



# Grade 1/2 Newsletter

## Term 2, 2026

Welcome back everyone! We hope you had a lovely break, relaxing and enjoying time with family and friends.

This term is already shaping up to be a busy and exciting one. On Tuesday 26 May, students will be visiting Scienceworks Museum to complement our learning throughout our science unit. We were lucky enough to secure funding from the venue, so families will only need to pay for the bus transportation. A note for this excursion has already been sent home, however, to ensure your child attends, please return the note and money no later than Monday May 18. Please note that CSEF funds can be used for this excursion.

Later in the term, students will also be expected to participate in a swimming program for four days. Notes will be sent home shortly. Once received, it would be greatly appreciated if you could return the notes as soon as possible. Students will need to wear their bathers under their school uniform each day. They will also need to bring a pair of underwear and a dry towel each day in a plastic bag or small backpack. Please note that children will need to be able to dress themselves after their lesson. Please prepare your child to be able to dry off and dress themselves independently if they cannot already do so.

We take this opportunity to remind parents that all students must be in full school uniform every day. While hats are not required during Terms 2 and 3, children are welcome to continue wearing them. Should you need to replace a school hat, they can be purchased for \$10.00 at the school office. To help prevent the spread of head lice, children with shoulder length hair or longer, are required to tie it up. If you require a copy of our School Dress Code, please contact your child's classroom teacher or refer to the school website.

Take Home Reading has re-commenced for Term 2. Readers are changed every Monday, however students must return the previous week's readers before doing so. It is also important that parents sign their child's reading journal each night after reading.

SMART goals have been set for Reading, Writing and Mathematics for the term and have been uploaded to COMPASS. These goals will continue to be uploaded onto Compass and will be revised and updated on a regular basis. New goals will be created throughout the term and given to your child. If you have any questions, please contact your child's teacher.

Going to school every day is the single most important part of your child's education. Students learn new things at school every day - missing school puts them behind. In Victoria school is **compulsory** for children and young people aged 6 -17 years. Coming to school every day helps your child make and maintain friendships and build connections with others.

It is a requirement that schools record and monitor attendance and absences.

There are always times when students need to miss school, such as when they're ill. It's vital they are only away on the days they are genuinely sick. Developing good sleep patterns, eating well and exercising regularly can make a big difference. The school requires medical certificates for students who are experiencing high levels of absenteeism.

Please ensure that all student absences are reported to the school. This can be done by:

- Logging on to Compass and adding an attendance note (found under "approvals" on the app)
- Calling the school on 9749 2770
- Emailing the school - [woodville.ps@education.vic.gov.au](mailto:woodville.ps@education.vic.gov.au)

Please take the time to go through the attached 'Every Day Counts Attendance Fact Sheet'. We thank you for your assistance with this.

Should you wish to meet with your child's teacher throughout the term, an appointment can be made by contacting them via COMPASS CONNECT or via the school's office on 9749 2770.

We would like to thank those families who have already contributed a box of tissues to their classroom. Classrooms still require tissues, especially as we head into the chillier months, so any contributions would be greatly appreciated.

Kind Regards,

The Grade 1/2 Team

Ms Turner, Mrs Ladgrove, Mr Montague, Ms Di Natale, Ms Knuckey and Miss Karaman

## Phonics

**Grade 1:** This term, students will be assessed on their ability to read and spell words with the sounds 'oa', 'ow', 'o-e', 'ph', 'oo', 'or' and 'ar'. Additionally, students will also read, spell and explain the meaning of the suffixes '-er', '-es', '-e' and '-es', and a range of compound words. They will read a variety of levelled texts and write dictated sentences with increasing accuracy, fluency and comprehension. Students will also continue to practise reading and spelling a number of high frequency and sight words. Sight words covered in this term's work include: ok, were, out, oh, these, many, being, other, going, where, herself and people.

**Grade 2:** This term, Grade 2 students will learn and be assessed on their ability to read and write words with the following sounds: 'ear', 'eer', 'air', 'are', 'ch' (read as 'k') and 'ch' (read as 'sh'). Students will also explore prefixes 'non-' and 'in-' 'sub-', 'mis-' and 'un' and how they alter the meaning of words. Students will continue to write dictated sentences, incorporating grammar and spelling conventions and will continue to read with accuracy and fluency, a variety of texts appropriate to their reading level.

## English:

**Grade 1:** Throughout the term, students will be learning how to identify and use adjectives and nouns, and the verb 'to be'. They will learn sentence structure and how to expand sentences by adding who or what, when and where information. Students will also identify and write question sentences, and edit their own work for correct boundary punctuation.

We will also be focusing on writing persuasive texts. In this unit, students will read a variety of fables and fairy tales to identify the morals and lessons of the stories. They will need to formulate opinions based on these morals and write persuasive arguments to convince the reader of their viewpoint.

We will also be continuing our work using the Decodable Readers Australia (DRA) platform. Students have set books to read through that align with the work being undertaken in both our Phonics and English lessons. All students should have received their login details in Term 1. If your child is missing theirs, please contact your classroom teacher to arrange another copy.

**Grade 2:** During Term 2, students will focus on grammar and punctuation, exploring boundary punctuation such as full stops and question and exclamation marks. They will learn to identify and write sentences using subordinating conjunctions that reveal the time order of two things happening as well identifying and using possessive adjectives and pronouns in a sentence.

Students will also focus on writing persuasive texts using a range of mentor books that encourage the exploration and analysis of character traits and actions. They will also use various texts to analyse illustrations and how they add to their understanding of the story. During our unit on poetry, students will explore how illustrations and language can help them make visualisations and connections to their own lives and experiences.

## Mathematics

**Grade 1:** We will be covering two different units this term, the first being Additive Thinking. In this unit, students will explore the concept of additive thinking through the skills of calculating difference and combining and separating quantities. They will apply addition and subtraction strategies to combine and separate quantities. This will involve understanding the relationship between addition and subtraction to find the unknown element in any position of a number sentence. Students will also solve mathematical problems for practical situations including simple money transactions (for example, I pay for a \$17 item with a twenty-dollar note and get \$3 in change).

The second unit, Informal Measurement, will focus on how to make reasonable estimates with accurate vocabulary about length, mass and capacity. Students will learn how to order objects of length, mass and capacity using direct and indirect comparison, and use uniform informal units to measure length.

**Grade 2:** Throughout Term 2, students will work across two different units. During the unit on Additive Thinking, students will explore the different ways to make various numbers. They will also learn how to solve one- and two-digit addition and subtraction problems using a variety of strategies including the 'Jump Strategy' and partitioning. Students will also explore solving problems by rounding up to the nearest ten and adding the cost of two items to determine if they have enough money in their budget.

In the unit, Introducing Fractions, students will explore how multiple equal parts make a whole. They will also partition shapes and collections of objects into halves, quarters and eighths. Students will learn to compare fractions to determine which is larger, smaller or the same size as well as identifying the whole when given only a fraction of a collection.

### Integrated Studies

In Respectful Relationships this term, students will be learning about **RESILIENCE**. They will explore and be encouraged to implement various strategies to further develop their resilience and build on their positive coping skills.

Our science focus this term is **PHYSICAL SCIENCE**, with an emphasis on movement. Students will explore how different objects move and the various factors that may affect an objects movement such as size, shape and the material it's made of. Students will make a range of predictions and participate in shared science experiments, making observations to determine if their predictions were accurate.

Throughout the year, the Grade 1/2 students will continue to participate in the '**INFORM AND EMPOWER**' program. Inform and Empower partners with the school to create a safer and positive online experience for every child. It's an innovative and interactive online program that has a LIVE stream each term. Topics that students will focus on throughout the year include *The Internet and You*, *Healthy Digital Habits*, *Digital Footprints*, and *Digital Detectives*.

The focus for Term 2 is *Healthy Digital Habits*. Students will focus on the importance of balancing screen time with green time, the value of healthy sleep habits and why it can be hard to put their devices down.

Students will join Ollie, Ruby, Marty and Damo as they journey online.

### Music – Lisa Wood

During Term 2, Grade 1 and 2 students will be exploring world music during their music classes. They will learn about a variety of dances, instruments, and musical traditions from different cultures around the world. This is important because it helps children develop an appreciation for diversity and understand how music connects people across different countries and communities. Through this learning, students build important skills such as listening, coordination, creativity, and confidence, while also developing respect and curiosity for cultures beyond their own.

### Physical Education – Tom Digby

This term in Physical Education, our Year 1/2 students will be developing their kicking skills through learning the fundamentals of both Soccer and AFL. Students will practise key techniques such as controlling the ball, accurate passing, and kicking for distance. They will explore different types of kicks, including short passes and longer kicks, while focusing on balance, coordination, and using the correct part of the foot. Through a variety of fun drills and small-sided games, students will begin to understand how these skills apply in both Soccer and AFL settings.

### Visual Art – Nicole Wassell

During Term 2, our Grade 1 and 2 students will continue to build on the routines and skills established in earlier years, with a strong emphasis on the safe and responsible use of materials and equipment. There will be a continued focus on fostering independence and autonomy, encouraging students to make informed choices and take increasing responsibility for their artistic expression and artwork.

Students will explore texture and pattern through a variety of printmaking and collaging techniques. They will also develop their social and emotional skills by examining how artists convey feelings and emotions in their work.

Throughout the term, students will strengthen their creative and critical thinking through activities that promote discussion, active listening, and problem-solving within artistic practice. They will continue to expand their art vocabulary and visual literacy by observing and discussing a range of artworks, including illustrations from children's literature.

### Japanese – Miyuki Wirth

This term, students are exploring Japanese through an engaging, movement-based unit called *Little Ninjas*. Through games, role-play, and 'Total Physical Response' (TPR) activities, students learn to listen and respond to simple Japanese words and commands. Students are reinforcing their knowledge of colours through fun "Colour Ninja" activities (red, blue, yellow, green) while also learning new action words in an interactive and meaningful way. They will also be learning about Japanese culture through 'Children's Day' (*Kodomo no Hi*).

### STEM – Leanne Sammut

**Grade 1:** This term, Grade 1 students will build on their observation skills by learning how to use microscopes more independently to examine insects and their features. They will explore the different parts of insects, such as the head, thorax, abdomen, and wings, and begin to understand their functions. Students will further develop their scientific sketching skills by adding more detail and labels to their drawings. At the end of the term, they will apply their understanding by designing and sketching their own unique insect species, including key features they have learned about.

**Grade 2:** In Term 2, Grade 2 students will deepen their understanding of insects through detailed observation using microscopes. They will investigate the structure and function of insect body parts and begin to compare similarities and differences between species. Students will refine their scientific sketching techniques, focusing on proportion, detail, and accurate labelling. As a culminating project, they will design their own insect species, incorporating realistic features and presenting their work through a detailed scientific sketch.

## EVERYDAY COUNTS

Attendance fact sheet for primary school students  
School is better when you're here.

### DO I HAVE TO GO TO SCHOOL?

Yes, in Victoria everyone aged from 6 - 17 has to go to school.

Missing one day a fortnight is the same as missing four whole weeks of school a year.

From Foundation to Year 12 that adds up to 1.5 years of school!

School is better when you attend. Your friends and your teachers notice that you are away and wonder if you are OK.

### WHY IS IT IMPORTANT THAT I GO TO SCHOOL EVERY DAY?

Right now, being at school is the most important thing you need to do for your future. School helps you build good habits for later on in life. You might think school is just about Maths and English but you're also learning about how to work with other people and how to solve problems.

Being at school every day also means you are becoming more independent as a learner and interacting with your friends and teachers. If you are at school, you can get help from your teachers and friends and won't have to try to learn things in your own time.

Being an adult probably seems far away but we know that young people who attend school more frequently have better outcomes after school too. This means they earn more money, have better job opportunities and are generally healthier. So being at school really does make a difference!

## Minutes lost = days lost per year

A couple of minutes here and there doesn't seem like much, but...



## Days missed = years lost

A day here and there doesn't seem like much, but...



### **DO MY PARENTS NEED TO LET THE SCHOOL KNOW IF I'M GOING TO BE AWAY?**

Yes. Your parents need to notify the school of your absence as soon as they can within three days of your absence. If they know you are going to be away, they should try to tell the school before the day or days you are away.

If you're away from school too much and don't have a reasonable excuse like a serious illness, your parents might get a letter from the principal asking about why you're away.

### **ARE THERE ANY GOOD REASONS TO BE AWAY FROM SCHOOL?**

No. Unless you are very unwell or there is an event like a funeral, you should be at school. Every day you are away is a day of classes and social connection you miss out on. Taking a day off for your birthday or go shopping isn't a good reason to miss school.

Even medical and health appointments should be made either before or after school or during the school holidays. This includes family holidays. Your parents are encouraged not to plan holidays during the term but to organise these during the school holidays.

If you do have to be away for some reason, your parents need to contact the school and let them know what's going on. Depending on the situation, the school might provide schoolwork for you to complete.

### **IF I'M NOT AT SCHOOL, WHAT DO I MISS OUT ON?**

You miss out on all the big stuff – class discussions and all the interaction that happens in a classroom, the chance to get help from teachers and the opportunity to practice skills and gain knowledge.

Being away means you might miss out on a lot of learning or that you need to catch up in your time. If all of that isn't enough to convince you to be at school every day, being away also means you also miss out on playing with your friends. Being away from school a lot can be lonely. It has a big impact on relationships and social connections.

Believe it or not, everyone wants you at school and it really is better when you attend.

### **WHAT IF I'M HAVING PROBLEMS GETTING TO SCHOOL?**

Getting to school on time everyday can be about having a good routine.

If you find yourself running late or missing school because you're disorganised, try:

- Asking your parents for help getting ready
- Having a set time to go to bed
- Leaving all technology out of your bedroom
- Packing your school bag the night before with everything you need
- Having a set time for breakfast
- Planning to meet up with a friend so you can travel to school together.

Sometimes, though it can just be hard to go to school. Whatever the situation is, staying away from school isn't the answer. Many people want to help you. Try talking to:

- Your parents or another adult family member
- A trusted teacher
- Wellbeing Coordinator.