

Kurunjang Primary School

~Learning Together~

Year 1/2 Remote Learning Newsletter, August 2020

Dear Parents/Guardians,

Welcome back to school for Term 3! We hope that your child has settled back into remote learning on Seesaw! We hope they are enjoying the activities and tasks. If you have any questions regarding online learning or how to use the Seesaw platform please email your child's classroom teacher for assistance. Teachers will be checking in with students through the Seesaw platform and through weekly phone calls. Please keep in mind, all teachers are calling from home. If you see a private number calling please answer! It is going to be us calling and checking in!

Reading

In Week 4, students have been learning to use clues and background knowledge to infer and talk about characters' feelings, motives and attributes. They will use evidence from the text to justify their thinking.

Students have paid close attention to the punctuation of each sentence, and used it to help them pace their reading. They have thought about how the author imagined the words should be said.

In Weeks 5 and 6, students will focus on being aware of how they are reading and alter the pace of their reading to solve unknown words or to improve their phrasing to reflect meaning.

Students will learn to understand and identify the techniques that authors use to convey humour.

In Weeks 7 and 8, students will identify the main idea and important information, and locate supporting details in texts they read. They will report these ideas in an organised way, either orally or in writing.

Students will investigate texts and question how and why authors and illustrators convey their message, the meaning and the key ideas.

In Weeks 9 and 10, students will visualise as they read using their senses. They will make visual inferences and modify these images using evidence from the text and prior knowledge. Students will make and discuss connections that they have between the text, other texts, and themselves.

Writing

In Week 4, students have been learning to write sentences with a focus on punctuation and how this impacts how their writing is read out loud. Students have explored a range of punctuation to enhance meaning.

In Weeks 5 and 6, students will select a variety of engaging and appropriate vocabulary for a range of text types.

Students will experiment with a range of techniques to convey humour in their writing.

In Week 7s and 8, students will generate ideas that express an overall message and meaning. They will include details about their chosen topic and use images to support their ideas. Students will experiment with a range of techniques to organise their writing in a logical sequence.

In Weeks 9 and 10, Students will experiment with a range of sentence beginnings in their writing, paying particular attention to how these sentences sound when read together. Students will employ a range of conventions, including spelling and punctuation, to make their message clear to their audience.

Maths

In Week 4, students will develop their understanding of the purpose of calendars, identifying the date, days, weeks and months. They will focus on events such as personal birthdays. Students will sequence days and months in the correct order.

In Week 5, students will create and answer questions to collect data. They will display, record and interpret data in a variety of ways.

In Week 6, students will focus on developing their knowledge of addition, using a range of strategies such as counting on, known facts, doubles and near doubles. They will build on their knowledge of automatic recall of number facts including tens facts.

In Week 7, students will investigate geometry in their home environment. They will identify symmetry in shapes around them. Students will observe the effects of one step transformations of shapes.

In Week 8, students will focus on developing their knowledge of subtraction, using a range of strategies such as counting back, partitioning and fact families/known facts. They will build on their knowledge of the connections between addition and subtraction.

In Weeks 9 & 10, students will develop their understanding of place value. They will focus on recognising, modelling, reading, recording and ordering numbers. Students will demonstrate their understanding of place value and number using a range of strategies such as number lines, hands on materials and graphic organisers.

Inquiry

In Inquiry, students will take time to reflect on their learning and apply their skills during Wellness Wednesday lessons. Students will explore a range of social and emotional problem solving skills once a fortnight, and on alternating weeks, students will practice a range of self-regulation strategies with a focus on physical and emotional wellbeing.

Physical Education

For Flexible and Remote Learning in Term 3, grade 1/2 students will participate in a variety of weekly physical exercises to improve physical fitness.

In week 4, students will revise catching a small object in their hands by participate in a range of individual and partner catching challenges

In weeks 5 and 6, students will revise throwing over arm for distance and accuracy. Students will focus on the components of eyes on target, standing side on, making a T shape, bending elbow and stepping forward on opposite foot to throwing arm

For weeks 7 and 8, students will revise the fundamental motor skills of catching, throwing, bounce, leap, dodge and kicking by participating in a Tabloid Challenge.

For week 9, students will revise a punt kick with a round object and participate in some individual challenges involving this skill.

In week 10, we will be participating in the celebration of learning week. We will have a football theme focusing on a variety of football skills from AFL, rugby and soccer.

Performing Arts - Music

During weeks 4 to 10 of Term 3, students in years Foundation to 2 will be developing their skills in identifying and playing beats and rhythms.

In week 4, we will work on keeping the beat and introduce the word rhythm. Students will use homemade instruments or items from around the home such as, chopsticks or pencils as rhythm sticks, the maraca made in week 2, a bucket as a drum or body percussion - tapping / clapping/ stamping (hands / legs / feet) to keep the beat and play the ti ti ta rhythm pattern. Students will listen to the song 'I went driving in my car' and join in with me when they have identified the beat and the rhythm.

In week 5, students will identify beats and rhythms through dancing. They will join in the dance 'Stomp, Stomp, Clap' by the Learning Station, and clap along to the beat and identify the rhythm. Students can then choose a song they like and clap the beat and add some dance moves to highlight a rhythm pattern within the song.

During week 6, students will be introduced to a new rhythm. They will learn to keep the beat and play the taa taa ti-ti taa rhythm pattern. Students will listen to the song 'Just like me' and join in with me when they have identified the beat and the rhythm. They can use any of their homemade instruments or items from around the home to play along.

In week 7, students will continue to learn to keep the beat and play the rhythm pattern taa taa ti-ti taa. They will listen to the song 'The Dinosaur Stomp' and join in with me playing the beat and rhythm. They will then have a go at the 'Dinosaur Stomp' dance.

In week 8, students will use a variety of techniques to produce different sounds on the Djembe drum. Students will use a bucket or tabletop as a drum. They will follow me through the African jungle and make the sounds of lots of different animals, as I tell the story. Students can have a go at re-creating the story and perform it for someone in the family.

In week 9 and 10, students will learn to play the Djembe drum. They will use a bucket, pot or tabletop to play the tone notes and base notes.

STEM

Each week the student will be involved in a drawing, making or building challenge connected to a picture story book. The picture story book will be videoed for them to listen to and then the drawing, making and building challenge will be set. The sets will be asked to make a plan or draw a picture, write a list of the materials they are going to use and then create whatever has been set for the challenge that week.

In week five we will listen to 'The house that Jack built' adapted by David Edwin and use whatever materials they have at home to either draw, make or build a house.

In week six we will listen to 'Who sank the boat' by Pamela Allen and use aluminium foil or some other material they have at home wrapped in plastic to make or build a boat and then see how many coins it takes to sink that boat.

In week seven we will listen to 'Ribbit, Rabbit, Robot' by Victoria Mackinlay and use whatever materials they have at home to either draw, make or build a robot.

In week eight we have a paper plane making challenge.

In week nine we will listen to 'The three little pigs' retold by Helen Scully and use whatever materials they have at home to either draw, create or build a house of straw, a house of sticks or a house of bricks to stop the big bad wolf from getting the three little pigs.

In week ten we have a free drawing, making and building challenge where each student gets to plan or design something they would like to build or create. It can be made out of any materials that they have at home and have been collecting throughout the term.

Visual Art

For Flexible and Remote Learning in Term 3 the 1/2 students will be continuing to work on the medium of drawing for Visual Arts.

In week 4, students will explore the elements of line and shape using robots as an inspiration for creating an artwork. This artwork will also include paper folding skills to add a three dimensional element to their drawing.

In week 5 students will use shadows as a strategy for drawing an object such as a small toy on paper. They will explore a variety of different lines and use them to trace around the shadow of their object to create a drawing with a background.

In week 6 students will collect twigs, pebbles, leaves and grass from their garden to make a detailed nature drawing.

In weeks 7 students will be encouraged to use their hand as a starting point for their drawing. They will practise the technique of tracing their hand to draw a giraffe with a background.

In week 8 students will draw a picture of a vase on cardboard they source from around the home and decorate it using a variety of different shapes and lines. Students will be encouraged to make small holes in the top of the vase to put paper flowers in, which we will be making in week 9.

In week 9 students will be making paper flowers which they will add detail to, using a variety of different lines and add to their paper vase they made in week 8.

In week 10 we will be using the story, Where the Wild Things Are by Maurice Sendak, as inspiration to create a 'wild' mask utilizing a range of possible materials they find around the home.

Materials you might need - White drawing paper - Grey lead pencil - Coloured pencils - Markers - Crayons - scissors - Cardboard box, for example, tissue box, cereal box or shoe box - Miscellaneous decorative Objects such as feathers, buttons, wool etc. Food dye