



Grade 1/2 Newsletter

Term 1, 2026

To all families, both old and new; welcome to the new school year! We look forward to getting to know your children and are excited to see what 2026 brings. The Grade 1 and 2 team for 2026 are:

1A	1B	2A	2B	2C
Mel Turner Kimberley Ladgrove Kiran Anwar Susan Hartmann	Tee Montague Kasha Wilkins	Trish Di Natale Christian O'Driscoll Kiran Anwar	Jo Knuckey Colleen Edwards	Tijana Karaman Safoora Fahad

Please see below a timeline of the school day. So as not to miss out on crucial learning, it is important that students arrive at school on time each day.

The School Day

- 8:40am** The first bell rings. Students enter the classroom and prepare themselves for the day ahead.
- 8:50am** School officially starts with the ringing of the second bell. The roll will be marked. Students who enter school grounds after 8:50, must enter the school via the office.
- 9:00am** Learning Session 1
- 10:00am** Learning Session 2
- 10:45am** Students eat their snack / lunch
- 11:00am** Lunch 1
- 11:30am** Learning Session 3
- 12:30pm** Learning Session 4
- 1:15pm** Students eat their snack / lunch
- 1:30pm** Lunch 2
- 2:00pm** Learning Session 5
- 3:00pm** End of school day

Communication Bags, Take-Home Readers and Reading Journals

Students must bring their communication bag to and from school each day. Communication bags are used to send notes to and from home and to carry their take-home readers and reading journals.

As part of our homework policy, children are expected to read for ten minutes each night. It is also important that parents complete the reading journal, filling in the date and the name of the text.

Children will not be able to take readers home if they do not have their communication bag. Should you need to replace your child's communication bag, they can be purchased from the school office for \$10.00.

Uniform Reminders

All students must be in full school uniform **every day**. If you require a copy of our School Dress Code, please contact your child's classroom teacher or refer to the school website.

Terms 1 and 4 are **No Hat, No Play** terms in accordance with our **SunSmart** policy. Please ensure your child brings a school approved, wide-brimmed hat to school each day, clearly labelled with their name. Should you need to buy a new hat, they are available for purchase at the school office for \$10.00.

It is also extremely important that children wear the appropriate footwear to school. It is expected that students wear black school shoes or runners. No open toed sandals, thongs or Crocs are allowed.

SMART Goals

Each term, students will receive SMART goals in the areas of Reading, Writing and Mathematics. 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.

Parent / Teacher Meet and Greet

On Tuesday 24 February, parents are invited to attend a 'Meet and Greet' with their child's teacher. More information has been made available via COMPASS and time slots are now open for you to book in a preferred time for this meeting. Appointments are 10 minutes in duration and are available between 10:30am with the last available appointment being at 5:50pm.

Stationery and School Supplies

Thank you to those families who have already sent their child's school supplies to school. If you have recently received school materials, it would be greatly appreciated if you could label them with your child's name and send these to school as soon as possible.

Students are required to have a set of working headphones when using their iPads or laptops. Please check with your child if they need their headphones replaced or contact their teacher to confirm if new ones are needed. Headphones can be purchased from the school office for \$10.00. It would also be appreciated if you could send a box of tissues if you have not already done so.

Attendance Reminders

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 that they're 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

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

Wishing everyone all the best for a wonderful school year.

The 1/2 Team,

Mel, Kimberley, Tee, Trish, Jo and Tijana.

Phonics

This term, students in both Grade 1 and 2, will be continuing their work on decoding a range of blends, sounds and words. We will be building upon strategies learnt last year to read and identify new spelling patterns and increase our knowledge of phonemic awareness. Students will be blending sounds to read words, segmenting sounds to spell words, and manipulating sounds to build new words to read and spell. We will also continue to review previously learnt high-frequency words, read and spell 2 syllable and compound words. Students will also be given the opportunity to read decodable texts to practise blending and decoding skills as well as build automaticity and fluency. Throughout the term, there will continue to be a strong focus on handwriting skills which will be integrated into each Phonics lesson.

English

Grade 1: Students will be engaging with a diverse English unit comprised of explicit grammar and punctuation learning, text response work and independent writing tasks. They will be learning to define and identify nouns, noun types, adjectives and verbs in sentences, categorise verbs, expand simple sentences using 'who', 'what', 'where', 'when', and adjectives, and use a comma to separate adjectives.

Throughout the term we will be writing recount texts and narratives. Using a range of classroom books, students will learn to understand characters' emotions, actions, growth and perspectives, and identify a similarity and a difference between two characters. We will also be beginning to learn about the author's message, characters and settings within a text. When writing narratives, students will use a story map to identify the beginning, middle and end. They will also be describing characters and settings of their own imaginations, as well as developing their story's problem and solution.

Grade 2: During Term One, students will learn about compound sentences; what they are, how they are formed and the various conjunctions that can be used to join two simple sentences together. They will learn to write their own compound sentences as well as identify them within paragraphs while applying learnt grammar and punctuation skills to edit them.

Students will also focus on writing information reports and narratives, using a range of mentor books to explore various text features and how visual elements add meaning to a story. They will study themes of compassion by understanding how characters are feeling and how illustrations help to understand a character's emotions. Students will also compare images and make predictions while developing their comprehension skills by sequencing key events and making inferences based on illustrations.

Numeracy

Grade 1: To start the term, we will be working through a unit on place value. Students will be focusing on key concepts such as understanding that 10 ones is the same as 1 ten. They will be recognising and counting collections of tens, and making, naming and recording numbers to 120. Later in the term we will be making connections between place value and our new unit on patterns. In this unit, students will explore skip counting using number lines, charts, and concrete materials to visualise and create patterns. They will also work on continuing and creating patterns with different repeating units, skip counting by 2s, 5s and 10s from zero and skip counting from numbers other than zero.

Grade 2: Throughout the term, students will explore place value by learning to read, make and record three-digit numbers. They will practise partitioning and renaming three-digit numbers and use number lines to compare and order numbers. Students will also apply learnt knowledge of place value to add, regroup and rename one- and two-digit numbers. During the unit 'Directions, Turns and Pathways', students will learn how to use and follow directional language. They will develop their ability to describe where items are located and how to give clear step by step instructions while further developing their ordinal and positional language.

Integrated Studies

To begin the year, we will be looking at what makes us special, our strengths and how we keep safe at school, and within the community. This topic will also focus on physical and emotional safety and healthy living. In week 7, we will be visited by the St John Ambulance First Aid in Schools program. They will work with students to highlight the importance of first aid and what to do in an emergency.

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 1 is *The Internet and You*. Students will focus on what the internet is, how listening to our body can help us recognise early warning signs, and how trusted adults can help us stay safe online.

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

Music – Lisa Wood

During Term One students will be learning to play the xylophone as part of their classroom music program. They will learn to correctly name and label the notes (keys) on the xylophone and develop basic playing techniques. Students will practise performing simple musical pieces while exploring important elements of music including tempo, dynamics, pitch, and rhythm. They will also begin to read easy music notation and apply this knowledge when playing. Through hands-on activities and guided practice, students will build confidence, coordination, and musical understanding.

Physical Education – Tom Digby

This term students will practise catching, throwing and dribbling skills using a range of large and small balls. These activities help develop hand eye coordination, control and confidence, as students learn to adjust their movements to different objects. Through fun games and skill activities, students will also learn how force and timing affect ball movement, while working safely and cooperatively with others. We will also expand our sportsmanship skills and what it means to be a fair team player.

Visual Art – Nicole Wassell

During term 1, 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. A key focus will be fostering greater independence and autonomy, encouraging students to make informed learning choices and take increasing responsibility for their work.

Students will further develop core art-making skills including cutting and pasting, observational drawing, painting, and printmaking techniques. They will deepen their understanding of geometric and organic shapes, as well as explore how colour can be used to express mood and emotion.

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

Japanese – Miyuki Wirth

During Term One, students will build on their existing knowledge while learning new phrases and expressions for everyday use, including greetings, simple self-introductions, and classroom routine phrases. Using gestures and actions, they will practise meaning and usage, helping them understand both vocabulary and cultural context. The class will explore Japanese-origin words that are commonly encountered in English (such as "sushi," "karate," and "origami"). Students will be introduced to basic Japanese grammar for self-introduction sentences and will begin learning Hiragana through interactive activities such as flashcards and movement-based games.

STEM - Leanne Sammut

Grade 1: Grade 1 students will be building their computational thinking skills through robotics lessons using TaleBots. Aligned with the Digital Technologies 2.0 curriculum, students will learn how to break tasks down into small, manageable steps. They will practise giving clear, step-by-step instructions to program the TaleBots to complete specific tasks. These lessons focus on sequencing, direction, and problem solving through hands-on learning. Students will develop an understanding of how digital systems follow instructions. This pre-coding work lays an important foundation for future programming skills. Teamwork, persistence, and logical thinking will be key learning focuses throughout the term.

Grade 2: This term, Grade 2 students will focus on developing essential digital skills using their laptops. Through the Digital Technologies Curriculum 2.0, students will learn how to log into their devices and access their Google accounts independently. They will practise basic computer skills such as keyboard use, cursor control, and file navigation. Students will be introduced to Google Docs and begin creating and editing simple documents. These skills support students in becoming confident and capable digital learners. By the end of the term, students will be more independent in using technology to support their learning.

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.