

Tamboore Community Newsletter

Community Teachers

2A – Ashleigh/Jacinta

2B – Rebecca

2C – Rachel

2D – Tanya

2E – Carmen

2F – Zoe

Key Dates

25th Nov – 7th Dec :
Lamont Book Fair

7th Dec: HHPS Step
Up Day

13th Dec: iPad
Information
(posted on Compass)

17th Dec: Last Day of
School – Early Finish

Term 4

Term 4 is upon us already! We are so excited to have all of our students back onsite together doing face to face learning. We are so proud of our year 2 students and how much Kaizen they have shown this year. We are looking forward to seeing out the year together, doing lots of learning and having lots of fun!



Reading



This term in Reading, we have focused on analysing and critiquing fiction and non-fiction texts. We have been working hard to understand how authors make texts interesting using humour, suspense, different text types and text structure. We have continued to work hard to build their independent reading stamina, we have successfully reached 20 minutes and we will continue to challenge students to see how long they can read for by the end of the year. At the beginning of the term, we chose the learning disposition 'Brave' to help students be their best and step out of their comfort zone by doing things such as putting their hand up regularly during whole class discussions to share their ideas by using anchor charts around the community to support our learning.



Reminders

Hats

Students are required to wear a sun-smart hat in the yard at both recess and lunch, please make sure that it is labelled with the student's name.

Reading Satchels

Take Home Reading has concluded for the year, if any students have any books or school resources that need to be returned can these please be given to Community teachers as soon as possible.

Brain Food

During our literacy block in the morning, students are given an opportunity to have brain food which consists of fruits or vegetables, if these could be included in students' lunchboxes that would be great!

Absences

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.

Writing

This term in Writing students have been focusing on persuasive text writing, participating in language experiences and spelling.

During persuasive text writing students have decided whether they are for or against a topic and came up with reasons to support their opinion. Students learnt how the structure of a persuasive writing piece includes an introduction, reason 1, reason 2, reason 3 and a concluding paragraph. During their writing students worked towards elaborating on their opinions by using persuasive techniques such as; the power of 3, alliteration and modal verbs.

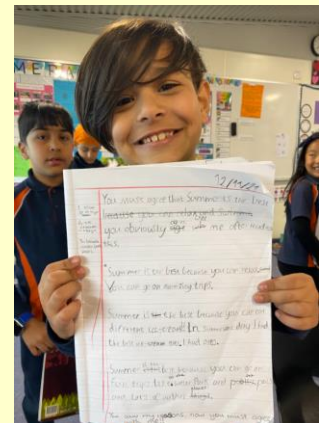
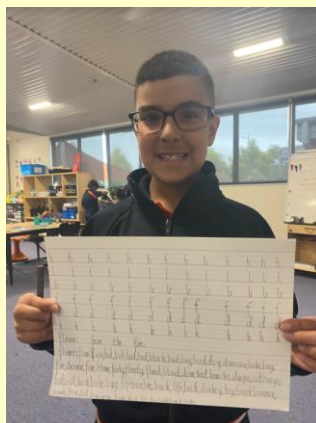
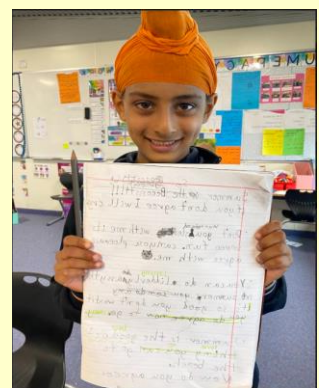
This week, students have begun participating in language experiences where they take ownership for their writing by selecting a genre of choice based on the weekly topic, e.g. Students writing a narrative about going to the carnival or an information report about the different rides and games you would see at a carnival. During these sessions students are given the opportunity to move through the different stages in the writing process, e.g. plan, draft, revise, edit and publish.

Spelling has been a large focus area throughout term 4. Students have been participating in 2 spelling sessions a week with an explicit focus in each session. Some of our spelling focuses include long vowel spelling (a, e, i, o, u), silent letters k and b, as well as Trigraphs tch, ear, ure, air.

Things you can do at home

Encourage your child to write about their experiences which include, who was there, what happened, when did it happen and how they felt.

Allow your child to have a go at writing different types of genres, e.g. shopping lists, letters, narratives, etc.



Numeracy

Fractions

Students explored fractions of shapes, fractions of length and fractions of collections. During their exploration of fractions, students recognised that objects and numbers can be partitioned in different ways to demonstrate half, quarters and eights.

Multiplication

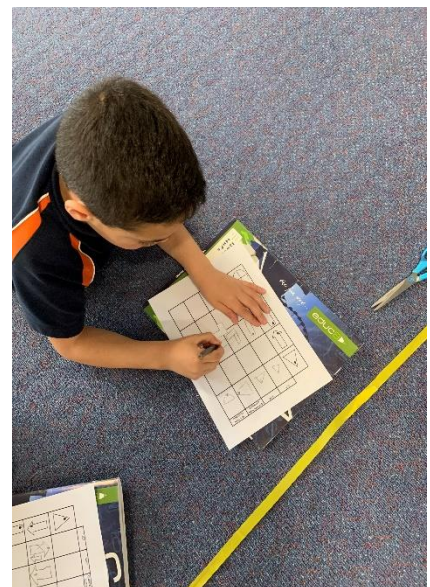
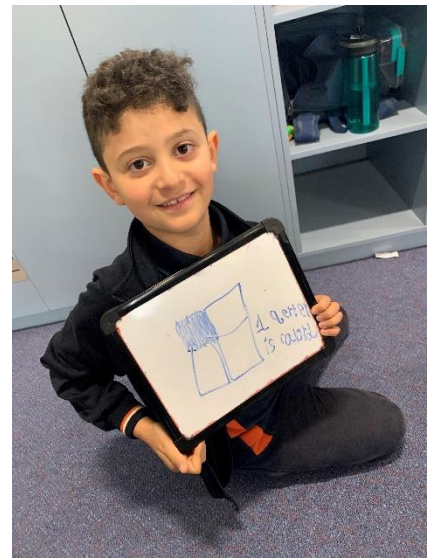
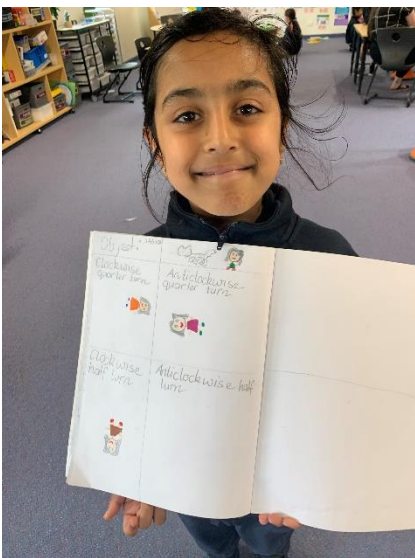
Students represented multiplication as repeated addition, groups and arrays. They solved number problems using concrete materials and explained their reasoning. Students then calculated the number of objects in each group to find the total amount using materials or arrays to draw the problem.

Division

Students grouped collections into equal sets as a way to represent everyday division. Students used groups of and arrays to assist them when solving a range of different division problems. Students explored the link between division and multiplication.

2D Shape and Transformation

Students investigated sliding, flipping and turning different shapes and objects in their environment. Students used the words clockwise and anti-clockwise to describe quarter, half and full turns that shapes and objects made.



Personal and Social Learning (SWPBS)

Students have been problem solvers by using the Wheel of Choice to work through different scenarios that may happen in the community and outside in the yard. Students revisited our school values of Being your Best, Being Respectful and Being Safe and what this looks like now that we are back learning onsite.



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 7th of December:
HHPS Step Up day

Monday 13th December:
BYOD Year 2 Information evening (Year 3 2022)

Wednesday 15th December:
Academic Reports

Friday 17th of December:
Last Day of Term

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: Performing Arts with Nate 2H: Visual Arts with Melissa 2I: PE with Jason 2J: STEAM with Hugh	
Session 2 9.50-10.40	2G: Science with Amy 2H: PE with Jason 2I: STEAM with Hugh 2J: Performing Arts with Nate	
Session 3 10.40-11.30		2G: Visual Arts with Melissa 2H: STEAM with Hugh 2I: PE with Jason 2J: Science with Amy
Session 4 12.00-12.50		2G: STEAM with Hugh 2H: Performing Arts with Nate 2I: Science with Amy 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 with 20 minutes of Independent Reading each day.
- Summarising both fiction and non-fiction texts.
- Analysing and critiquing texts they have read by identifying how authors make texts interesting using humor, suspense and text structure.
- Using our schema and text clues to infer.
- Author's craft, for example, how authors present information in texts.

At the beginning of the term, Balam chose the learning disposition 'Curious' to help us to develop and strengthen our eagerness when reading, exploring and questioning texts. This was done through our co-constructed 'Curious Reader' matrix and our 'Curiosity Cops' who looked for others who were focussed on their reading, asking questions about the text and sharing what they had read.

READING HOME LEARNING

This term, we celebrated 'Nights of Reading' every week online during remote learning. 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:

- 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.



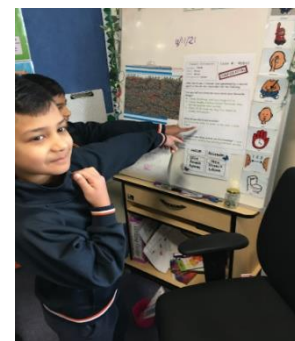
Graham and Reyna - Enjoying independent reading outside.



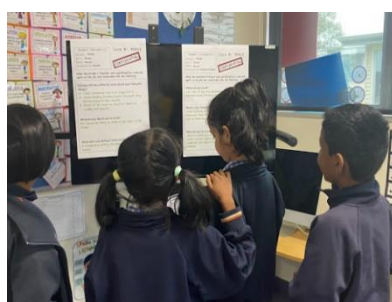
Mariana and Brittani-Rose – Buddy reading outside and sharing what they enjoyed about the book.



Soshian – Reading his text and identifying the big idea.



Balam – Using their schema and the text clues/evidence to infer who took the hero box.



WRITING

At the beginning of the term, we focused on persuasive writing where we participated and engaged in a range of topics both during remote learning and onsite. Some of these topics included 'Should we go back to onsite learning?', 'What animal should be our Balam mascot?' and 'Should McDonald's replace the canteen?'. We then used these topics to plan, draft, edit and publish our persuasive piece, whilst including language like 'must', 'need' and 'absolutely agree' to convince the readers.

In Week 6, we began our multi-genre project. After students chose and researched a topic that they were passionate about, they were able to choose a text type that we have covered this year – information reports, persuasive, procedural or narrative. They then created their plan based on their topic and text type and used this to draft, edit and publish their first piece.

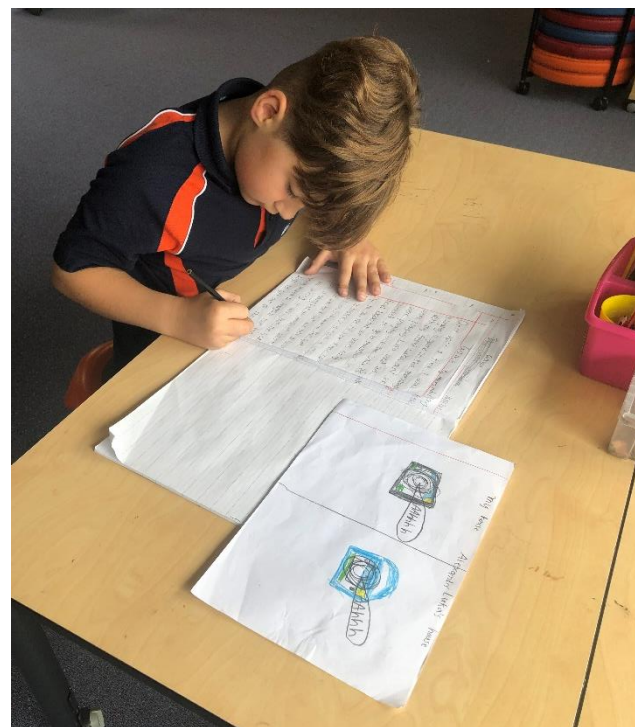
For the rest of this term, we will continue to create another text based on their chosen topic through a different text type. Students will then have a chance to share their 2 texts on their topic and showcase what they have learnt in writing throughout this year.

GRAMMAR AND SPELLING

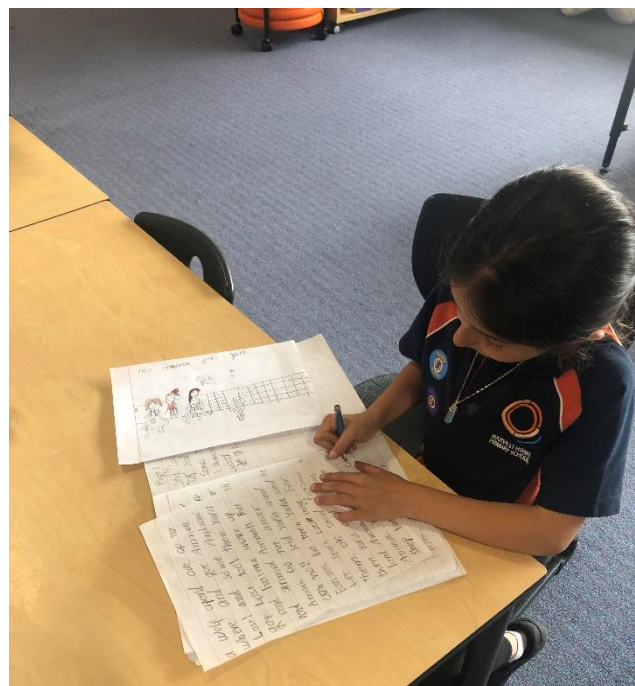
In Grammar and Spelling this term, we have started the term by focusing on long vowel sounds and silent letters: k and b. We have also looked at trigraphs, these are when a group of three letters make one sound – e.g. igh in **light**. We have practiced these skills through different tasks and are working on applying this throughout our writing.



Balam – engaging in a free writing piece.



Alexander and Yara – publishing their narrative texts.



Riley – Identifying all the different things he is very passionate about and choosing his top 5.

NUMERACY

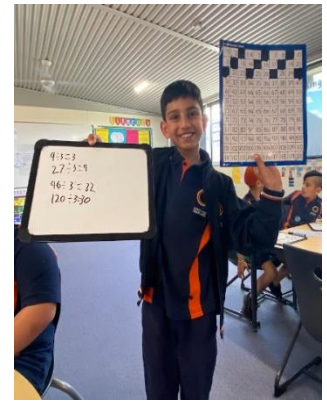
In Numeracy this term, we have explored the following concepts:

- **Fractions:** Students explored fractions of shapes, fractions of length and fractions of collections. During their exploration of fractions, students recognised that objects and numbers can be partitioned in different ways to demonstrate half, quarters and eights
- **Multiplication:** Students represented multiplication as repeated addition, groups and arrays. They solved number problems using concrete materials and explained their reasoning. Students calculated the number of objects in each group to find the total amount using concrete materials or arrays to draw the problem.
- **Division:** Students grouped collections into equal sets as a way to represent everyday division. Students used groups of and arrays to assist them when solving a range of different division problems. Students explored the link between division and multiplication.
- **Transformation:** Students investigated sliding, flipping and turning different shapes and objects in their environment. Students used the words clockwise and anti-clockwise to describe quarter, half and full turns that shapes and objects made.

For the rest of this term in Numeracy, students will be focusing on revising concepts such as place value and number lines.

How you can help at home:

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



Yara and Harsh– Using a whiteboard and chart to help practice their counting goals.



Balam – Using different strategies to help them solve division problems.



Mustafa and Sanul – Using 2D shapes to demonstrate different transformations.



Gavin – using materials to help him solve multiplication and division problems.



PERSONAL AND SOCIAL LEARNING

In Personal and Social Learning this term, students have been focusing on the school values of 'Being Respectful', 'Being your Best' and 'Being Safe' and collaboration. As well as developing their ability to be self-aware of how they are feeling and different ways they can bounce back.

Some activities that students have participated in include: co-constructing Balam goals, guided meditation and games such as 'Family Feud' and 'Cat and Mouse' with a focus on team work and collaboration.

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)



Sanskriti, Alessio and Kaidence – working collaboratively during Family Feud!



Gavin, Abraham, Simreet and Terence – participating in a mindful moment to help us get ready for our learning after lunch.



Alessio – wearing all of the badges he earned during remote learning.



Balam – Working on our resilience through a game of 'Memory Tag'.



Balam – Working on team work and collaboration through a game of 'Cat and Mouse'



Reva and Gavin – Buzz-ing around school to hand out Hero Cards to people who are being safe.

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 log the absence on Compass or make contact with the school on 03 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,
Balam Community
Teacher**

Amy, Louisa,
Amali and Joe

