

Room 2 Newsletter



Term 3

We hope you have all enjoyed the holiday break. What an interesting start to the term. We hope you are all doing ok and handling home learning as well as you can. Please do not feel stressed if it is difficult to get through the work provided. We understand that you may have other children at home, you might be working from home yourselves or your child feels anxious about the whole situation. Do what you can, have frequent breaks and contact us with any questions. We have loved seeing the photos of what your child has been doing. Please keep it coming 😊

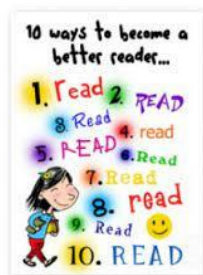
We will call you every day to check in and will be available on Seesaw throughout the day 8.55-3.05 😊 Please bear with us, we are learning to do this as we go and there may be some technical difficulties here or there. We are doing our best to ensure your child is learning and feeling safe. Thank you for your support and understanding.

We have a busy term of learning ahead. It is amazing to think that we are past the halfway point of the year. The kids have learnt so much and made so much progress.

We are looking forward to a very busy and fun term! Hopefully, we see you all back on Wednesday week 2!

Stay safe.

Sarah and Donna



High Expectations

At Ingle Farm East we have high expectations of all students when it comes to their behaviour and learning. We will continue to focus on this. When we are back at school, we will work with your child to decide on learning goals for them to work towards. These will give them an area of focus for their reading, writing and maths, and prepares them for when they are in middle and upper primary.

Home Reading

A reminder that the Department for Education sets reading goals for our children.

These are: Reception - Level 5 by the end of term 3
Year 1– Level 13 by the end of term 3.

We are pleased that so many of the children are practising their reading at home. Please keep this going, it makes a huge difference.

When we return to school, all receptions will have decodable books to bring home to practice with, if they do not already. We use decodables to start with as the sounds in these books are predictable and they can practice their decoding skills - 'Fred talking' to read these books. Please do not read the books to your child before they have a go. It is most important that they use the skills we teach in Read Write Inc so they become automatic. Encourage sounding out rather than guessing at words. The children will also bring home lists of high frequency words to practice as this will help them to reach the reading goal of Level 5 texts.

Please continue to fill in your child's reading diary each time they read, or you read to them. Aim for at least 3x a week, so the children can keep moving up our Home Reading wall.

Premier's Reading Challenge

Please continue to fill out your Premier's Reading Challenge sheet. This finishes at the start of September. If you have lost your sheet, we can provide you with a new one, just let us know. Well done to those who have completed it and received their certificate!

Library borrowing

Library borrowing will be changing to Thursday mornings. The books your child borrows from the library are intended to be shared and enjoyed together at home. Please ensure books are cared for and returned each week.

Illness

If your child is not well, please keep them at home as illness can spread quickly. Following any absence, it is a Department for Education requirement that a parent and/or caregiver provides a reason. We ask that you please send us a private message via Seesaw, phone Deb in the front office, or speak to one of us.

Headlice

These annoying little critters are a fact of life anywhere there are children in close contact with one another. Please check your child's hair on a regular basis and keep long hair tied back. If you do find live lice or eggs, please treat your child's hair before sending them back to school. It is

important that you also let one of us know, so a note can be sent home to all families.

Late arrivals

Please remember to go through the office if you are arriving late.

Hats and clothing

We encourage our students to keep their hat in their tray, so that they are aware of where it is at each playtime. We also ask that you please ensure your child's clothing is clearly named. Hats, jumpers, t-shirts and pants all go walkabouts throughout the year!

Interviews

Parent teacher interviews will be taking place in week 9. Closer to this date you will be able to book in your time to come in and discuss your child's progress and goals.

As always, if you have any questions or queries, please feel free to contact myself or Donna on Seesaw 😊

Term 3 Important Dates

Week 1 Tuesday	Kitchen Garden
Week 3 Tuesday	Governing Council
Week 5	Science Week Phonics Screening Check (Year1s)
Week 6 Wednesday Friday	Book Week "Old worlds, New worlds, Other worlds" theme Book Fair Book week performance Dress up day TBA
Week 8 Monday Tuesday	Pupil Free Day Garden Kitchen
Week 9	Parent Teacher Interviews
Week 10 Friday	Last Day of term 3 2.05 dismissal



Room 2 Overview Term 3

English



Reading and Viewing

- Read Write Inc
- Daily reading using fiction and non-fiction readers, stories and big books
- Reading strategies
- Alphabet recognition – recall and production
- Comprehension strategies
- Concepts of print

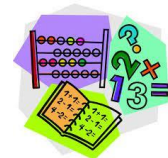
Listening and Speaking

- Read Write Inc
- Orally recounting events, experiences and stories
- Asking and answering questions, and making relevant comments
- Phonological awareness – identifying sounds, syllables and rhyme in words
- Expressing ideas, feelings and opinions in discussions



Writing

- Read Write Inc
- Sentence starters
- Grammar and punctuation
- Handwriting
- Narratives and descriptive texts



Mathematics

- Location and transformation
- Measurement – length and capacity, duration of events, time
- Recognise, describe and order Australian coins according to their value (Year 1)
- Continue to consolidate understanding of number

Geography

- What are the different features of places?
- How can we care for places?
- What makes places special?
- How have the features of places changed?



Science

Chemical Sciences-Spot the Difference



- explore change through the context of food
- learn about how heating or cooling a food can change its properties and whether the change can be reversed or not
- draw conclusions about how fast or slow changes can happen and the consequences of change