Welcome to all the Year 2 families for 2016. We hope that you have had a lovely holiday and have come back to school ready and eager to learn. We would like to welcome Max (in 2 Yolanda), Poppy (in 2 Terri-Anne), Pascal (in 2 Terri-Anne) and their families to the Westgarth Community.

Term 1, although short, will be a productive and engaging one. Students will be involved in activities where they will be able to get to know one another and their teacher. As a grade, students will establish routines and expectations to ensure that every student feels safe, valued and welcomed in their new environment.

Year 2 teaching team:
- Terri-Anne McCrink
- Yolanda Stephenson
- Leah Sheppard
- Mark Langdon

We would like to emphasise the importance of your child arriving at school on time. This helps them to be settled and ready for learning.

We look forward to getting to know our students and families throughout this term. Please feel free to make a time to see your child’s classroom teacher if you have any queries or concerns.

**Important dates /Upcoming events**

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<thead>
<tr>
<th>Date</th>
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<tr>
<td>3 February</td>
<td>Parent information evening</td>
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<tr>
<td>11 March</td>
<td>Curriculum day (Pupil free)</td>
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<td>14 March</td>
<td>Labour Day (Public holiday)</td>
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<td>21 March</td>
<td>Harmony day: African drumming workshop</td>
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<td>22 March</td>
<td>School photographs</td>
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<td>24 March</td>
<td>Last day of term</td>
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**Student expectations**

By Term 1 we expect all students to:
- Be at school by the 9 o’clock bell
- Be ready to learn once in their classroom
- Read every night
- Practise their spelling words nightly
- Be responsible for their belongings
- Share their learning at home

**How you can help your child at home**

- Read each night
- Maintain a consistent before and after school routine to help your child be organised
- Encourage your child to share their day
What we are learning this term in the classroom

ENGLISH
Reading and Viewing
- Students experience a variety of reading activities on a daily basis through our literacy block.
- Reading; 4 x 50 minute sessions per week to focus on comprehension, reading fluency and decoding strategies.
- Students will be involved in whole class tuning in session building their Getting Knowledge Ready strategies (this term we will be focusing on; visualising, illustrations, brainstorming, key words, asking questions and making predictions when reading).

Writing
- Students are given opportunities daily to practise their writing. This includes exploring different text types (e.g., recounts and information reports), spelling, grammar and punctuation.
- Students will be guided through explicit lessons on handwriting including correct formation, direction, slope and presentation for both lower and upper case letters.

Speaking and Listening
- At school, students are continually involved in situations where they need to listen to and speak with others. Students will be given opportunities to practise these skills during class discussions, share time and formal presentations.

MATHEMATICS
Number and Algebra
- Place value: Recognising, modelling, representing and ordering numbers to at least 1000
- Number patterns: Counting forwards/backwards by 2s, 5s, 10s

Measurement and Geometry
- Time: Calendars, months of the year
- 2D shapes: Recognising and representing 2D shapes
- Location: Directional language and games

Statistics and Probability
- Data collection and representations: tallies, bar and pictographs
Student activities will be differentiated to both support and challenge students according to their point of need.

INQUIRY
This term we are investigating geographical features of Australia and the way these features affect how and where we live. Students will be given the opportunity to explore various geographical landscapes and their specific characteristics, including use of resources. Students will be guided to present their understandings by creating a brochure of their chosen landscape.

STUDENT WELL-BEING
Student wellbeing is an integral part of students learning. As part of the curriculum focus during term 1 and throughout 2016 grade 2 students will be engaged in activities, which align with the KidsMatter framework (KidsMatter Primary is a mental health and wellbeing framework for primary schools and is proven to make a positive difference in building community connections.)

As part of this learning each class will be developing a collaborative Class Promise to support learning, expectations and routines both in the classroom and when playing in the yard.
What we are learning this term in specialist classes

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<th>Monday</th>
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<tbody>
<tr>
<td><strong>Physical Education</strong></td>
<td>2T</td>
<td>2M</td>
<td>2Y, 2L</td>
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<tr>
<td><strong>Music</strong></td>
<td>2Y</td>
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<td>2M, 2L</td>
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<tr>
<td><strong>Science/Spanish</strong></td>
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<td>2T, 2Y</td>
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<td>2M</td>
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<tr>
<td><strong>Art/Spanish</strong></td>
<td>2M, 2Y</td>
<td>2L, 2T</td>
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**Physical Education**
The Physical Education program helps students develop a broad range of motor skills and movement patterns, using different sporting equipment in a range of environments. We will be encouraging fair play, good sportsmanship and participation throughout the program. Most importantly we will be having lots of fun while having lots of fun while keeping fit and active.

**Music**
This term in music, grade 2 students will be learning how to play two note chords on tuned percussion instruments. We will be exploring different rhythms and chord patterns/progressions of some well-known songs as well as some unfamiliar tunes. We will also be exploring the concept of “call and response” and using tuned percussion to have musical conversations using a pentatonic scale. Students who learn instruments outside of school are encouraged to show classmates what they have been learning in their lessons and are welcome to bring instruments from home on their music day.

**Science/Spanish**
In term 1, Year 2 students will keep on building their knowledge of the Spanish language through science by exploring the use of different materials and how they can be combined with others in a variety of ways for a particular purpose. Students will be able to suggest why everyday objects are made of different materials. They will be encouraged to explore and manipulate familiar objects, such as toys, making observations to identify their properties. By the end of this term, Year 2 students will know how to use different verbs to talk about the actions performed when manipulating objects and vocabulary on materials and their properties in Spanish.

**Art/Spanish**
In term one, students are going to explore line, colour, shape, texture, pattern and repetition to create an artwork with oil pastels. Students will make an artwork to communicate their responses to the book “The Rainbow Fish” by Marcus Pfister. This will be used to reinforce that the school values are relevant in the art room. Students will continue to develop their Spanish vocabulary to be able to communicate in the Spanish/Art classroom.