

Term 3

Students have been extremely flexible and adaptive throughout this Term. It was lovely to see all the students onsite at the beginning of the Term where students met their new Literacy and Numeracy groups. While we have continued our teaching and learning remotely, it has been the highlight of our day to be able to interact and learn with students online. Thank you all for your continuous support of remote learning at home.

Writing

This term in Writing students have been focusing on procedural text writing. Students have participated and engaged in a range of experiences both during remote learning and onsite. Some of these experiences have included making pancakes, silly sandwiches, paper planes and Olympic crafts.

Students use these experiences to plan, draft, edit and publish their procedures. In our spelling and grammar lessons, students have focused on homophones and contractions, as well as OWL words. They have practised these skills through different tasks and are working on applying this throughout their writing.

This week, students have begun exploring Information Reports by understanding how they are structured and what goes into each section.

We will learn to use different features of an information report such as sub-headings and captions.



Reading

This term, across both remote and onsite learning, students have been focusing on the following areas:

- Continuing to build their reading stamina by partaking in Independent Reading everyday
 - Summarising both fiction and non-fiction texts
- Critiquing texts they have read by sharing whether they think a text was humorous, interesting or exciting
- Author's craft, for example, how authors present information in texts
- Personality traits, where students identify what a character in a fiction text is like based on what they say and do

Students have been recording their daily independent reading using a Reading Log. They can record their reading at school just as they do at home to then celebrate their reading growth.

Things you can do at home

This term, we are continuing to celebrate 'Nights of Reading' every week, so please make sure you remind your child/ren to record their home reading in their yellow reading journals. Remember that you can record the following:

- take home books
- online books from Sunshine Online and Reading Eggs
- personal books

As well as having conversations with your child/ren on what their book was about after they have finished reading, you can also use the comprehension questions that have been provided in their take home folder as a guide to further help them to grow as readers.



Numeracy

In Numeracy this term students will cover a range of concepts such as 3D Shapes, Money, as well as Statistics and Probability.

Students have showed great thinking during remote learning, by continuing to consolidate addition and subtraction strategies as well as place value.

3-Dimensional Shapes

Students engaged in investigating 3D objects. Students were encouraged to name, describe and sort the shapes based on their 3D features E.g. corners, faces and edges. Students also consolidated their learning about 2D shapes and their features.

Money

Over the past 2 weeks students have been learning about money. During this topic students named all Australian coins and notes, ordered Australian money according to its value from smallest to largest and largest to smallest, found the total collection of multiple coins and identified how much change there would be after spending a certain amount of money.

Statistics and Probability

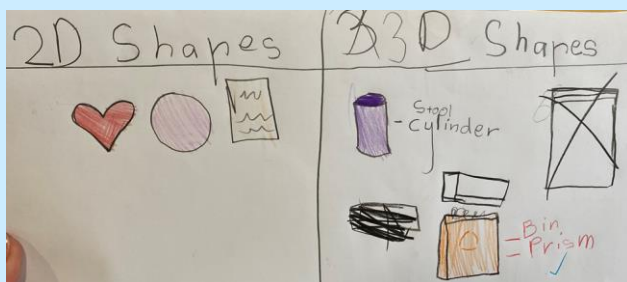
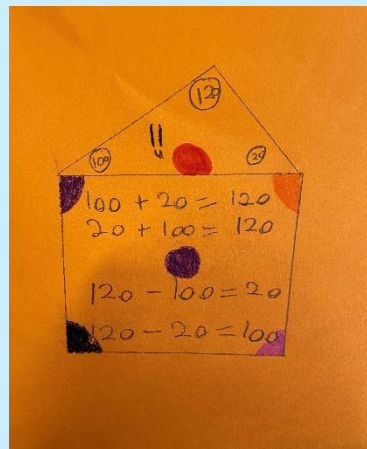
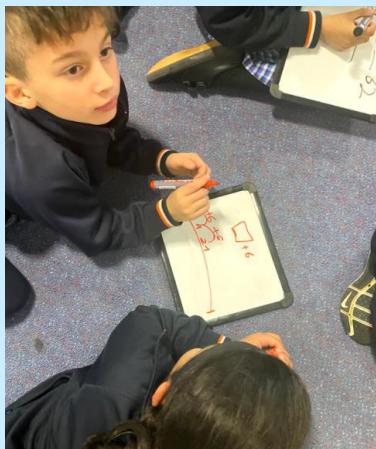
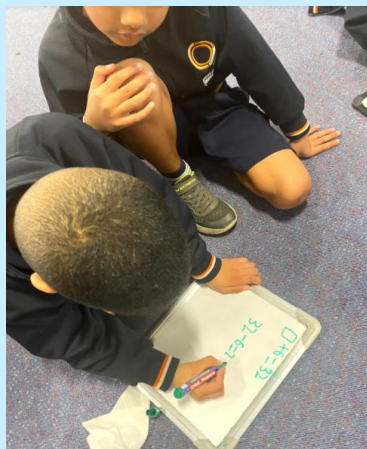
Next week students will be learning about chance. During this topic students will identify situations where events are likely, unlikely, certain or impossible and explain why they have made their decision.

Things you can do at home

Students have been learning to add collections of money, this can be reiterated at the shops and in everyday life. You can help by encouraging your students to add a handful of coins.

Students can also improve their numeracy skills by continuing to practice their counting goals using a range of different strategies.

To support students with the language of Statistics and Probability, you can use language like 'likely, unlikely, possible and impossible' at home.



Personal and Social Learning (SWPBS)

This term in Personal and Social Learning we will be focusing on the schools' positive behaviours of Being Our Best, Being Respectful and Being Safe. We will be working through two different modules which will help students develop their problem-solving skills and understand how to keep their bodies safe. We will also be celebrating national focuses such as NAIDOC week, Fathers Day and R U OK? Day.



Challenge Based Learning (CBL)

This term in CBL our focus is on Australian History, with a focus on the local community. We will explore landmarks in Melbourne and in our local community. We will be investigating the history of Harvest Home Primary School and how it has changed over time.

Tamboore Term 3 Specialist Timetable

2A Ashleigh/Jacinta	2B Rebecca	2C Rachel	2D Tanya	2E Carmen	2F Zoe
Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday
STEAM	P.E	P.E	Visual Arts	Performing Arts	Spanish
P.E	STEAM	Science	Science	Spanish	Visual Arts
Thursday	Thursday	Thursday	Thursday	Thursday	Thursday
Visual Arts	Performing Arts	STEAM	P.E	Science	P.E
Spanish	Visual Arts	Performing Arts	Spanish	P.E	Science

Thank you

Jacinta, Ashleigh, Rebecca, Rachel, Tanya, Carmen and Zoe



Year 2 Community Teachers

Tamboore

2A – Jacinta/Ash
2B – Rebecca
2C – Rachel
2D – Tanya
2E - Carmen
2F – Zoe

Balam

2G – Amy
2H – Louisa
2I – Amali
2J - Joe

Key Dates

Tuesday 31st August:
Book Week Incursion

Friday 17th September:
Last Day of Term 2.30pm finish



Welcome to the Balam (*Butterfly*) Learning Community. We are proud to acknowledge the Wurundjeri people as the traditional custodians of this land.



We look forward to working with you this year to help our little learners soar.

SPECIALIST TIMETABLE

	Wednesday	Friday
Session 1 9.00-9.50	2G: PE with Anthony 2H: Science with Monique 2I: Spanish with Leidy 2J: STEAM with Hugh	
Session 2 9.50-10.40	2G: Science with Monique 2H: Spanish with Leidy 2I: STEAM with Hugh 2J: PE with Anthony	
Session 3 10.40-11.30		2G: Visual Arts with Melissa 2H: STEAM with Hugh 2I: PE with Anthony 2J: Science with Monique
Session 4 12.00-12.50		2G: STEAM with Hugh 2H: PE with Anthony 2I: Science with Monique 2J: Visual Arts with Melissa

READING

In Reading this term, both remote and onsite, students have been focusing on the following areas:

- Continuing to build their reading stamina by partaking in Independent Reading everyday
- Summarising both fiction and non-fiction texts
- Critiquing texts they have read by sharing whether they think a text was humorous, interesting or exciting
- Author's craft, for example, how authors present information in texts
- Personality traits, where students identify what a character in a fiction text is like based on what they say and do

When onsite, students have been recording their daily independent reading using a Reading Log. They have been able to record their reading at school just as they do at home to then celebrate their reading growth.



Balam – being Brave and creating their very own talk show discussing the genre of texts and sharing their reasoning.



Ekam – explaining her thinking as she identifies what is a fact and what is an opinion.

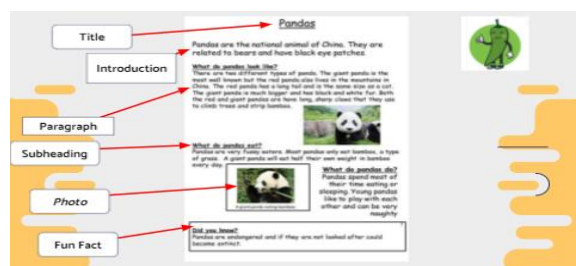
READING HOME LEARNING

This term, when onsite we have been continuing to celebrate 'Nights of Reading' every week, so please make sure you remind your child/ren to record their home reading in their yellow reading journals.

Remember that you can record the following:

- Take home books
- Online books from Sunshine Online and Reading Eggs
- Personal books

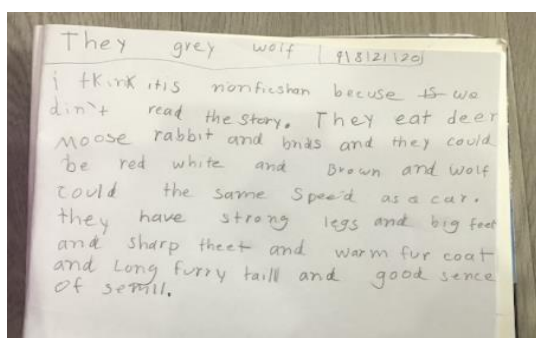
As well as having conversations with your child/ren on what their book was about after they have finished reading, you can also use the comprehension questions that have been provided in their take home folder as a guide to further help them to grow as readers.



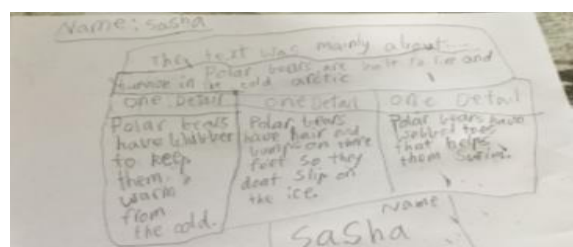
Akshaj – identifying text features of a non-fiction text.



Abraham – explaining how text features help us as readers to understand the text.



Vinamrr – identifying the genre of a text.



Sasha – summarising a non-fiction text.

WRITING

In Writing this term, we have been looking at information texts. At the beginning of the term, we focused on procedural writing where we participated and engaged in a range of experiences both during remote learning and onsite. Some of these experiences included making fairy bread, silly sandwiches and paper planes. We then used these experiences to plan, draft, edit and publish our procedures.

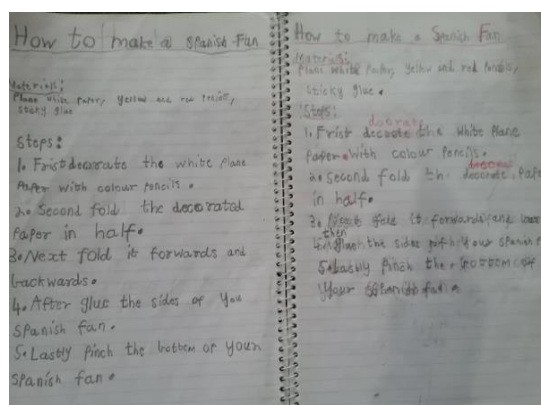
Last week, we began exploring our new information text – information reports. After looking at the structure of an information report, we focused on researching information about our first topic: African Elephants. We then used this information to plan, draft, edit and publish their first information report for the year. For the rest of this term, we will continue to build on our knowledge of different topics and improve the quality of our writing through using topic specific vocabulary and sub-headings. We will also be learning to use captions and create diagrams through labelling important parts.

GRAMMAR AND SPELLING

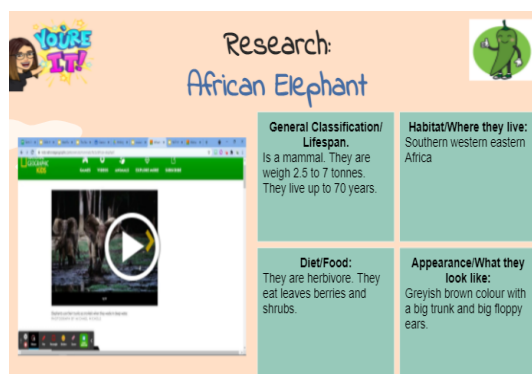
In Grammar this term, we have started the term by focusing on homophones which are words that sound the same but have different spelling and meanings. We also looked at contractions which are shorter ways to say two words. We have practiced these skills through different tasks and are working on applying this throughout our writing



Riley – after following a procedural text to make a silly sandwich.



Nihal – upskilling his work by editing and then publishing his procedural text.



Alexander – researching by identifying and recording facts under the correct sub-headings.

Balam – helping Louisa to get ready for a party by giving verbal instructions.



Balam – with their planes after engaging in a procedural experience on 'How to Make Paper Planes'.

NUMERACY

In Numeracy this term, we have explored a range of concepts such as 3D objects and Money. We have showed great thinking during remote learning by continuing to consolidate addition and subtraction strategies.

We were actively engaged in investigating 3D objects when onsite. We were encouraged to name, describe and sort the objects based on their 3D features e.g. corners, faces and edges. We also consolidated our learning about 2D shapes and their features.

For the rest of this term in Numeracy, students will be focusing on the following areas:

- Place Value: making, ordering and expanding 3 digit numbers as well as placing numbers on a number line
- Chance and Probability:
- Data: collecting, checking and classifying data using lists and simple graphs called pictographs

Every Monday students have been receiving a Challenging problem, where they are encouraged to show a growth mindset while working on a problem solving task. To support students through this process they are encouraged to use the 5OK's of Problem Solving, including: "It's okay to change your mind and try again" and "We don't care if you get the right or wrong answer" to encourage students to give every problem a try.

Your child's numeracy teacher has included a number chart in their blue Home Learning folder, as this is how they can practice their counting goal at home. To support your child further, you can have a go learning all the 'Friends of Ten' combinations.

Gurkarman – practicing his counting goal using a digital hundreds chart.

[Click here to try it out!](#)



Yara and Mariana – making a 3D object out of blu tack and icy pole sticks.



Jas and Kaidence – identifying the features of 3D objects.



Reva – using addition and subtraction strategies to calculate items she can buy with a certain amount.



Luca – adding coins and notes together to purchase items.

Brittani-Rose and Shayla – practicing the connection between addition and subtraction using a beaded kebab.



PERSONAL AND SOCIAL LEARNING

In Personal and Social Learning this term, students have been focusing on two things: our school values of 'Being Respectful', 'Being your Best' and 'Being Safe' and exploring ways to be mindful. Some activities that students have participated in include: co-constructing Balam goals, guided meditation and yoga. We will also be celebrating national focuses such as NAIDOC week, Father's Day and R U OK? Day.

To assist your child in displaying the Harvest Home school values of 'Being your Best', 'Being Safe' and 'Being Respectful' in the wider Community, we encourage you to use and promote this language at home and participate in discussions about your child's day at school.

Some conversation starters you could use are:

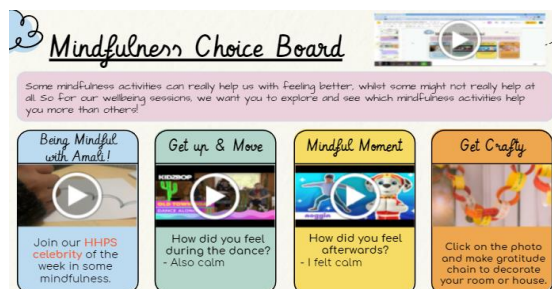
- What was your favourite thing about school today?
- How did you practice mindfulness today?
- How did you show KAIZEN today?
- What made you really happy?
- What was something new or interesting you learnt today?
- What [Learner Disposition](#) did you use today? (Curious, Collaborate, Brave, Problem-Solve, Reflect, Self-Aware and Determined)



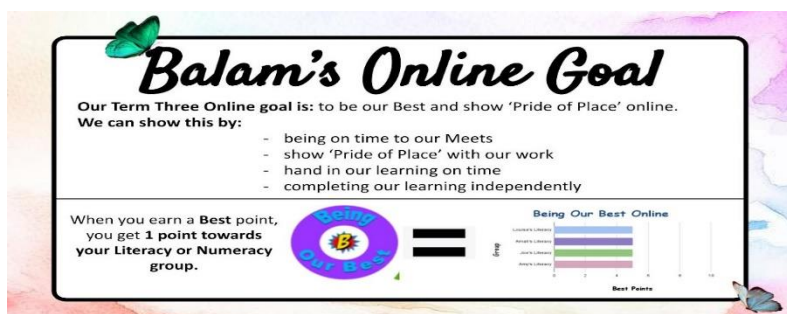
Vivaan and Manraj – engaging in 'Smiling Minds' after lunch to help us be ready for our learning.



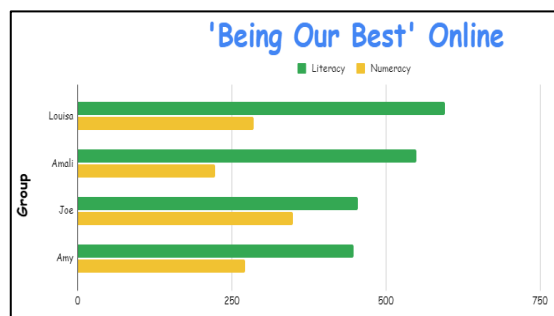
Balam – being determined and strengthening our social skills through our Balam Olympics.



Nandha – practicing and reflecting on her mindfulness activities.



Our community goal this term for remote learning is focused on 'Being our Best' online.



Our 'Being our Best' online class tracker. [Click here to see a live update!](#)

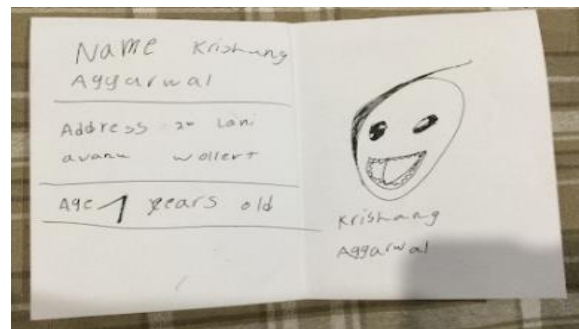
Challenge Based Learning (CBL)

This term in CBL, our focus is on Australian History, with a focus on the local community. We worked collaboratively in our accountable talk groups to explore different historical landmarks in Melbourne and in our local community. We will be investigating the history of Harvest Home Primary School and how it has changed over time.

So far we have:

- Explained what makes something a landmark.
- Identified historical Melbourne landmarks
- Investigated landmarks and how they have changed over time.
- Created a passport to travel with Balam to landmarks around the world, online.

As we progress through the term, we will continue investigating different ways we can be healthy such as; participating in physical activity, drinking water and getting the right amount of sleep. We will be working towards making a time capsule which will allow us to write a letter to our year 6 self and explain what Harvest Home Primary School is like now. We are hoping to then open these time capsules in 4 years from now and reflect on the changes that have occurred. We look forward to sharing our learning with you!



Krishang – ready to explore famous landmarks around the world with his very own passport.



Harsh – knows there is no limit to all the places we'll travel to online with our passports.



Ibtihal – ready to visit famous landmarks around the world online with Balam, after following a procedural text to make her passport.



Ghaith, Mariana, Kawther and Dylan – collaborating to investigate and answer questions about the famous Melbourne landmark, Rod Laver Arena.



Manraj, Vivaan, Ekam and Terence – being determined learners by collaborating to identify the changes to Flinders Street Station over time.

HOME LEARNING

A home learning grid has been sent via Compass. Students will bring home their home learning folders in their reading satchels. Please encourage your child to bring their reading satchel to school every day. A reminder that the following online subscriptions are part of our Take Home Learning Program, along with home reading and counting using a counting chart.

Reading Eggs: <http://www.readingeggs.com.au>

Sunshine Online: <https://www.sunshineonline.com.au/>

Mathletics: <http://www.mathletics.com.au>

Readiwriter: <https://login.readiwriter.com/>



REMINDERS

If for some reason your child is absent from school, you can explain the absence on Compass or make contact with the school on 8468 9000.

If you have any questions, please don't hesitate to contact a Community Teacher via Compass and we will get back to you as soon as we can.

Thank you,

Balam Community Teachers

Amy, Louisa, Amali
and Joe

