENGLISH** (Reading, Writing and Talking and Listening)

- **Literacy Groups:** The reading program is tailored to the learning needs/strengths of individual students and includes reading groups, reading to self, reading to others and modelled reading focusing on Comprehension, Accuracy, Fluency and Expanding vocabulary (CAFÉ). Through our DAILY 5 routine, students will have an opportunity to read to self, listen to reading and read to others each day. All students will have access to Reading Eggs and Spellodrome online and can access this from home.
- **Home Reading:** Students are expected to read at home each day. Students will be encouraged to read longer texts as part of their home reading in order to develop skills to sustain understanding over a period of time.
- **Writing:** Non-fiction writing will be closely connected to our HSIE unit. Learning activities have been designed to explicitly introduce literacy focuses and will include word walls, topic specific language and informative writing. Students will continue to develop their knowledge of the structure and language used in persuasive texts such as expositions and discussions. The grammar focus will be on sentence and paragraph structure.
- All Year 2 and 3 students will receive a **spelling** list each week. Words will need to be revised at home for the weekly spelling and dictation test each Friday. Students will complete a variety of activities throughout the week to consolidate spelling words.
• **Talking and Listening:** will be part of everyday work and will include discussions, reporting back and debating. Persuasive language will be taught explicitly this term and students will prepare a series of short persuasive arguments (speeches) to deliver to their classmates as part of their homework routine.

• **Premiers Reading Challenge:** All students will be participating in this program. Please encourage your child to complete the challenge.

**MATHEMATICS** - In 2015, we will be teaching from the NSW Mathematics K-10 Syllabus

• Class-based activities will cover **Number and Algebra, Measurement and Geometry, Statistics and Probability**.

• During our daily Mathematics block, students will participate in whole class activities and small group investigations.

• Students will also work independently through individualised programs that have been developed to address their specific needs and goals.

• **Enrichment and Support Maths Groups:** Once a week, students in 2/3B and 3/4H will work with Ms Harding, Ms Bonanno and Mr Hills targeting problem solving tasks.

• **Mathletics** will be an integral component of the program and it is expected that students will complete regularly set Mathletics tasks on a weekly basis. It is important that students complete set tasks as these tasks consolidate learning completed in class. The computer room is open Tuesday, Wednesday and Thursday lunch breaks for students who are unable to access Mathletics at home.

**HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)**

• The HSIE Unit for this term is ‘Cooperating Communities’. This unit provides opportunities for students to explore ways in which environments, social systems and structures in local areas meet people’s needs, influence the lifestyle choices and contribute to community identity. The unit focuses on the opportunities people have to participate in the community, and their willingness to do so.

**SCIENCE AND TECHNOLOGY**

• This term the Science content strands will be integrated into the HSIE unit ‘Cooperating Communities’. The students will utilise knowledge, understanding, skills, values and attitudes taught in HSIE to enhance and deepen their understanding of scientific concepts.

• **Computer technology** will play a large part in classroom activities. Stage 2 and 3 students will attend computer lessons at least once a week. These lessons will explicitly teach specific computer skills and provide students with the opportunity to practise developing ICT skills. Students will use computer programs to publish a joint magazine as part of their library assessment task.

**CREATIVE AND VISUAL ARTS and PERSONAL DEVELOPMENT/HEALTH/PHYSICAL EDUCATION (PDHPE)**

• These programs will continue to be run by Isobel Harding in the Creativity Centre. The sessions will be split into two parts where we will focus on Child Protection and then delve into a topic based exploration through the Literacy and Creative Arts Syllabuses.

• Our creative topic is **CONNECTION! What are we connected to and why? How do we connect with living and non-living things? How do and can we connect with who we are and where we are? Are we always connected to something? Are we always aware of our connections?** This is such an exciting topic with much to ponder deeply so we will be following its enquiry for the whole semester. We will explore literature that helps us to delve further in to the topic, use circle time, drama, team building and problem solving and a range of mixed
media and building material to help explore the topic. I very much look forward to exploring the theme CONNECTION with your child and wondering where it will lead us all!

- With the Child Protection course of study, we will cover the themes Recognising Abuse, Power in Relationships and Protective Strategies with focus areas being; identifying safe and unsafe situations; feelings and warning signals; rights and responsibilities; safety strategies and networks of support.
- Sport takes place each Friday morning and activities include school sport, Tennis, PSSA: AFL and Softball.

CLASS TIMETABLE

- **Library:** Lessons will be on a **Tuesday.** Please remind your child to pack their library bag and encourage them to borrow each week.
- **Scripture:** Lessons are held every **Tuesday afternoon.**
- **Sport:** Each Friday.
- **Language lessons:** Ms Petriella will work individually and small groups with students who have English as an Additional Language (EAL).
- **Learning Assistance Support Teacher (LaST):** Ms Petriella will work with individual students and small groups of students

HOMEWORK

- **Homework** reinforces key concepts the children are focusing on in class. It is very important that the children get into good routines planning, neatly completing and returning their homework within the correct timeframe. Homework will begin in week 4.
- Homework is handed out on a **Monday** and needs to be returned on **Friday** morning. It is the responsibility of the students to collect the homework tasks if they are absent when it is handed out.
- A major component of homework is **home reading.**
- It is very important that children have several opportunities to read or be read to throughout the week. Such opportunities not only enhance decoding and comprehension skills but also foster a love of reading.
- Could you please ensure that your child’s homework book is covered and that they take pride in completing work neatly. Please make the time to review your child’s work with them and sign the homework sheet once it has been reviewed.

Preparing for Class and Taking Responsibility

Students are expected to be prepared for class each day and to collect notes, return notes and money and to collect and return homework. When students are prepared for class, we are able to get to work earlier and spend more time learning.

Pencil Cases

- pencil sharpener
- 30cm ruler (with millimetres)
- red pens or pencils
- black pens
- glue stick
- lead pencils
- coloured pencils
- eraser
- coloured textas
Additional Supplies—greatly appreciated!

In addition to the above essentials, it would be a huge help if you could supply the class with one box of tissues.

A Few Friendly Reminders

- Remember to **keep up to date** with all school events via the school website. If you have not done so already, be sure to sign up to have the ‘Dacey Details’ delivered to you online.
- All absences have to be accounted for by an accompanying note.
- Any **late arrivals** to the office first to pick up a late card. Please try to be at school on time.
- Please make sure your child wears a **hat** every day.
- Please ensure your child has a **healthy lunch and fruit and or vegetables for Crunch & Sip** each day including water and crunch and sip.

I like to keep you regularly informed about your child’s learning and events happening in the classroom. Please do not hesitate to contact the school office to make an appointment to see me if you have any questions or queries.

I am looking forward to an exciting and successful year. I look forward to meeting you all at the Parent Information session evening.

Yours Sincerely,

Ms Amie Bonanno