

Term 4

Students have made an excellent start to term 4. They have transitioned to their Literacy and Numeracy groups each day with big smiles on their faces prepared with the appropriate materials to begin each lesson.

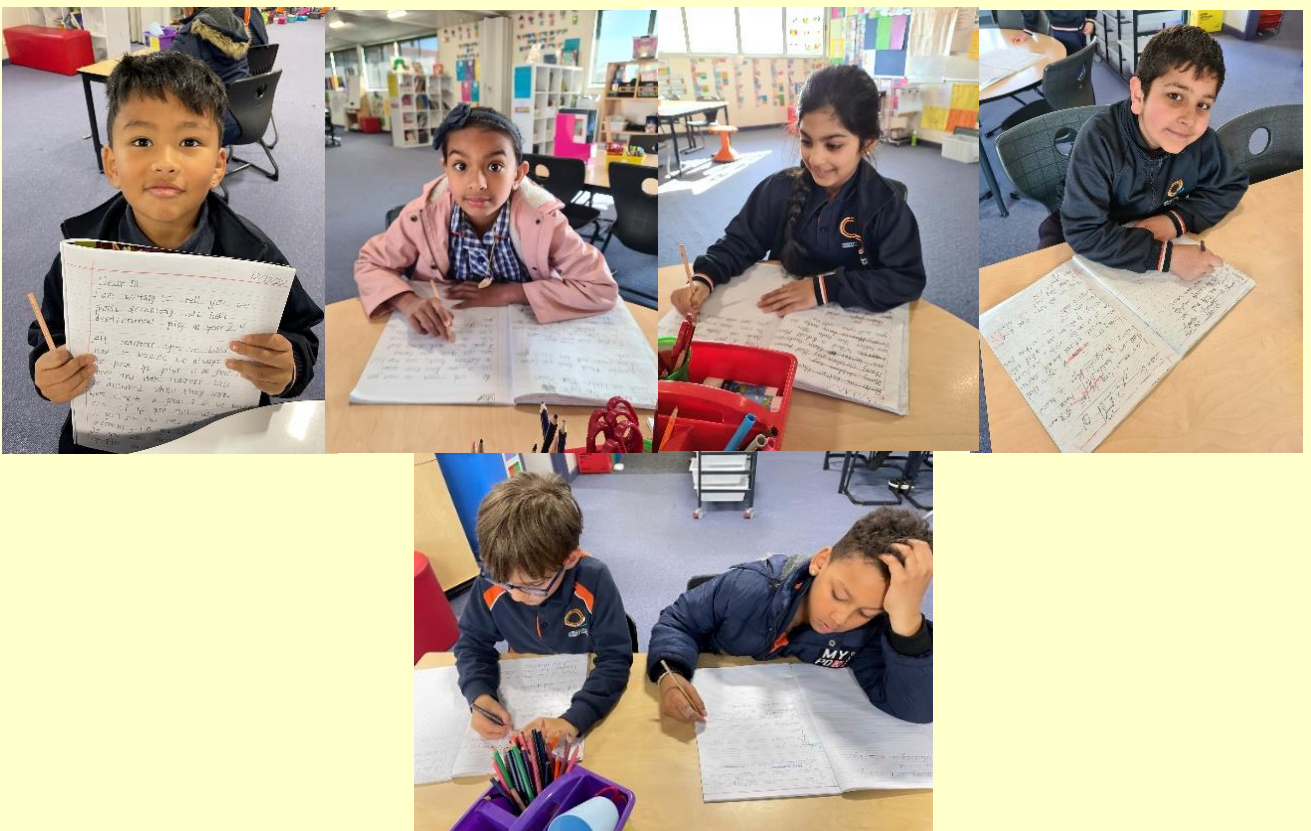
Writing

This term in Writing students have been focusing on persuasive text writing and spelling.

During persuasive text writing students decide whether they are for or against a topic and come up with reasons to support their opinion. For example, for the topic 'We should not have developmental play in year 2' students decided whether they agree or disagree. Students are learning how to structure a persuasive writing piece that includes an introduction, three different reasons separated into paragraphs and a conclusion. We are working towards elaborating on our opinions by using persuasive techniques such as; exaggeration, emotive language and rhetorical questions.

We encourage students to write for a purpose to support them through the writing process. This includes writing a published piece for a specific audience. Our first published piece this term will be a letter to the teachers persuading them to allow developmental play in year 2.

Spelling has been a large focus area throughout term 4. Students have been participating in spelling sessions throughout the week with an explicit focus in each session. We have been revisiting the long vowel spelling patterns (e.g. ai, ai, ay, a_e for the long a sound). Later in the term we will begin to focus on trigraphs such as tch, ear, ure, air.



Reading

This term in Reading, students have been focusing on the following areas:

- Continuing to build their reading stamina by partaking in Independent Reading every day (20 minutes)
- Making predictions before and during reading, using clues from the story to support us
- Identifying what characters are like (their personality) based on their actions
- Summarising fiction texts using different strategies, e.g. Somebody – Wanted – But – So – Then
 - Identifying the problem and solution in fiction texts
- Continuing to build reading comprehension by using evidence from the text

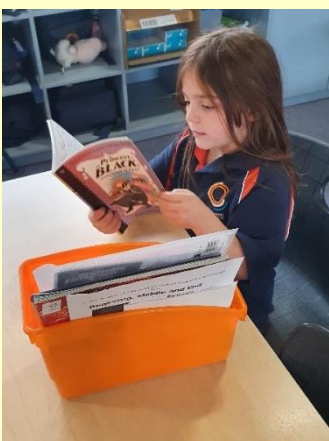
Students have been recording their daily independent reading using a Reading Log. They are able to record their reading at school just as they do at home to celebrate their reading growth.

Things you can do at home

We are continuing to celebrate Nights of Reading at school. Please continue to record your child/ren's home reading in their yellow reading journals (they are able to do this by themselves too). You can record the following texts in the journal:

- Take home books
- Online books (Sunshine Online etc.)
- Personal books from home

After reading each night, continue to have discussions about the books they read using the comprehension questions from their Take Home folder as a guide.



Numeracy

In Numeracy this term, students will be exploring the following concepts:

Time: Learning to tell the time to the quarter hour using language such as quarter past and quarter to.

Multiplication: Working on representing multiplication as repeated addition, groups of and arrays. They will solve number problems using concrete materials, visuals and explain their reasoning.

Division: Working on grouping collections into equal sets and arrays as a way to represent everyday division problems. Students will explore the link between division and multiplication.

Chance: describing the likelihood of events using the language certain, likely, unlikely and impossible.

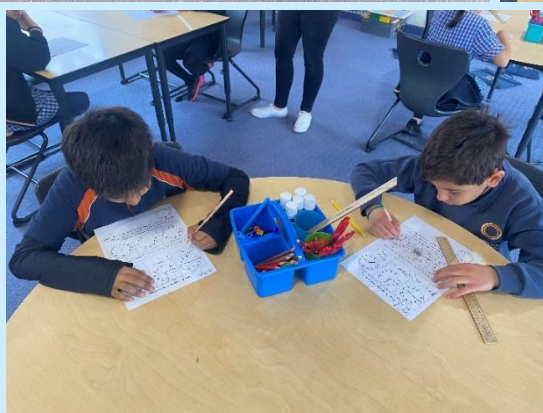
Fractions: Exploring fractions of shapes, fractions of length and fractions of collections. During their exploration of fractions, students will recognise that objects and numbers can be partitioned in different ways to demonstrate half, quarters and eights

Things you can do at home

Transformation: Students will investigate sliding, flipping and turning different shapes and objects in their environment. Students will use the words clockwise and anti-clockwise to describe quarter, half and full turns that shapes and objects make.

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

Students can log on to Mathletics to complete a range of tasks based on the concepts we have covered throughout the year.



Personal and Social Learning (SWPBS)

Though Personal and Social lessons students have been exploring 'The Bravehearts Education Program' which is a personal safety education program for children ages 5-8. Their mission is to provide a coordinated and holistic approach to the prevention of child sexual abuse. All lessons consider age-appropriate content and language.

Teaching children personal safety strategies can help them build confidence, resilience and help keep them safe.

The 3 rules of personal safety:

1. We all have the right to feel safe with people.

This rule teaches children and young people that they have the right to feel safe and secure where they live, play, and learn, and that no one has the right to make them do something that makes them feel unsafe or unsure.

1. It's OK to say 'NO' if you feel unsafe or unsure.

This rule teaches children and young people that it is OK to stand up for themselves and to be assertive if something doesn't feel right.

1. Nothing is so yucky that you can't tell someone about it.

One of the reasons that children and young people fail to disclose harm is because they are afraid of getting into trouble. This rule helps to encourage them to speak to a trusted adult, even if something seems scary or terrible.

This term, the focus for Bravehearts has been supporting students with what to do if they have a secret. Students develop an understanding of who the trusted adults may be in their lives and how to tell through songs, role plays and discussions.

To find out more please visit this link:

<https://bravehearts.org.au/about-child-sexual-abuse/personal-safety-for-children-young-people/>

Later this term, students will explore Topic 7 of the Resilience, Rights and Respectful Relationships learning resource. The main themes explored in Topic 7 – Gender and Identity are:

- Understanding that we can have different interests to others
 - How giving a label to someone is not helpful
- Understanding that boys and girls can like or do the same things
 - Using personal strengths to help in tricky situations

This unit is research based and developed by experts in education and wellbeing, aligned with the Victorian Curriculum. All lessons consider age-appropriate content and language. You can find out more by following this link:

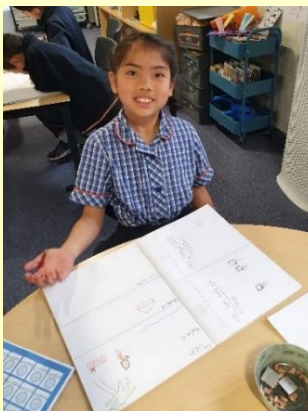
<https://www.vic.gov.au/respectful-relationships>

If you have any questions related to your child's participation, please let their homegroup teacher know.

Challenge Based Learning (CBL)

During Challenge Based Learning in term 4, students will explore how people are connected to different places, how places are taken care of, and explain the value of places to people and cultures. Students will explore whether certain places are natural, constructed, or managed. Throughout the unit we will develop students’ curiosity by asking them to question and explore the environments around them.

Students will consider how their home, suburb and country are a significant place to them, but also why place is important to people around the world. Some of the topics that students will learn about are the seven continents of the world, how to use geographical tools such as maps and a compass, and how to label the states of Australia. Over the course of the term, students will work both independently and collaboratively to explore this topic.



Tamboore Term 4 Specialist Timetable

2A Jacinta/Anthony	2B Sarah	2C Rachel	2D Carmen	2E Paul	2F Tanya
Tuesday	Tuesday	Tuesday	Tuesday	Tuesday	Tuesday
STEAM	Visual Arts	Spanish	Sport	Sport	STEAM
Sport	Science	Sport	Science	STEAM	Visual Arts
Friday	Friday	Friday	Friday	Friday	Friday
Visual Arts	Sport	Science	STEAM	Spanish	Science
Science	STEAM	Visual Arts	Spanish	Science	Sport

Thank you

Jacinta, Rachel M, Sarah, Rachel F, Carmen, Tanya and Paul



Year 2 Community Teachers

Tamboore

2A – Jacinta/Anthony
2B – Sarah
2C – Rachel F
2D – Carmen
2E - Paul
2F – Tanya

Durrong

2G – Amy S
2H – Renata
2I – Zoe
2J - Samantha

Key Dates

Badge Trade- Wed 19th Oct
Student Free Day- Mon 31st Oct
Melbourne Cup Public Holiday-
Tue 1st Nov
Remembrance Day- Fri 11th Nov
Kaboom Sports- Mon 21st Nov
Badge Trade- Tue 6th Dec
2023 Step Up Day- Tue 13th Dec
Last Day of School Year- Tue 20th
Dec

Welcome to the Durrong Learning Community. Durrong means 'unite'. We look forward to continuing to work with you to help our little learners.



We are proud to acknowledge the Wurundjeri people as the traditional custodians of this land.

SPECIALIST TIMETABLE

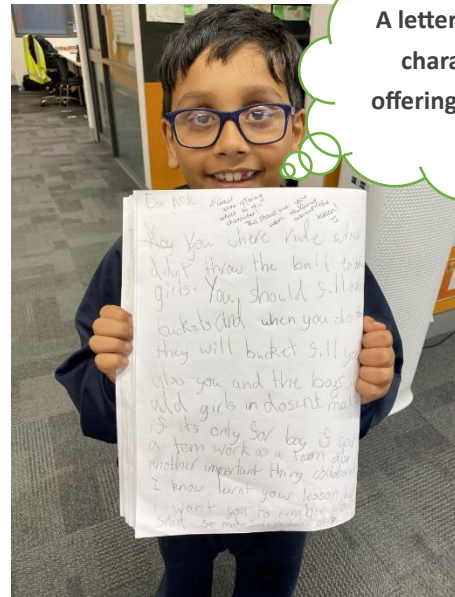
	Tuesday	Friday
Session 1 9:00 – 9:50	2G: STEAM 2H: Spanish 2I: Physical Education 2J: Science	
Session 2 9:50 – 10:40	2G: Spanish 2H: Physical Education 2I: Science 2J: STEAM	
Session 3 10:40 – 11:30		2G: Physical Education 2H: Science 2I: STEAM 2J: Spanish
Session 4 12:00 – 12:50		2G: Science 2H: STEAM 2I: Spanish 2J: Physical Education
Session 5 1:30 – 2:20		
Session 6 2:20 – 3:10		

READING

This term in Reading, students have been focusing on the following areas:

- Continuing to build their reading stamina by partaking in Independent Reading every day (20 minutes)
- Identifying the lesson that the author wants the reader to learn from the text and applying it to their own life
- Continuing to build reading comprehension by using evidence from the text
- Understanding fiction texts by looking at different features such as characters, settings, problems and solutions

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



READING HOME LEARNING

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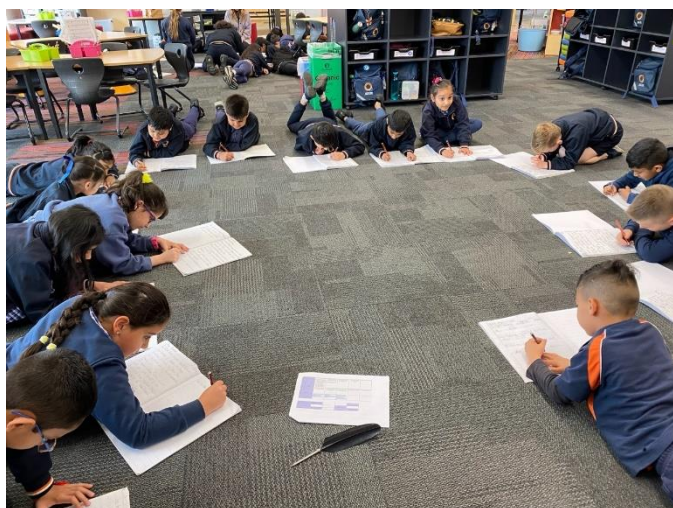
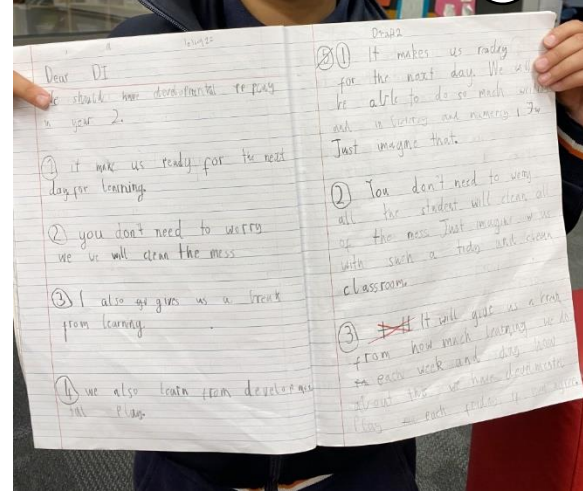
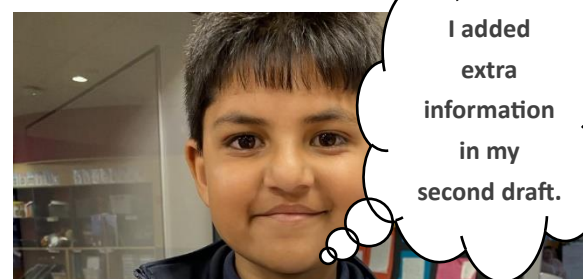
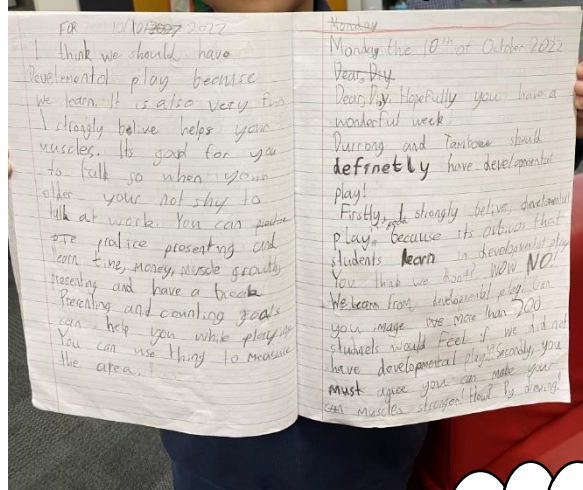
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NUMERACY HOME LEARNING

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

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PERSONAL AND SOCIAL LEARNING



In terms 3 and 4, students in Years 1 and 2 have been exploring the Bravehearts program through Personal & Social lessons. The Bravehearts Education Program is a personal safety education program for children ages 5-8. Their mission is to provide a coordinated and holistic approach to the prevention of child sexual abuse. All lessons consider age-appropriate content and language.

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Later this term, Years 1 and 2 will explore Topic 8 of the Resilience, Rights and Respectful Relationships learning resource. The main themes explored in Topic 8 – Positive Gender Relations are:

- What is fair / unfair play? Why do games work well when they are played fairly?
- Being inclusive and gender friendly – boys / girls should not be excluded from particular games due to their gender
- What does unsafe behaviour look like?
- The opposite of unsafe is respectful behaviour. How does it feel when people play respectfully?

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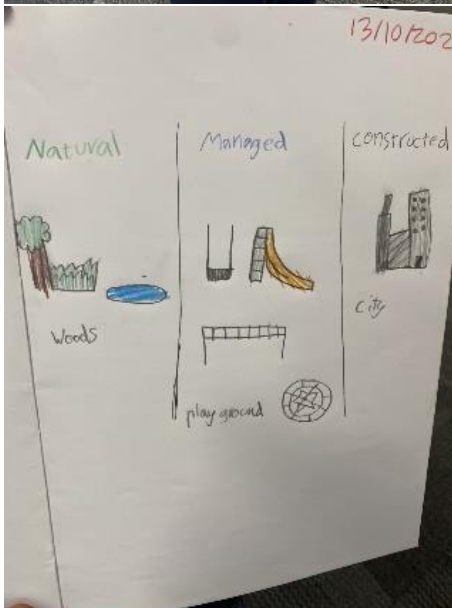
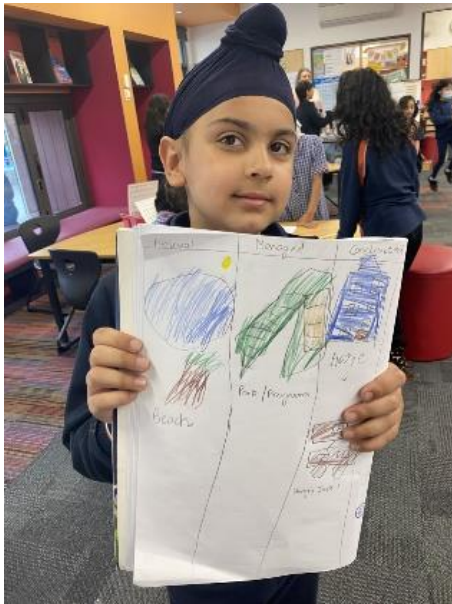
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HOME LEARNING

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/>



Mathletics

Readiwriter
Spelling

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 or call the office to arrange a meeting.

Thank you,

**Durrong Community
Teachers and Support
Staff**

Amy, Sam, Renata and
Zoe

