

## Museum Excursion

Our excursion to the Melbourne Museum last Tuesday was a grand success. The day was very busy exploring some fabulous artefacts in several exhibits, such as The Dino walk, 600 Million years ago, Mini Mega Model Museum and the Melbourne Gallery. The dinosaur skeletons and fossils were very popular with some great discussions exploring how fossils were made and where bones were found. A very big thank you to all our wonderful parent helpers for your support.

"The T-Rex bones were so BIG!" Aleks

"I loved the Whale – it had a big mouth and really big bones." Max

"I liked the walking fish." Connor

"I like the Pterodactyl because the bones were so cool. It looked like it was flying." Josie

"I loved the Volcano room- it felt like the room actually moved and you were really there." Elke



"I loved the crystals, they were very beautiful." Ava

"The house from the olden days was very cool." Sammy

"The olden day house had a funny toilet – you could stick your head in it!" Freddie.



## Literacy

In literacy this week, Preps are focusing on pulling apart the different events in the beginning, middle and end of a story. At home, you may wish to have your child retell the beginning, middle and end elements of a favourite picture book.

Over the next few weeks in Prep, we will be focusing on bolstering hand and finger strength. These fine motor activities are a crucial component to building pencil grip control and mastery in handwriting. Some simple activities that you could do at home include making play dough letters, moving fingers along a pencil from one end to the other, drumming fingers on the table as if playing a piano. Ensure each fingertip touches the top of the table.

## Maths

In Maths we are extending our number understanding and exploring the world of addition. We are learning different strategies that we can use when adding 2 collections.

Challenge your child to add together all the cutlery and other items needed when you set the table.



## Buddies

Over the next few week we will be working with our buddies to plan and then construct an artefact for our very own Museum make over in Prep land.

Students have been asked to bring materials from home that they might need for their fabulous designs. Construction on our artefacts begin on Wednesday this week.

## THRASS Phoneme (sound) of the week:

This week: /e/ as in bed

Next week: /qu/ as in queen and /z/ as in zebra

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.

# Year 1 Learning@EEPS

We have had another great week of learning in Year 1. Students have particularly enjoyed swimming at the Eltham Leisure Centre. They have been developing a range of skills from blowing bubbles under water, to swimming in the deep pool to practise their swimming strokes such as freestyle. The week finished with a fun water safety session where students learnt how they could help a friend in trouble in the water, and what they would do themselves if they were the one needing help. Students also developed their independence by drying and dressing themselves and being responsible for their own belongings.

## LITERACY

This week students have switched writing genres and are now looking closely at information reports and their structure. Information reports are factual and begin with a title, followed by an introduction, body - which includes detailed facts about the topic, and ends with a conclusion. We have also discussed paragraphing and how paragraphs help organise out text into different topics.

In Reading, students have been learning about facts and opinions. If you ask them they will tell you that a fact is something that can be proven, while an opinion is something you think, feel or believe and cannot be proven. Understanding what an opinion is has been a tricky thing for students to understand. Perhaps you could ask them to give you an example of an opinion.

**Length: finding 3 things longer and 3 things shorter than themselves.**



## NUMERACY

In Numeracy, students will begin exploring subtraction. They have enjoyed “Subtracting with a pirate” to reinforce that when you subtract, the answer is always less. We have also been using our friends of 10 and number lines to assist us to subtract numbers quickly.

In non-number, students have been investigating length. They predicted, then measured how long a blue whale is, which tied in nicely with our Marine Environment topic. They then used their own body length to find 3 things that were longer and 3 things that were shorter than themselves.

We are now moving onto mass. Students will be using informal measurements to ‘heft’ objects to find things that have a lighter or heavier mass, and then order the objects from lightest to heaviest.

## TOPIC

In topic last week, students learnt about a variety of marine plants and the zones in the ocean where they grow and thrive. This week, students will be investigating how humans use the marine environment e.g. for leisure, shipping, farming, fishing etc and whether these activities have positive or negative impacts on the fragile marine environment.

## STUDENT HIGHLIGHTS

“I enjoyed swimming in the deep end.”  
- Sophie

“It was fun learning how to rescue someone.” - Olivia

“I like how big a blue whale was. It was 30 meters long.” – Audrey

“I enjoyed learning how to get into a pool safely.” - Maverick

# Year 2 Learning @ EEPS

## Literacy

Last week, the Year 2s celebrated National Simultaneous Storytime –Family Tree written by Josh Pyke. Staff came together to bring the book to life as students listened to the EEPS teachers reading and acting out the story on the whiteboard. It was a lot of fun!

In Reading this week, we will be learning how to make inferences by combining what it says in the text: ‘the clues’, with our background knowledge. When we infer we figure something out about the text that the author did not tell us directly. We have created an anchor chart to give us some sentence starters to help us to make inferences. These include:

“I think...”

“I infer...”

“My guess is...”

“Maybe...”

When reading with your child, ask them to make inferences by using the above sentence starters. Making inferences is a great way to delve deeper into the text and understand and enjoy what you are reading.

In Writing, students have continued drafting their sea creature information report, with a view to completing the final copy next week. They have used a template to plan out their ideas through subheadings and are focusing this week on the correct way to write this information into paragraphs for their target audience. The Year 2 teachers have been so excited to see their writing develop over the last few weeks and the incredible facts that they have chosen from their extensive research.

## Numeracy

In Numeracy this week, the Year 2s have been learning all about fact families and the connection between addition and subtraction. They even had a go at matching fact family robot equations to the correlating answer! Next week, the year 2s will be learning how to create balanced equations using playing cards, dice and other concrete materials. They will work in partners to challenge each other with their thinking. An equation is considered balanced when one side of the equation such as  $4+4$  equals the other;  $6+2$ .

We have also been learning about 2D regular and irregular shapes and learning about the maths vocabulary that accompanies the shapes including sides, corners and two dimensional. We have also been exploring the transformations that we can do to 2D shapes.

*“A rotation is a turn, a reflection is a flip and translate is a slide.” Rose, 2L*

## Topic Investigation

In our ‘Marine Environments’ topic, students explored the animal food chain and ordered living things within a marine environment from the top of the food chain to the bottom.

We have been learning about what plants live in the ocean. Students explored some of the thousands of different types of marine plants that grow in the world’s oceans and how they play a vital job in keeping water oxygenated, what they do to protect smaller marine animals from predators and providing a food source for aquatic life.

This week we’ll be exploring how humans use marine environments. We’ll discover that these environments provide us with food and oil, and that they are also important for exercise, recreation, jobs and tourism.

## CORE

Over the next two weeks, the Year 2s will be learning about the feelings mad or angry. They will also be learning how to recognise signs of anger. We all get mad and angry at times. These are normal feelings for us to experience, but it’s how we respond to them that makes the difference! We will participate in some role plays to help us to make good choices when we are experiencing these feelings. Stay tuned!

I enjoyed that some teachers were being funny and made parts of the story move.  
Millie, 2L



I think the book would inspire lots of people to plant their own family tree!  
Emily B, 2L

The story was joyful because it made me think of my family!  
Lilian 2L

# Year 3 Learning @ EEPS

## Excursion Special Edition

On Friday last week, the Year 3s were very excited to go on our first excursion of 2022; a guided tour of Melbourne. We were out for the whole day, and luckily it didn't rain (even though the forecast said it might).

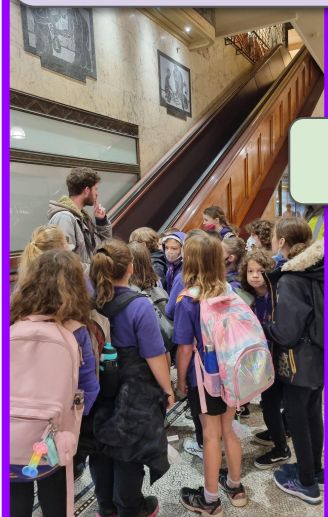


We started our excursion by walking to Eltham Train Station and catching a train all the way to Flinders Street Station!



Then, after a quick snack at Federation Square, we got to meet our tour guide. We started walking all around Melbourne. We saw heaps of landmarks, cool alleyways, shops, and more! I wonder if you can recognise any of the places we went to?

We got to see the first ever escalator in Melbourne!



Some cool alleyways full of graffiti and street art!



We also got given old tram tickets, and got to punch holes in them like the tram conductors did with the first ever trams!



After a long morning of walking, we went to Birrarung Marr to have lunch and play on the amazing playground before heading on the train back to Eltham.



# Learning@EEPS - Year 4

## Literacy

The year 4 students have been researching information about their chosen world landmark. They have organised the facts into different categories that will be the basis for their subheadings in their information reports.

This week they are starting to create their first draft version.

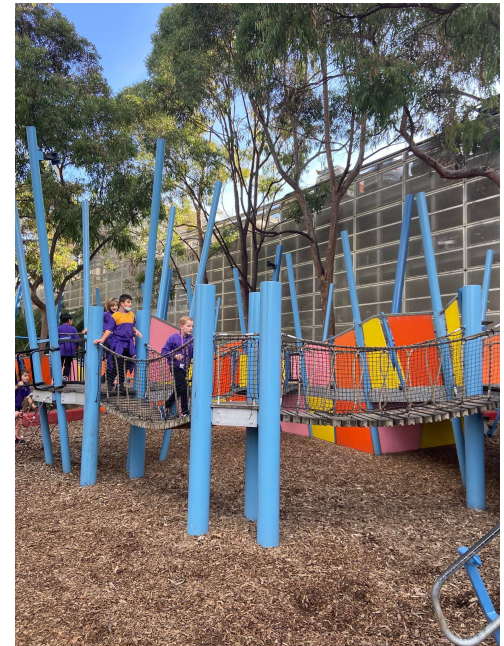
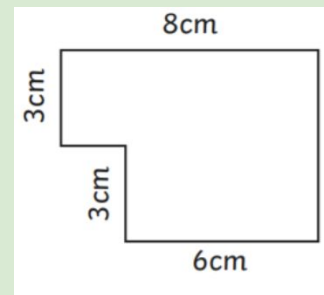
In reading they are focussing on their note taking skills by using a rubric to assess their own and other peers work. They are then elaborating on their thoughts while referring back to their notes and the text. The year 4 students are even quoting information from the text to further prove their thoughts!

## Numeracy

Year 4 students are working on their multiplication skills in Numeracy. They are learning how to recall mental facts quickly and solve harder problems using known strategies.

They are linking their multiplication skills to their knowledge of different shapes by finding out the Area of a range of squares, rectangles and composite shapes.

Ask your child to explain how they might work out the area of this shape?



## Topic

Last week the year 4 students went on an excursion to the Marvelous city of Melbourne. They walked to Eltham station to catch the train all the way to Flinders Street Station where they met some tour guides in Federation Square. Here they travelled back in time to learn about the history of different landmarks in Melbourne. They got to see some amazing architectural designs and learn about the people who designed or owned the different buildings. Of course an excursion is not complete without time to play at an awesome playground at Birrarung Marr!

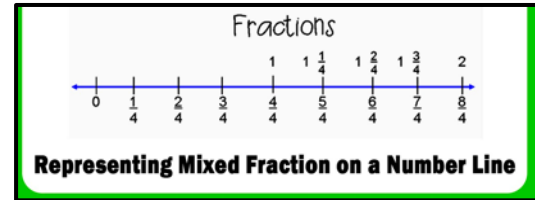
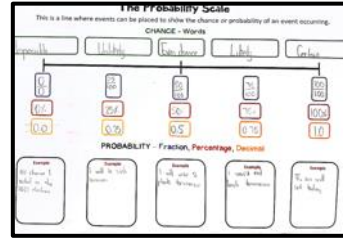
# Learning @ EEPS - Year 5

## MATHS

Fractions are all around us! In Year 5, we have been exploring how to evenly partition a number line to accurately identify and place fractions. This week, students will investigate and apply some different strategies to find equivalent fractions.

In our chance unit, students will be using their understanding of fractions to explain the likelihood of winning simple games of chance.

**At home:** encourage your child to complete their Mathletics revision tasks set as part of their weekly homework.



If Zero did dig Stanley's hole why did he not own up that he did? I believe that although Zero is quiet he just doesn't want to make a fuss.

I wonder why Zero dug Stanley's hole for him? I think Zero dug more of Stanley's hole cause Stanley lied to protect the boys and Zero thought that was a symbol of protection so he rewarded it.

- Why would Zero dig Stanley's hole even after he said he wouldn't teach him how to read and write? He doesn't owe Stanley anything? I think zero dug the hole to try to convince Stanley to teach him to read and write.

- Do you think that the warden has treated Mr. Sir like this before? If so, why hasn't he quit yet? Do you think he owes something to her? I think he was found by the warden in a struggle, then she helped him, therefore he now owes his life to her.

## LITERACY

This week, students are beginning to draft their information report on a State or Territory of Australia. We have revised the key organisational and language features of information texts and learned some important research skills.

In reading, students will explore the final Book Club role of Discussion Director. In this role, they will prepare questions based on our class novel Holes. Over the next few weeks, students will revise the roles as they prepare for holding their first book club meetings.

**At home:** Continue to encourage your child to read for 20 minutes, 4 nights a week as part of their homework.

## DISCOVERING DEMOCRACY

Following on from Australia's Federal Election, last week the Year 5 students participated in a 'Parliament Process' incursion. They took part in a federal election voting role play and a House of Representatives debate to illustrate how bills become laws.

Next week in the 'Parliament Experts' incursion, students will further examine the Australian Constitution and the role of the Senate in Australian Democracy.

*"I was surprised to learn they used bells and timers in governments."* - Mila 5V

*"I liked seeing all the roles of government and how they work together."* - Charlotte 5V

*"I liked being a 'Whip' and telling people what to do."* - Holly 5V

*"I loved voting for the different parties and seeing how preferential system worked."* - Chester 5V

*"I loved seeing how the House of Representatives works and how a bill is finalised."* - Max 5V



## YEAR 5 HOUSE SPORTS

We have finished our first fixture of House Sports and have now begun our second fixture. The new sports are netball, bat tennis, rounders and soccer.

*"I loved how you could play a different game each week and against different teams. This made it very enjoyable because you were challenged in a different way each week."* - Grace 5D

*"I loved playing with other Year 5s. My favourite sport was Finska because it was fun and frustrating at the same time."* - Bella 5D

# Learning @ EEPS - Year 6

## DISCOVERING DEMOCRACY

Following on from Australia's Federal Election, our Year 6's participated, last week, in the Parliament Process incursion. They were actively involved in a federal election voting role play and engaged in a House of Representatives debate to illustrate how bills become laws.

Next week through the Parliament Experts incursion, they will further examine our Australian Constitution and the role of the Senate in Australian Democracy.

**At home: Ask your child to discuss the role they played in the incursion and how they contributed to their party.**



## YEAR 6 INTERSCHOOL SPORT

The Year 6 students have made an amazing start to Interschool Sport. Each week, they have been organised, ready to go and enthusiastic to enjoy the experience. As Year 6 teachers we are proud of the way the students have conducted themselves through their teamwork, encouragement and consideration of others. Their ability to be flexible and supportive is a credit to them all.

### QUOTES FROM STUDENTS:

- I've really enjoyed and loved that even though I'm in the soccer team, I have had the chance to play footy twice.
- Interschool sport has been amazing for all of us to have the opportunity to play sports against other schools. We always look forward to Fridays!
- I've really enjoyed the teamwork.
- I have loved the chance to do Interschool Sport with my friends and other Year 6 students from different classes.

## LITERACY

Last week, in writing we unpacked the structure and language features of information texts. Students used this information to develop their very own revise and edit checklist that they will use throughout the writing process as they construct their very own information report on an Australian State or Territory. This week, students are working on constructing their introduction and some of the body paragraphs for their report.

In reading, students will explore the Book Club role of Discussion Director. In this role, they will prepare questions based on our class novel Holes to assist them in hosting a Book Club meeting.

**At home: Continue to encourage your child to read for 20 minutes, 4 nights a week as part of their homework.**

## The Monty Hall Problem



**31 SUBTRACTING FRACTIONS**  
Like Denominators

Use the number line to subtract the mixed numbers. Drag the pieces below onto the number line to show your work. You may need to resize the rectangles.

Place the movable STAR where the equation starts. Use the rectangles to subtract.

$5\frac{1}{3} - 3\frac{2}{3} =$

## NUMERACY

In maths, students have begun to revise fraction concepts. They have explored simplifying and finding equivalent fractions, converting mixed and improper fractions and comparing fractions. They put this knowledge to the test by completing their very own Escape Room.

This week, students will locate fractions on a number line and learn how to add and subtract fractions with common denominators. They will also explore chance and probability through chance experiments such as the Monty Hall Problem.

**At home: Ask your child to explain the theory behind the Monty Hall Problem.**

### Writing An Information Report

**Purpose**  
To classify and/or describe

**Classification**  
Introduce your topic

**Description**  
Organise your information in paragraphs using topic sentences

**Conclusion**

### Discussion Director Graphic Organiser

	Thin Questions	Thick Questions	General Questions
<p><b>Helpful Sentence Starters for Asking THICK Questions:</b></p> <p>What if...? Why is...? Why did...? How did...? What would happen if...? Why isn't...? What caused...? What character traits describe...? What might...? How would you feel if...? Why do you think...? How would the story have changed if...?</p>			