



# Cheltenham East Primary School TERM 1 NEWSLETTER



Year 2 Team:

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## Welcome back to school for 2018

We've had a such an energetic and exciting start to Grade 2. It's been wonderful to spend the past 4 days getting to know the children and their personalities.

We look forward to seeing you at the "Gr 2 Information Night" and personally meeting you at the "Parent/Student/Teacher Conferences". Our door is always open. Here's to a successful year.



## SPECIALIST TIMETABLE

Specialist	2E	2DY	2K
Music (Sue Digby)	WED	WED	WED
Italian (Stella Mondy)	WED	WED	WED
Library	MONDAY		
Art (Suzanne Reid)	TUES (2K) THURS (2E) FRI (2DY)		
PE (Bec Robinson)	WEDNESDAY		
Science Lab	FRIDAY		
Mindfulness in Action	MONDAY		

## UPCOMING EVENTS

- 5/02: Mindfulness in Action program commences for all grades.
- 6/02 Whole school "Kindness Day"
- 7/02: Grade Two Information evening (5:15-6pm).
- 9/02 :CHATS Info Morning 9-10 am (in Staffroom).
- 14/2: School Council Meeting
- 15/2: Getting to Know You' meetings
- 20/2: School Photos
- 7/3: Labour Day holiday (no school)
- 19/3: Getting to know our neighbourhood (Excursion)
- 21/3: CEPS School Council AGM meeting 7.00 pm
- 29/3: End of Term 1 at 2:30pm



## Reading

Please ensure that you are reading with your child every night and signing their yellow book. Take the time to ask your child questions about the text and predict story events whilst reading. Please note that your child's take home reader is generally 2 levels below texts read and used in Literacy lessons at school. Your child is reinforcing the development of their reading skills at home with an easier text. We will continue to develop their reading skills at school.

## Classroom Representatives

This role (which can be shared between two people) is usually best carried out via group emails and involves sharing useful information to the class. We suggest the Rep attends the Parent Committee meetings when possible and to arrange a social catch up once a term. Please see the classroom teacher if you would like this role.

In regards to classroom helpers, at this stage of the year, we are going to allow the students to settle into their grades and then timetable parent helpers for reading in week 3.

Our rolls are legal documents therefore we must be accountable for any absences. Please assist with this by informing the school with an email, Dojo or phone call and we will record the absence on our electronic roll through Sentral.

Please send your child to school with a piece of fruit, cheese or yoghurt for fruit break EVERY DAY. Fruit break time is an opportunity for the students to stop and enjoy a healthy snack. Please refrain from including nut products.

Please remember to keep updated with CEPS information using Website: <http://www.cheltenhameast.vic.edu.au> and the flexi-buzz app.

## ENGLISH



The English strand of the Victorian Curriculum is classified under 3 headings. **Reading and Viewing, Writing and Speaking and Listening.**

In Level 2, students communicate with peers, teachers, students from other classes, and community members.

Students engage with a variety of texts for enjoyment.

They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

Literary texts that support and extend Level 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.

## WELLBEING

Our School Values are Courtesy, Respect, Cooperation and Responsibility. Each Monday afternoon all classes will engage in Mindfulness sessions. These lessons that will encourage the development of skills that promote our school values and the positive and personal growth of all students.

## GROWTH MINDSET

In Year Two we will be exploring ways in which children can become more resilient. Our lessons will be designed to develop and build strong, positive young leaders.

## SCIENCE

"All Mixed Up" is our Chemical Science focus this term. So we look forward to creating some fun mixtures in the Science Lab.

## MATHS

At Level 2, our students will be focussing on the following areas this term and throughout the year.

- ◆ Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences.
- ◆ Recognise, model, read, write and order numbers to at least 1,000. Locate these numbers on a number line
- ◆ Interpret simple maps of familiar locations and identify the relative positions of key features
- ◆ Group, partition and rearrange collections up to 1,000 in hundreds, tens and ones to facilitate more efficient counting.
- ◆ Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units.
- ◆ Compare masses of objects using balance scales
- ◆ Become fluent with partitioning numbers to understand the connection between addition and subtraction.
- ◆ Solve problems by using number sentences for addition or subtraction.
- ◆ Create displays of data using lists, table and picture graphs and interpret them.



## INQUIRY LEARNING

This term, students will be engaged in many skill based tasks requiring them to; work in teams, co-operate, persist, design, create, evaluate, reflect and practise a range of problem solving skills.

We will be exploring our class, our school, our street, our country and our world. Students will be delving deeper into their understanding of how they fit into the world. They will be using research skills to answer their questions.

We will be facilitating and encouraging the students to ask questions and supporting them to solve the answers independently. These skills will be practised and consolidated over the course of the year.