



Learning Update #2

Prep Year Term 2 Teaching and Learning – here's what's happening in class

Dates & Events; Term 2	Learning – Term 2
Diary – Term 2 – Preparatory Year	Subject Topics – what we are teaching
<ul style="list-style-type: none"> • 19th April: School Cross Country & Fun Run • 20th April: Parent Teacher Interview Bookings close • 24th April: School ANZAC Assembly • 25th April: ANZAC Day holiday • 30th April – 3rd May: Parent Teacher Interviews (book online) • 2nd May: Turrbal Trail Assembly • 11th May: Prep Mother's Day Morning • 23rd May: Chappy Week assembly • 28th May: Prep Incursion: 'All families are special' • 1st June: Under 8s Morning • 25th June: Junior Sports Day 	<ul style="list-style-type: none"> • English: Unit 2: 'Recounting Familiar Events'. • Mathematics: Topics in mathematics can last a couple of days, a week, or a fortnight depending on their complexity. These concepts are then built on in the next unit later in the year, and are revisited as students build skills across their schooling. • Science: Unit 2: 'Weather Watch' • HASS Unit 1: 'My Family History' (new Australian Curriculum Unit trial continues) • HPE (Health): 'I am growing' (new AC Unit trial) • HPE (Physical Activity): 'Take your marks, get set, play!' (new AC Unit trial) • The ARTS (Music): 'Musical Stories' (new AC unit trial)

Classroom Focus – Term 2

Parent Teacher Interviews – Week 3 (30th April to 3rd May)

Bookings opened online during the Easter Break, with details on how to register, login and book a time with your child's teacher provided on a note that came home with each child. Late bookings can be made through contacting Mr. Taylor at mtayl70@eq.edu.au.

Interviews are 15 minutes long, and cover the general progress your child is making academically and in adjusting to school and classroom routines and expectations.

Student Progress reports

These reports provide you with information about how your child has achieved when their work in each subject area is assessed against the Australian Curriculum standards. A general comment and behaviour comment is also provided, as well as a summary of attendance.

Reports are emailed to parents on the last Thursday of the term, and an opportunity to talk about how best to help your child happens with Parent Teacher Interviews towards the end of Term 3.

Homework – Readers & Reading

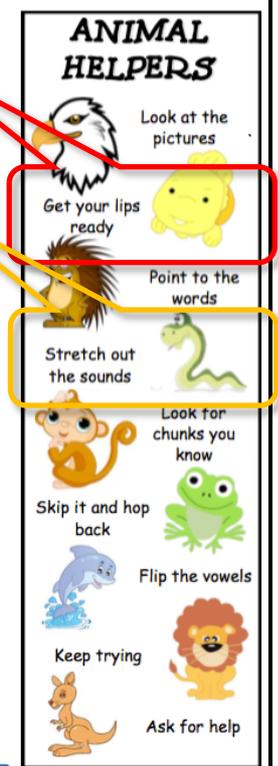
Helping readers at home

- 'Readers' (those simple books brought home with a 'level' number on them) are for practice. They're for getting 'reading miles on the clock'. Help your child to 'flow' fast enough through the words to keep the meaning. The pictures are often vital to reading the story, so keep them where they can be seen as a good clue for making sense of the story.
- Share at least one library picture book for pleasure together each day with your child. Reading the same books over and over really helps with learning more complex language and new words.
- 'Sight words' homework will be commencing from Week 1. Your child will bring home a letter explaining the process for learning how to instantly recognise words 'on sight', especially ones that can't be 'sounded out', such as words like 'the', 'come' and 'one'.
- Jolly phonic sound books will continue.

Beanie Babies

- As students begin their reading journey, they will be taught a number of decoding strategies using the Beanie Babies. The next two strategies we focus on are *Lips the Fish* and *Stretchy Snake*.
- The Beanie Babies in the bookmark to the right are:

- **Eagle Eye**
- **Lips the Fish**
- **Pointy Porcupine**
- **Stretchy Snake**
- **Chunky Monkey**
- **Skippy Frog**
- **Tryin' Lion**
- **Helpful Kangaroo**



Keeping in Touch

Becoming a part of the life of our school.

Teacher contacts:

PB: mbart18@eq.edu.au
 PH: ahay102@eq.edu.au
 PK: skers6@eq.edu.au
skerr66@eq.edu.au
 PW: jwell198@eq.edu.au

Key information sources

- Our School **Newsletter** ([sign up](#) @ the BHSS website)
- Our School **website** www.baldhillss.eq.edu.au
- The Q-Schools **App**
- **Twitter** @BHSSPrimary
- Ring to explain absences to our office (3261 1554)
- Email our school's front desk at admin@baldhillss.eq.edu.au

Term Two 2018

- Parent-Teacher Interviews
- Our P&C meetings
- Tuckshop roster
- Weekly Assemblies
- Sports Day spectators & volunteers

Subject Information – What we are learning

ENGLISH – Recounting Familiar Events

In this unit, students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They will engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning – focused teaching and learning, play, real-life situations, investigations, and routines and transitions. Students will sequence events from a range of texts, including stories from Aboriginal peoples and Torres Strait Islander peoples, and select a favourite story to retell to a small group of classmates. They will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.

English – Assessment

Assessment 1: Students will recount orally an event from school or home using drawings, photos and /or simple sentences to assist the sequencing of the recount. The students will be provided with an appropriate framework.

MATHEMATICS

Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands – *Understanding, Fluency, Problem solving* and *Reasoning* students have opportunities to develop understandings of the topics of *Number & place value, Using units of measurement, Chance, and Location & direction.*

Mathematics – Assessment

Assessment 2: **Connecting counting and sorting; Format: Interview/observation;** Students make connections between number names, numerals & quantities up to 10. They count to and from 10 and order small collections to 10. Students sort shapes.

SCIENCE – ‘Weather Watch.’

Students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols.

Science – Assessment

Examining the weather. Supervised assessment: Students suggest how the weather affects themselves and other living things. They share observations about the weather.

HASS (Humanities and Social Sciences) – ‘My family History’ – Unit 1 continues

Students’ Inquiry question: *What is my history and how do I know?*

Students explore the nature and structure of families. They identify their own personal history, particularly their own family backgrounds and relationships.

HPE (Physical Activity) – ‘Take Your Marks, Get Set, Play!’

Students develop skills for a range of running and modified field events, working towards preparing for Sports Day.

HPE (Health) – ‘I am Growing.’

Students explore how their bodies are growing and developing, and identify the actions that will keep them healthy such as diet, hygiene and physical activity.

THE ARTS (Music) – ‘Musical Stories’

Students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.

