

Years 1/2 Team Term 1 Letter

Dear Parents and Carers,

What an exciting year we have ahead of us. After only a couple of short weeks, the children have settled happily into their new classes. We have spent time getting to know each other and school routines. We feel that 2019 is going to be a very special year with an enthusiastic group of learners.

The aim of this letter is to provide you with a greater level of insight into what the 1/2 team aims to achieve over the term. Starting on the first day of school we have been building relationships with our students and developing classroom cultures. Every 1/2 class has been focusing on developing students' growth mindset by building learner assets and the skills and dispositions that underpin them. Our focus for the beginning of term 1 is building self-management skills and dispositions. These transfer across all areas of learning. We acknowledge and respect the importance of establishing and maintaining collaborative relationships between home and school in order to support every child for success and look forward to working with you to achieve this. This year we will be holding our third biannual Artists' and Writers Festival. You may remember our first two festivals and all the exciting and engaging learning activities that were held around the school. Reflecting our focus on artists and writers, all the 1/2 classes this year are named after traditional artists (from actors, writers, artists, singers, etc.).

We are altering our learning times throughout the day. This mainly affects the morning and middle sessions to accommodate blocks of learning to provide students with time to delve and investigate deeper into their learning. Following are the new times.

Morning session – 9.00am to 10.50am

Lunch – 10.50am to 11.40am

Middle session – 11.40am to 1.30pm

Recess – 1.30pm to 2.00pm

Afternoon session – 2.00pm to 3.00pm

In every classroom, you will see flexible learning environments and spaces that promote collaboration and cater for individual learning needs. These spaces are co-created with students to promote autonomy and ownership. This includes co-constructed displays, a class library, inquiry stations and the use of the outdoor learning spaces.

You are invited to write a letter outlining any information you think is important regarding your child and their learning, or alternatively please be sure to return your student information sheet (available at the front office) providing background information about your child as soon as possible. Thank you for the letters we have already received. It's wonderful seeing your child through your eyes! It really does give us a valuable insight that helps us plan learning experiences and connect quickly with your child.

Investigations Unit

Throughout this inquiry, students will have the opportunity to explore the world around them and look at how we connect to people and places around us. Students will investigate their local and broader community, the geographical divisions that represent the land, and how places mean different things to different people and the ways people connect with them. This inquiry links with our term 1 Learner Assets focus of being 'responsible self-managers', as students look to ask and answer questions like "how and why should we look after our special places?"

English and Literacy

At Turner School, we believe that students need authentic reading, writing and oral language opportunities to develop a deep understanding of how language works. The 1/2 literacy program caters for the diverse learning needs of each student in each class.

Writing workshops are an important part of our units of inquiry. This term, students will explore and develop an understanding of common text types and their features, including information texts, narratives and visual texts.

In term 1, classes will establish learning environments that provide authentic purposes, audiences, choice and response to promote writing as a means of communication. We will teach strategies that foster engagement with words through inquiry. In order to become word conscious, students are taught explicit strategies to hear and record sounds, visually notice letter patterns in words, think about word meaning, make connections between words and to edit their own writing. This process encourages students to become more independent and successful in their writing.

You can support your child at home by providing them with opportunities to write for real purposes, including shopping lists, stories and letters. For more information about how to support your child in building their identity as a writer, please refer to our school's website.

http://www.turners.act.edu.au/_data/assets/pdf_file/0007/405349/Tips_for_parents_and_carers_to_support_the_writing_development_of_their_child.pdf

Students in years 1 and 2 are given daily opportunities to read a variety of texts. Throughout literacy workshops, students are provided with times to read independently, with other students and with adults. Our class has been introduced to *good fit books*, which are those, chosen by the student, that they can read independently. We have already visited the library and explored and borrowed books for different purposes and varying interests.

Formal home reading began in Week 3 of this term, and books will be accompanied by a folder and a reading log. We encourage students to take books from school home, however your child may prefer to read books from home or a local library instead. I am always interested to see and hear about the texts that children read away from school, so that we can share and discuss new books with the class.

For more information about how to support your child to build their identity as a reader, please refer to our school's website at the following link:

http://www.turners.act.edu.au/_data/assets/pdf_file/0004/384142/Tips_for_parents_and_carers_to_support_the_development_of_their_child.pdf#Tips%20for%20parents%20and%20carers%20to%20support%20the%20development%20of%20their%20child

Speaking and listening activities occur formally and informally in class as part of Turner School's literacy philosophy and program. Students are encouraged to engage in and develop skills through meaningful sharing opportunities. They will be supported to use language to express their needs, negotiate play and engage in questioning and conversation. You can support your child in their language development by asking open-ended questions and using interesting vocabulary in context.

Maths and Numeracy

Every day you will see children engaging, manipulating and using numbers in a variety of ways from becoming familiar with and developing their number sense to transferring this understanding in authentic and meaningful investigations and settings.

In Maths this term we will investigate a range of concepts as outlined in the Australian Curriculum for years 1 and 2. Our class will focus on numeration (place value), counting patterns, addition and subtraction, 2D shapes, time (calendar and events), length and area, fractions and chance. These learning experiences will be a combination of explicit teaching of skills, problem-solving activities and inquiry investigations. Links will be made between these concepts with our inquiry focus throughout the term.

Over the last few years we have had a whole school focus on students developing mental computation skills and strategies. In the junior school we focus on friendly numbers (e.g. friends of 10, 20, etc.), number patterns, doubles and near doubles. These skills and strategies provide students with the tools to be able to accurately calculate answers or approximations mentally using the co-constructed anchor charts around the room for support. Time to experiment with these strategies/skills promote our focus on the learning assets where students see themselves as thinkers and collaborators. One strategy used across the cohort is sequencing numbers and finding patterns and friendly numbers using the 0-11 cards.

Copies of these cards and activities will be sent home at the class information session; alternatively you can find them on the school's website: http://www.turners.act.edu.au/for_parents/carers/interesting_articles2/numeracy.

Physical Education and Health

Our class will be developing their gross motor skills daily with interactive and individual activities. A focus will be on how to play games with others and to develop strategies to work in group situations when participating in physical activities.

Please ensure that your child wears appropriate shoes and wears a named broad brimmed hat to participate in P.E. sessions. A drink bottle with their name clearly written on it also helps them keep hydrated during the warmer months. Throughout the year we will work on each child developing positive attitudes and understandings about their personal development, health and identity which links with our SCARFF (Support, Cooperation, Acceptance, Respect, Friendliness and Fun) values that promote inclusion, personal areas of strength, and belonging.

Elizabeth Hook – Specialist Teacher EAL/D

Elizabeth Hook support students who speak English as an additional language or dialect (EAL/D). She works alongside the class teacher in the classroom. Elizabeth also monitors English language learning as students build vocabulary, grammar and literacy skills. She is happy to talk to parents from backgrounds other than English about their children's progress in learning academic English.

Visual Arts with David Conley

During Term 1 students will learn the basics of drawing such as sketching, creating structures, adding details and layers to create composite pictures. We will explore the use of lines to draw the viewer's eye and create perspective. They will develop their skills to appreciate published illustrators and identify the skills used. We will also use coloured pencils to explore primary, secondary and tertiary colours, warm and cool colours and the use of colours to create mood.

Music with Jess Engele

In Music this term, years 1 and 2 will build their musicianship by learning music skill games that involve movement and develop understanding of musical timing. While building a new repertoire of songs for community singing, we will explore the use of beat and dynamics using a variety of un-pitched percussion instruments. We will also make links with the 1/2 unit of Inquiry by

investigating Indigenous artists and exploring musical instruments and music from our close neighbours (including Papua New Guinea and Indonesia). If you know any cultural songs or own instruments from another country that you would like to share, please get in contact with me.

I will continue to run the junior choir again this year with Liga Ailte. Sessions will be on Thursdays during the first half of lunch and all children in K-2 are welcome to attend. We build a repertoire of songs over the year, many of which we perform at assemblies, to the preschool classes and at the fete.

Indonesian with Ibu Kimberley

Year 1 and 2 students have weekly Indonesian lesson with me. During this time, we revise previous learning, practise the language through songs, games, activities and role play. Encouraging students to practise their language in role play and class discussion will be this year's priority. This term we are going to investigate the daily life of a primary student in Indonesia. Alongside this inquiry we will learn the vocabulary for various classroom objects and useful phrases so we are able to interact with each other in the classroom. This year students will have an opportunity to present part of their class assembly in Indonesian, this is a significant milestone and reflects student ability and their enthusiasm to language learning.

Library with Leonie Straiton

Years 1 and 2 students will attend the school library once a week where they will read quality children's literature, learn about information literacy and borrow books to take home. Up to three books may be borrowed at a time and changed the following week. Please provide a library bag (with your child's name clearly marked) to protect the books and allow for some special time to read to, or read with, your child daily. Family accounts are available for parents to borrow up to 20 books at a time. Please see Leonie for details.

ICT/Technology

Every day in year 1 and 2 children will have the opportunity to engage with a variety of digital technology to support their learning across the curriculum. In term 1 you will see students using a variety of devices such as iPads, interactive whiteboards and computers to develop and complement their understanding of technological concepts. They will be focusing on developing confidence with logging on and using devices to record their learning in a variety of ways. Students will also be exploring the safe and appropriate uses of search engines, programs and apps.

Fruit Breaks

Each morning around 9.50am, students have a short fruit break to help to maintain energy levels throughout the morning session. I encourage students to bring a choice of raw fruit or vegetables to eat during this time. Please ensure that fruit or vegetables are cut and easy to eat. We will also have a short brain break in the middle session due to our change of school times.

Nut Aware and Safe Food Guidelines

Turner School asks that you do not send food containing any nuts or nut oil to school with your child. We have many students with allergies and this whole school approach links with our inclusive policy.

Volunteers

We love having visitors and volunteers in our class. If you are interested in sharing any skills or passions with your child's class, please sign-in in our white folder and display a volunteer badge during your visit. If you are interested in volunteering more than seven times this year, you will need to obtain a Working With Vulnerable People Card. Application forms for this card are available at the Condamine Street Front Office. This is free for parents and volunteers and a requirement for adults working regularly with children.

Additional Information for Small Group 1/2 classes:

S1/2KH are planning to begin our school bike program, Ready to Roll, during Term 1. The program has been developed by teachers at our school to support students to learn how to ride, check and be safe on their bikes. Notes will be sent home during Term 1 with more information about what is included in the program.

S1/2EL will also get the opportunity to participate in weekly living skills sessions with Sally Higgsion. The students will be involved in learning experiences such as cooking and caring for our chickens and vegetable patches.

Thank you to those families who have already sent in a letter with current detailed information on your child. We have communication diaries (an exercise book) for your child - a means of communicating between home and school, to give you a glimpse of your child's week. I may not have time to write in them every day, but will endeavor to provide information about what we intent to cover during the week. This is particularly important for those families we see less often, those whose children travel to and from school by bus.

Please do not hesitate to contact me via our work email or school telephone should you need to speak to us. Similarly, we will telephone, email or write in your child's communication diary if any occasion arises.

Please do not hesitate to contact me should you have any questions about our learning this term.

Kind regards,

Years 1/2 Team Teachers

Term 1 Dates for your diary

Please note: These dates are correct as of time of printing this letter. Please refer to the whole school term 1 calendar that went home with the week 1 newsletter. The newsletter and website will keep you updated with all events.

Week 5

Wednesday 6 March – Junior Assembly hosted by 1/2MA and 1/2TP - 2.10pm in the Senior Hall

Week 6

Monday 11 March – Canberra Day Public Holiday

Week 8

Wednesday 27 March – Junior Assembly hosted by 1/2MW and S1/2KH - 2.10pm in the Senior Hall

More personalised information from the teachers of the 1/2 team:

Carolyn Maclead and Jess Engele 1/2ME – The Potters - carolyn.macleod@ed.act.edu.au / jessica.engele@ed.act.edu.au

We have over 25 years combined experience in the classroom. Together, we bring a wealth of knowledge of how children learn, develop and socialise. Carolyn's passions are reading, social justice and experiencing the world with family and friends. Jess' passions are music, playing soccer and hanging out with her two children. With much experience in the Early Years and Special Needs areas of education, we hope to enrich and inspire each child to reach their full potential. We look forward to sharing our interests with the class and being inspired by them.

As Carolyn is the 1/2 team leader, Jess will be co-teaching with Carolyn throughout the week. This provides consistent practice and shared vision for the year. Jess is also leading junior music and working with all 1/2 classes. Your child may already have spoken about working with both teachers.

In line with reflecting our focus on traditional Indigenous Artists and writers, we are lucky to be named 1/2 *The Potters* after Thancoupie, an Aboriginal ceramic and sculpture artist, and elder of the Thaynakwith people from the Western Cape York area of far north Queensland. Thancoupie was referred to as 'The Potter' and you can find some of her art in the National Gallery of Australia. We look forward to inquiring into her artwork and culture throughout the year.

1/2ME The Potters Timetable of special activities

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School	Fit & Fun	Fit & Fun Turner Trebles	Fit & Fun	Fit & Fun	Fit & Fun
Morning Session		Indonesian			
Lunch Time				Junior Choir	
Middle Session		Art		Library	
Recess					
Afternoon Session				Music	

Sammy Noble 1/2SN – Djarimirri – samantha.noble@ed.act.edu.au

This is my third year within the 1/2 team at Turner School and I feel very lucky to be a part of this wonderful team once again! I have a passion for reading, science and environmental conservation. I look forward to sharing these with the class and helping them explore their own interests through their learning!

In line with reflecting our focus on traditional Indigenous Artists and writers, we are lucky to be named *Djarimirri* after the song by Geoffrey Gurrumul Yunupingu, which means 'Child of the Rainbow'.

1/2SN Djarimirri Timetable of special activities

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School	Fit & Fun	Fit & Fun Turner Trebles	Fit & Fun	Fit & Fun	Fit & Fun
Morning Session			Art		
Lunch Time					
Middle Session		Indonesian	Music	Library	
Recess					
Afternoon Session					

Melanie Akhurst 1/2MA – Singing Stars - Melanie.akhurst@ed.act.edu.au

I am looking forward to working with your child here in 1/2MA and know the year will be one of adventure and excitement! Having worked with children in the early years for some time now I enjoy watching them gain new skills and building onto their knowledge as they grow.

In line with reflecting our focus on traditional Indigenous Artists and writers, we are lucky to be named after Christine Anu and the children voted for the '*Singing Stars*' because they love singing her songs.

1/2MA Singing Stars Timetable of special activities

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School	Fit & Fun	Fit & Fun Turner Trebles	Fit & Fun	Fit & Fun	Fit & Fun
Morning Session					
Lunch Time				Junior Choir	
Middle Session		Music and Art			Library
Recess					
Afternoon Session				Indonesian	

Michelle Wilson – 1/2MW – Desert Lizard Dreaming - Michelle.Wilson@ed.act.edu.au

Some of my teaching passions are information technology, visual arts, maths and reading. I look forward to sharing these with the class and helping them explore their own interests through their learning, especially during our Artists and Writers Festival this year. It has been a great start of the term team teaching with Katrina Harding and collaborating with S1/2KH Lightning. Both of our classes have had opportunities to meet, create, be collaborative and learn with each other.

In line with reflecting our focus on traditional Indigenous Artists and writers, we chose our artist Jeanie Petyarre from the Northern Territory. Jeanie is from Utopia and has her artworks displayed in galleries all around the world. Our class are lucky to be named *Desert Lizard Dreaming* (The Desert Lizards). This name was created after viewing Jeanie's artworks based on her ancestors dreaming, her totem animal (lizard) and bush leaf paintings.

1/2MW Desert Lizard Dreaming Timetable of Special Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School	Fit & Fun	Fit & Fun Turner Trebles	Fit & Fun	Fit & Fun	Fit & Fun
Morning Session		<i>Music</i>			
Lunch Time				<i>Junior Choir</i>	
Middle Session			<i>Art</i>	<i>Indonesian</i>	
Recess					
Afternoon Session	<i>Library</i>				

Taneal Proctor – 1/2TP – Yaunati - taneal.proctor@ed.act.edu.au

After a year on the senior side of the school, I am excited to be back in lower primary where I've spent most of my teaching career. Originally from the Gold Coast, Queensland, I've spent the past decade living all over the world, teaching and chasing winter as a snowboarder. I've lived in Canada, USA, Europe, New Zealand, Japan and the UK. I have absolutely loved my travels and living abroad but I am glad to be home in Australia and back at Turner School for another year. I very strongly believe that we are partners in ensuring your child's positive learning development this year. I am always happy to meet with you at any time after school to discuss your child's progress. It's best to email me ahead of time to make an appointment though.

In line with reflecting our focus on traditional Indigenous Artists and writers, We are lucky to be named after Chern'ee Sutton's artwork *Yaunati* which means 'grow big' in the indigenous language of the Kalkadoon people. Chern'ee is a contemporary indigenous artist with family links to the Kalkadoon people in Mt Isa, Queensland. She started painting in Year 9 when she won an Indigenous art competition and has been painting ever since. She is now just 22 years old and her artworks have featured on the NRL Indigenous All Stars football jersey; at the 2018 Gold Coast Commonwealth Games, where she also designed Borobi's famous hand and foot prints; and, at Paliament House. In 2014, Chern'ee was awarded the National NAIDOC Youth of the Year Award for her contributions to different charities and her commitment to reconciliation through her artwork.

1/2TP Yaunati's Timetable of Special Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School	Fit & Fun	Fit & Fun Turner Trebles	Fit & Fun	Fit & Fun	Fit & Fun
Morning Session		Music	Art		
Lunch Time				Junior Choir	
Middle Session			Indonesian		Library
Recess					
Afternoon Session			P.E./ Assembly		Creative Play

Tilly Cave – 1/2TC- Mina Mina Dreaming – matilda.cave@ed.act.edu.au

My name is Tilly Cave and I am your child's class teacher for this year. This is my second year at Turner School and I am very excited to be working with your children this year. I am passionate about learning and working to provide quality, inclusive education for all. In line with reflecting our focus on traditional Indigenous Artists and writers, we are lucky to be named **Mina Mina Dreaming**, after a painting by Indigenous Artist, Judy Watson Napangardi. The painting tells a story of a journey throughout the outback of Australia, near the Gibson Desert. We have spent time this term researching and recreating *Mina Mina Dreaming*, and our responses to the artwork are displayed in the corridor outside our classroom. 1/2TC shares this name with our buddy class next door, S1/2EL.

1/2TC Mina Mina Dreaming Timetable of special activities

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School	Fit & Fun	Fit & Fun Turner Trebles	Fit & Fun	Fit & Fun	Fit & Fun
Morning Session	Indonesian			Music	
Lunch Time				Junior Choir	
Middle Session					
Recess					
Afternoon Session				Art	

Effie Logan – S1/2EL – Mina Mina Dreaming – Effie.logan@ed.act.edu.au

LSA's, Nic and Tegan and I are very excited about the year ahead. This will be my second semester teaching at Turner School and first full-time class. I look forward to further exploring Turner's inquiry approach through play-based and hands-on experiences with a focus of authentic learning. I love seeing other parts of the world, eating different foods and being anywhere near the water. It will also be Nic's second semester here at Turner, coming all the way from his home town in Perth. Nic spends most of his time of some kind of board whether it be sea or snow. Tegan is the veteran of S1/2EL and we are lucky to have her. She enjoys staying fit and relaxing with her family and friends.

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S1/2EL Mina Mina Dreaming Timetable of special activities

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School	Fit & Fun	Fit & Fun Turner Trebles	Fit & Fun	Fit & Fun	Fit & Fun
Morning Session	9:50-10:50				
Lunch Time					
Middle Session				11:40-12:40	12:40-1:30
Recess					
Afternoon Session					

Katrina Harding – S1/2KH – Lightning – katrina.harding@ed.act.edu.au

It has been a great start of the term team teaching with Michelle Wilson and collaborating with 1/2MW Desert Lizard Dreaming, our buddy class and having LSA Blair Rivers supporting S1/2KH. Both of our classes have had opportunities to meet, create, be collaborative and learn with each other.

In line with reflecting our focus on traditional Indigenous Artists and writers, we are lucky to be named **Lightning**, a painting by Aboriginal Artist, Sarrita King. We are very fortunate Sarrita will be coming to visit us on Friday 1st of March to talk with us about her art, family and interests.

S1/2KH Lightning Timetable of special activities

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School	Fit & Fun	Fit & Fun Turner Trebles	Fit & Fun	Fit & Fun	Fit & Fun
Morning Session		Music			
Lunch Time				Junior Choir	
Middle Session			Art	Drama	
Recess					
Afternoon Session		Library			