

1/2 Team – Term 1 *'Who Am I?'*

Dear families,

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 2021 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 hopes 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 knowledge and understanding (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 fifth biannual Artists & Writers Festival. You may remember previous festivals and all the exciting and engaging learning activities that were held around the school. The driving question for the Festival is "what if I was the author?" and as such the 1/2 classes this year are named after Australian junior fiction authors.

Alice Roscoe - 1/2AR Matt Cosgrove

Taneal Proctor - 1/2TP Alison Lester

Rhiannon Call & Heather Walker - 1/2RC & SK-2HW Graeme Base

Candace Goffin & Effie Logan - 1/2CG & SK-2EL Jackie French

Melanie Akhurst - 1/2MA May Gibbs

Kayla Gifford & Tilly Cave - 1/2KG & SK-2TC Mem Fox

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.

Junior Choir

Jess Engele and Kayla Gifford will continue to run the Junior Choir again this year. Sessions will be on Wednesdays during the first half of lunch and all children in K-2 are welcome to attend. They will build a repertoire of songs over the year, many of which will be performed at assemblies, to the preschool classes and at the fete. Junior Choir will begin in Week 4.

Fruit and Brain Breaks

1/2 classes have a short fruit break to help maintain energy levels in class each morning around 10am. This encourages healthy eating and children who participate in these breaks may maintain focus in learning experiences for longer periods of time. Raw vegetables are also accepted as a healthy snack in these sessions. Please make sure fruit and vegetables are easy to eat and do not require cutting.

Nut Aware and Safe Food Guidelines

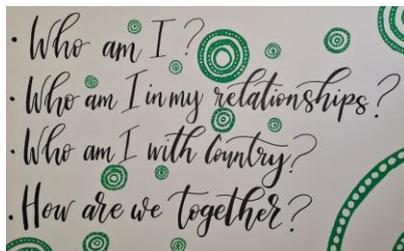
Turner School asks that you do not send food containing any nuts or nut oil with your child. We have many students with allergies and this whole school approach links to our inclusive policy.

Reading Workshop

All parents are welcome to attend the Reading Workshop in Term 1. It is on Thursday, 11th March (week 6), and will provide insight into reading processes and strategies. Dates for the workshops will be advertised in the school newsletters and on our website.

Learning Overview for Year 1/2

Please find below the Term 1 Overview (including Achievement Standards from the Australian Curriculum) and inquiry focus that will frame your child’s learning experiences. Throughout the year, we will also be inquiring into the big questions below;



Learning Area	Focus	Australian Curriculum Achievement Standards
Inquiry (HASS – History & Geography)	<p><i>“Places”</i></p> <p><i>The world is represented in geographical divisions that are interconnected in many ways</i></p>	<p>Year 1</p> <ul style="list-style-type: none"> • Identifies and describes the features of places and location at a local scale and identifies changes to the features of places • Recognises that people describe the features of places differently, and describes how places can be cared for • Represents the location of different places and features on labelled maps • Reflects on learning to suggest ways to care for places <p>Year 2</p> <ul style="list-style-type: none"> • Recognises that the world is divided into geographic divisions and that places can be described at different scales • Describes how people in different places are connected to each other and identifies factors that influence these connections • Recognises that places have different meaning for different people and why the significant features of places should be preserved • Reflects on learning to suggest ways to care for places and sites of significance
English	<p><i>Writing, reading, spelling, speaking & Listening</i></p>	<p>Year 1</p> <ul style="list-style-type: none"> • Makes connections to personal experiences when explaining characters and main events in short texts • Reads aloud, with developing fluency • Creates short texts for a small range of purposes • Accurately spells high-frequency words and words with regular spelling patterns • Uses capital letters and full stops, and forms all upper- and lower-case letters correctly <p>Year 2</p> <ul style="list-style-type: none"> • Identifies literal and implied meaning, main ideas and supporting detail • Uses knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency • Creates texts, drawing on personal experiences, imagination and information learnt • Accurately spells words with regular spelling patterns and spells words with less common long vowel patterns • Uses punctuation accurately, and writes words and sentences legibly using unjoined upper- and lower-case letters

Learning Area	Focus	Australian Curriculum Achievement Standards
Mathematics	<i>Place value, numeration, shape, Mapping & length</i>	<p>Year 1</p> <ul style="list-style-type: none"> • Describes two-dimensional shapes and three-dimensional objects • Counts to and from 100 and locates numbers on a number line • Partitions numbers using place value • Orders objects based on lengths and capacities using informal units • Uses the language of direction to move from place to place <p>Year 2</p> <ul style="list-style-type: none"> • Explains the effects of one-step transformations • Draws two-dimensional shapes • Counts to and from 1000 • Performs simple addition and subtraction calculations using a range of strategies • Interprets simple maps of familiar locations
Physical Education and Health	<i>Identity</i> <i>Fundamental Movement Skills</i>	<p>Years 1 & 2</p> <ul style="list-style-type: none"> • Recognises how strengths and achievements contribute to identities • Demonstrates fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges
The Arts - (Visual Art and Music)	<i>Music</i> - <i>Tempo & Dynamics</i> <i>Visual arts</i> - <i>Mixed media</i>	<p>Years 1 & 2</p> <ul style="list-style-type: none"> • Describe artworks they make and those to which they respond. • Use the elements and processes of arts subjects to make and share artworks that represent ideas <p><i>Music</i></p> <ul style="list-style-type: none"> • Improvise, compose, arrange and perform music keeping in time when they sing and play <p><i>Visual Arts</i></p> <ul style="list-style-type: none"> • Make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes
Indonesian (Mainstream classes)	<i>Language and Culture</i>	<p>Years 1 & 2</p> <ul style="list-style-type: none"> • Give factual information about self, family and significant objects using labels, captions and descriptions • Use familiar words, phrases and patterns to create captions and participate in shared performances and games • Whilst learning about Indonesia and its language, the students will be encouraged to practise songs and dances such as ‘Panjang umurnya’ and ‘Gundul Pacul’
Technologies	<i>Design and Technologies</i>	<p>Years 1 & 2</p> <ul style="list-style-type: none"> • Safely creates solutions and communicates ideas and information face-to-face and online • Identifies needs, opportunities or problems and describes them

In week 1, you received an invitation to write a letter outlining any information regarding your child and their learning, which will help us get to know them as the wonderful individual that they are. Thank you to those who have already returned these letters. We have loved reading them and will return to them at different times as we get to know your child.

If you would like to contact your child's class teacher to discuss their progress, please email them directly or call Turner School on 6142 2430. Please also feel free to contact Jess Engele (team leader) if you have any queries.

We are looking forward to a great year of learning!

Regards,

The 1/2 Team

Jess – jessica.engele@ed.act.edu.au

Tilly – matilda.cave@ed.act.edu.au

Kayla – kayla.gifford@ed.act.edu.au

Melanie – melanie.akhurst@ed.act.edu.au

Candace – candace.goffin@ed.act.edu.au

Effie – effie.logan@ed.act.edu.au

Heather – heather.walker@ed.act.edu.au

Rhiannon – rhiannon.call@ed.act.edu.au

Taneal – taneal.proctor@ed.act.edu.au

Alice – alice.roscoe@ed.act.edu.au