

# Learning@EEPS

Prep S	Miss Scaglione	Rm 7
Prep N	Mrs Nichols	Rm 6
Prep B	Mrs Beadles	Rm 10
Prep H	Mrs Hughes	Rm 5
Prep K	Mrs Keogh	Rm 8

Last week there was a buzz of excitement, happy faces and maybe a couple of nerves that may have crept in as the children returned to school to begin their second term of learning. We can already see how much the children have grown and love seeing how independent they are at organising themselves with drink bottles, communication folders and take home folders every day!

This term is going to be jam packed with lots of fun activities and opportunities for the students to learn and grow, including an excursion to the Melbourne Museum in week 5.



## Where we are in Time

This term we are exploring the topic 'Where we are in Time' and have begun by taking a look back when the dinosaurs roamed the earth. Students have the opportunity to discuss and create what the landscape would have looked like during this time. Over the next couple of weeks students will see displays start to appear containing old artefacts that relate to the past. The children will be able to explore these pieces and ask themselves the following questions.

**What is it?    What does it do?    What is it used for?    How old is it?**

In groups they will be able to touch and explore these items then place into categories to create a rough timeline of when these items were used. It is very interesting to hear what students think these items were used for. I wonder what they will think of the old box television set, a record player or even a floppy disk?



## Maths

In Maths this week we are turning our attention to teen numbers. We will be looking at what number a teen number starts with, identifying, ordering and making teen numbers. There will be lots of opportunities to break a teen number apart and look at what comes before and after a given teen number.

17      11      19      15

## THRASS Phoneme (sound) of the week:

This week: /n/ as in nest and /o/ as in frog

Next week: /d/ as in dog and /g/ as in gate

If you would like a copy of the THRASS chart to help your child's learning at home these can be purchased from the office.

## Library

Each week the students are able to experience a session in the library where they have an opportunity to explore topics of interest. They learn about how books are categorised by the author's surname and are able to sort and search for picture story books. To help us with this experience please return books by the morning of your library day along with a library bag to help protect the book.

Please note if books have not been returned or children do not have a library bag they will not be able to borrow for the week.

# Year 1 Learning@EEPS

Welcome back to Term 2. We hope you had a wonderful break and are ready for an amazing term.

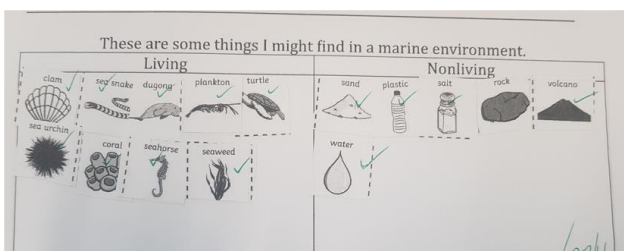
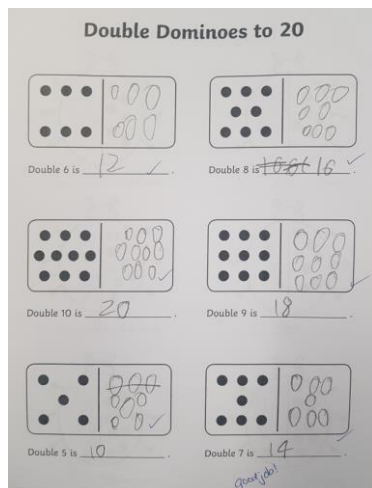
## LITERACY

In writing, students have written a recount of their holidays sharing all of the amazing adventures they went on during the break.

They have also dived back into narrative writing and have been writing beginnings which include the characters, setting and the first event of the story.

In reading, students read a variety of texts about ANZAC Day and learnt about the importance of commemorating the day.

**What you can do at home?** Please remind your child to bring their reader to school everyday and change their book.



## NUMERACY

In numeracy, students are working on learning their double facts to 20. For example: double 5 is 10, double 3 is 6. They have enjoyed playing lots of games to help them remember the facts.

Beginning this term, students have explored collecting data and have created their own picture graph. This week, they will be looking at graphs to work out what it is telling us.

**What can you do at home?** Support your child to learn their doubles facts and revise their friends of 10.

## TOPIC

This term, our new topic is the Marine Environment. Students will be investigating living and non-living elements of the Marine Environment. They will also explore the impacts and effects of human interaction.

This term, students will participate in an incursion.

## STUDENT HIGHLIGHTS

“I can’t wait to do topic next week. I like learning about the marine animals.” – Harry

“I loved doing art because I love creating things.” – Lockie

“I love doing maths. We learnt about doubles.” – Tessa

“I liked doing reading. This week we read ANZAC Ted.” - Mabel

# Year 2 Learning @ EEPS

## Literacy

In Literacy last week, we began to explore our new text type for the term... information reports! We have looked at all the important features of an information report and this will help us know what to include when we write some of our own. These features include an opening statement, subheadings, paragraphs and diagrams.

*When reading non-fiction texts with your child, ask them to show you the different features of this text type as mentioned above.*

This week we are working on making text-to-self connections, which means we are finding links between something in the text and our own lives. Next week we will be focusing on text-to-text connections, where we will see if what we read has any similarities to anything else we have read in the past.

*At home, you can support your child by helping them make connections to texts they read. You can do this by questioning them about the storyline and if they can think of anything they can connect to from a time in their lives.*

## Numeracy

In Numeracy, the Year 2s are continuing to focus on addition and using different strategies such as the Jump Strategy and the Split Strategy to add two digit numbers together.

### Split Strategy

When we use the Split Strategy we add the tens from both numbers together before adding the ones together and then finally adding the total of the tens and ones together.

$$62 + 37 =$$

$$60 + 30 = 90 \text{ (add the tens)}$$

$$2 + 7 = 9 \text{ (add the ones)}$$

$$90 + 9 = 99 \text{ (add the tens and ones)}$$

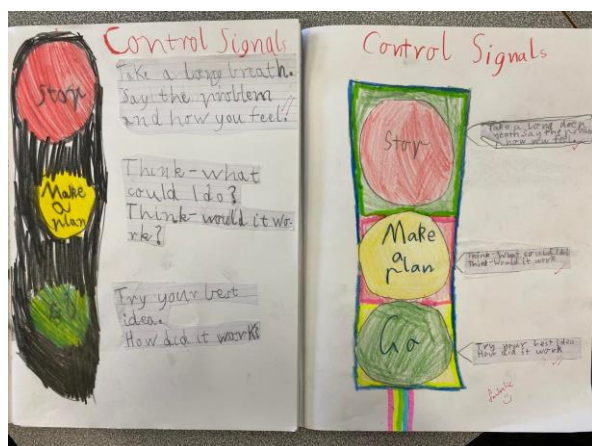
Our other focus in Numeracy is Chance and it is starting this week. We will learn that the likelihood of something occurring can be grouped into categories such as certain, likely, unlikely or impossible.

*At home, you can support your child by asking them to determine how likely or unlikely the chances of something occurring are, and to justify their answer.*

## CORE

In CORE we have been revising the process we can work through when we experience big emotions such as anger, sadness or frustration. Our Control Signals poster found in our classrooms and around the school helps us to remember these steps.

The Control Signals poster can help you if you're angry or frustrated. You can stop, make a plan and then try out your plan. It helps us calm down and solve problems.



## Topic Investigation

This term, our inquiry focus is Marine Environments. To show what they already know, last week students drew a picture of a marine environment and had a go at labelling what they have included in their picture. We continued with a sort of living and non-living things that can be found in marine environments.

This week we will be investigating the zones of the ocean, where the deeper you go, the environment changes more and more! We will be learning about some of the creatures that live in each zone.



# YEAR 3

## LEARNING @ EEPS

### Marvellous Melbourne

How exciting! Our new term has come with a new topic for exploration.

This term we will endeavour to explore our very own marvellous Melbourne using digital technology, our imaginations and our own legs when we head to the city in week 5 for an excursion.

Some things you may like to talk about at home include:

What is a landmark?

What are the states and territories and their capital cities?

Which suburb do we live in?



### Year 3 Sport:

Straight off the bat, we have jumped into Year 3 Sport with a focus this term on two-hand side-arm strike, throwing and catching through skill development and games of tee ball.

Let the fun begin!

### writing

We had a problem at the end of last term, and that was... how can we get all of the amazing ideas out of our heads and down on the page?

This term we are solving that problem by looking at different ways to plan a narrative.

Last week we looked at creating a problem and solution for our characters to experience, and this week we are looking forward to writing our narratives and experimenting with paragraphing.

### Mathematics

We have been busy, busy, busy learning many different strategies for addition and subtraction over the past few weeks, and this will continue for a few more!

We have just begun to explore vertical algorithms.

In non-number, we have been having lots of fun exploring slides, flips and turns. Next, we move on to time where we will be working toward reading a clock to the nearest minute.



Equality

Equity

### EEPS Core

We have begun term 2 by exploring the difference between equity and equality and will now be looking at how big our problem is and whether we can solve it ourselves or need input from others.

# Learning@EEPS - Year 4

## Literacy

This term, the Year 4 students will be exploring Information Texts. Last week, we started reading a range of texts about animals, objects and phenomena, exploring the text and language features. Some text features we found included:

- "Subheadings - they tell us what that section of the text is about"- Erin, 4H
- "Glossary - gives the meaning of bold words" - Tristan, 4H
- "Images- helps you to picture what is being described" - Xavier, 4H

At home, see if you have any Information Texts on your bookshelf and answer these questions:

- What are the key pieces of information?
- What technical language does the author use?
- What text features can you find? E.g. fun fact, subheading, diagrams

## Numeracy

Angles, angles, everywhere! Last week we identified different angles in our environment. Can you see angles in the pictures of our classrooms?

Last week we classified angles as either greater than, less than or equal to a right angle. This week we will begin measuring angles with protractors.



## Topic

Last week in Topic we explored picture prompts to get us thinking about our new topic 'Marvellous Melbourne'. A statement that we will be exploring this term is:

*The people of Melbourne have changed its landscape over time.*

You might like to discuss what this statement means to you and different members of your family.



## Digital Technology

Students are currently exploring digital systems and algorithms; a set of rules that a computer system follows. Last week we used emojis to train a digital system to recognise happy and sad faces. You might like to try the website at home:

<https://teachablemachine.withgoogle.com/train>

See if you can teach the program to:

- identify fruit from vegetables
- recognise different colours



# Learning @ EEPS - Year 5

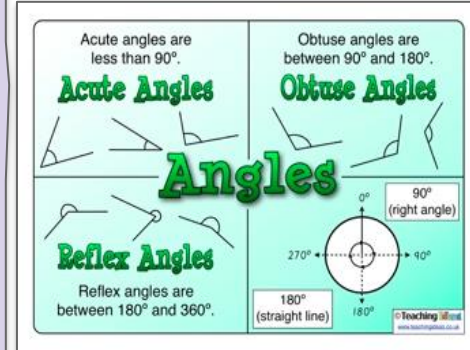
## MATHS

In maths, we are currently learning about division. We have modelled division using arrays and made connections to our knowledge of multiplication. Students have been challenged to think deeply about what is 'left over' when solving problems to ensure they are representing the remainder in a way that suits each context.

We have also been exploring angles. We have learned about the types of angles and developed our skills in estimating the size of angles and measuring using a protractor.

*"I have learned that a straight angle is exactly 180 degrees and a straight line." - Holly 5/6V*

*"An obtuse angle is between 90 and 180 degrees. When you use a protractor you need to be careful and count little by little to be as exact as possible." - Charlotte 5/6V*



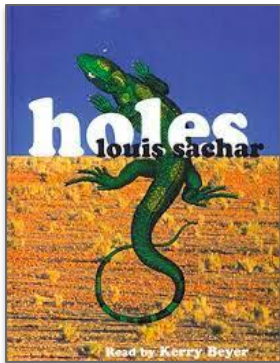
## READING

In reading, we have begun learning about 'Book Club'. Each week, we will read our class novel, Holes, and practise one of the roles for book club as a whole class to prepare students for completing book clubs in term 3.

Last week we completed the 'Super Summariser' role and this week we are completing the 'Word Wizard' role. In this role, we are practising strategies to help work out the meaning of an unfamiliar word.

*"Holes is very engaging so far because it has a good hook at the start. There is lots of emotive language." - Pippa 5/6V*

**At home: Ask your child to summarise the current book they are reading. Prompt them to make sure they include the main character and most important events.**

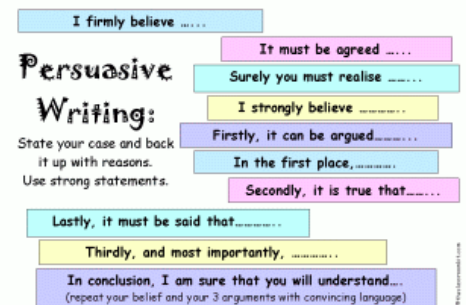


## WRITING

In writing, our current focus is persuasive texts. We have revised the structure of a persuasive text and practised including a range of persuasive techniques to convince our audience of our opinion. We apologise if your child comes home with a strong argument for why they should be allowed to go to bed a little later!

*"In your introduction you should hook the reader so they keep reading. You can use a rhetorical question such as 'How would you feel if you were locked behind bars in an enclosure?'" - George 5E*

**At home: Help your child brainstorm topics for persuasive writing and support them to think of three strong, clear reasons for their argument.**



## EEPS CORE

In our EEPS Core lessons, we have discussed comfortable and uncomfortable emotions. In their 'The Resilience Project' books, students have listed different strategies that they can use to help them when they are experiencing uncomfortable emotions.

*"If you are unhappy, you can do something you like such as play guitar or draw. You can also take some time out to calm down." - Felix and Darragh 5E*

# Learning @ EEPS - Year 6

## DISCOVERING DEMOCRACY

In this unit, students will investigate the democratic process in Australia. They will explore the values that underpin Australia's democracy and explain the importance of the electoral process. They will discover what it means to be an Australian citizen and the rights and responsibilities of citizenship.

**At home: Encourage your child to be curious about our democracy and the electoral process.**



## THE RESILIENCE PROJECT

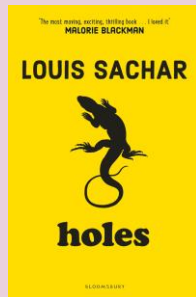
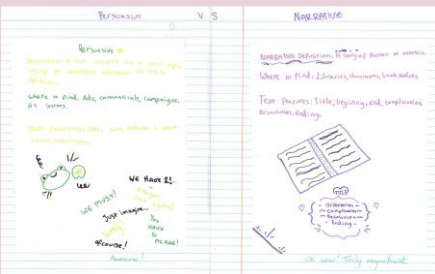
We have been focusing on being aware of our emotions and the importance of Positive Self Talk. Students have created their own list of 'twenty things we should say more often' and have presented their responses in a meaningful way.

This week, we are looking at what we have and learning to be appreciative and grateful for the things we have at home, at school and in our community.

**At home: GEM (Gratitude, Empathy, Mindfulness) Chat this week... What is it about our school, class, community, home that makes it a special place?**

## LITERACY: WRITING

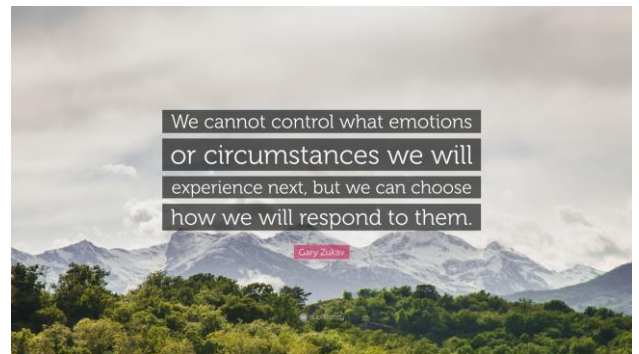
We have created our own anchor charts to recall and identify the purpose and features of a Narrative text and have made a Persuasive text anchor chart in preparation for our writing this term.



## READING

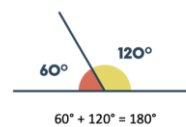
This week we have started our class novel 'Holes' by Louis Sachar. The story follows Stanley Yelnats who has been unjustly sent to a boys' detention center, Camp Green Lake, where the boys build character by spending all day, every day digging holes exactly five feet wide and five feet deep. It doesn't take long for Stanley to realize there's more than character improvement going on at Camp Green Lake. The boys are digging holes because the warden is looking for something. But what could be buried under a dried-up lake?

**At home: When you see advertisements and receive Persuasive texts, by way of brochures in the mail, pay attention to the features, and language used to convince you.**



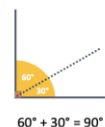
## Supplementary Angles

Supplementary angles are a pair of angles which add to 180°.



## Complementary Angles

Complementary angles are a pair of angles which add to 90°.



## NUMERACY

In maths, students have continued to work on applying efficient and written mental strategies to help them solve problems. They have revised how to use the 'Bus Stop' method to solve division equations with and without remainders and are now learning how to represent remainders that are terminating decimals.

Students have also revised types of angles. They have explored measuring and drawing angles using a protractor through interactive activities. This week, students will use this knowledge to help them find unknown, supplementary, complementary and complex angles.

**At home: Ask your child to teach you how to use the 'Bus Stop' method to solve a division equation of their choice.**