Welcome back to Term 2! I hope you have had a pleasant Easter and fantastic holiday. This overview will provide information for Term 2.

From this term onwards and for the rest of the year, I will be working four days per week (Tues – Fri). Miss Jade Gowdie will be teaching the class on Mondays. On Mondays Room 2 will be doing Spelling introduction, writing, LOTE, Maths – Measurement and Geometry and Shape and History. Tuesday to Friday we will progress with our normal timetable and the other learning areas. All rules, rewards and consequences will operate as normal with both teachers.

Special Days:

<table>
<thead>
<tr>
<th>Monday:</th>
<th>11:10</th>
<th>LOTE</th>
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<tbody>
<tr>
<td>Wednesday:</td>
<td>8:50</td>
<td>Art</td>
</tr>
<tr>
<td>Thursday:</td>
<td>8:50</td>
<td>PE / Library 11:10</td>
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<tr>
<td>Friday:</td>
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<td>Senior Sport</td>
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**NAPLAN** will occur in Week 3. The test schedule is as follows:

<table>
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<tr>
<th>Tuesday 13 May</th>
<th>Wednesday 14 May</th>
<th>Friday 15 May</th>
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<tbody>
<tr>
<td>Language Conventions (Spelling, Punctuation and Grammar) 40 mins</td>
<td>Reading 50 mins</td>
<td>Numeracy (Number, Algebra, function and pattern: Chance and Data; and Space) 50 mins</td>
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<tr>
<td>Writing - writing a text in response to a given stimulus. 40 mins</td>
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**Term 2 Overview:**

* Revision for the NAPLAN until Week 3

**Literacy:**

Writing - Persuasive Texts and Narratives revision and Information Reports

Spelling - Sound Waves program

Reading - Bug Club, Class texts for guided and shared reading and Novel studies

Independent Reading
Comprehension Activities

Grammar and language study activities

Talking and listening activities

**Numeracy:** Multiplication, Fractions, Division, Problem Solving, Place Value, Symmetry, Perimeter, Area, Three- and Two- Dimensional Shapes and Maths Online

**Science:** What's the Matter?

**History:** The Australian Colonies

**Health:** Resilience

**Homework:** Maths Online (set every fortnight)
Spelling - LCWC - given out Monday and collected Fridays.
Home Reading - parents need to sign in their child's diary when reading has been completed at home. Diaries will be looked at each Friday.

* One of our class rules is 'being prepared'. Students need to make sure they have a hat, water bottle, appropriate food and whatever specific they need for each day.

Teachers: Mrs Desley Spencer-James and Miss Jade Gowdie
Some useful ideas:

Resilient kids

It’s important for your child to learn the personal and social skills that will help them to become more resilient and cope with problems and difficult situations that may come their way.

Encourage your child to talk about things that are bothering them
Learning to seek help when a problem can’t be solved is an important lifelong skill.

Let your child know that unhappy or difficult times are a normal part of life and usually don’t last for long.

Encourage your child to re-phrase unhelpful thinking
Teach your child to turn words such as – I’m stupid or She hates me into more helpful and optimistic thinking – I made a mistake, everyone makes mistakes or She doesn’t hate me she just feels like playing with someone else today.

Taking responsibility
Encourage your child to take responsibility for the things they have or haven’t done that may have contributed to an unhappy situation or setback.

Help your child to understand the role that ‘bad luck’ and the role that others may have played when they are faced with an unhappy situation or setback.

Be a positive role model for your child

- Talk your problems through with others and look for different solutions.
- Use optimistic thinking and say things out loud, such as – Things will get better soon.
- Talk about how you may have managed strong emotions in a calm way.
- Talk about your goals and how you hope to achieve them.
- Show appreciation to others for their friendship.

Let your child make mistakes
By having to overcome normal challenges for their age and understanding that no-one is perfect, your child will learn how to bounce back and be more resourceful.

By over-protecting your child and doing things for them, you deny your child important opportunities for developing resilience.

Don’t fight your child’s battles
Sorting out conflicts with friends and peers are important skills for healthy social relationships.

Thank you for playing a vital role in your child’s resilience and wellbeing education.
Creating resilient kids together

It's important for your child to learn the personal and social skills that will help them to become more resilient and cope with problems and difficult situations that may come their way.

**Self-management skills**
- Be able to manage strong feelings such as fear and anger, and turn these feelings into better ones.
- Manage impulses that may present a risk to their safety and wellbeing.
- Be able to make plans.
- Be organised, self-disciplined and courageous to achieve their goals.
- Be able to predict problems and solve problems.
- Have an age-appropriate level of independence.
- Be able to focus on the positive things in negative situations.
- Use thinking that is grounded in fact and reality.
- Find something funny in a setback or problem to help keep things in perspective.

**Social awareness skills**
- Be able to read, predict and respond empathically to the feelings and needs of others.
- Appreciate others' points of view.
- Not exclude others because of their differences.
- Know where to go to ask for help at home, at school and in the community.
- Believe that relationships matter.

**Self-awareness skills**
- Be able to identify their strengths and challenges.
- Be able to know what might influence their successes and mistakes.
- Be able to see the way they think about mistakes and negative situations can affect how they feel and behave.
- Be able to self-reflect on their behaviour and decisions.
- Be able to accept that setbacks and problems are a normal part of everyday life, and know that these situations often don't last and will improve with time and effort.

**Social management skills**
- Have the skills to make and keep friends.
- Be able to sort out conflict and cooperate with friends and peers.
- Be able to make decisions based on safety and respect for self and others.
- Be able to ask for help when required.

Thank you for playing a vital role in your child's resilience and wellbeing education.
Resilience skills to practise

Helpful thinking, having an optimistic outlook, getting along with others, and knowing how to deal with anger, are skills that will help your child to become more resilient.

Talk about each skill with your child and find opportunities to help them practise each one.

**Optimistic outlook**
- Bad times don't last. Expect things to get better.
- Expect that good things are more likely to happen than bad things.
- Think of happy memories.
- Take credit for your own successes, no matter how small.
- Be grateful (thankful) for all the good things in your life.
- Look for the good bits in the bad things that happen.
- Stay hopeful even in unhappy times.
- Work hard and make your own luck.

**Helpful thinking**
- Accept that it's normal to make mistakes.
- Think about the funny or good bits in a problem.
- Accept that unhappy or bad things happen to everyone.
- Accept the things that can't be changed in a problem.
- Understand if something bad happens once, it probably won't happen again.
- Accept that you sometimes need to talk to others to get the facts right.
- Work out the chances of something really happening.

**Dealing with anger and ways to calm down**
- Do some exercise or a physical activity.
- Breathe slowly and deeply until you feel more in control.
- Walk away so you can work things out.
- Listen to music.
- Do something you like until you feel calmer.
- Keep yourself busy with another task.

**Ways to think more clearly (helpful thinking)**
- Talk to someone you trust about your angry feelings and get a 'reality check'.
- Think about whether this is just a 'one off' on the part of this person who made you angry.
- Think about what part of the problem was your fault.
- Remind yourself that everyone feels angry at some time.

**Skills for getting along with others**
- Start a conversation.
- Stay cool in an argument.
- Be positive.
- Tell a story in an interesting way.
- Give an honest opinion.
- Cooperate well.
- Be a good listener.
- Not talking about others behind their back.
- Not telling people off when they make a mistake.

**Clever tricks to solve the problem and still be friendly**
- Remind yourself to not damage your friendship with this person.
- Decide whether you should just try to forget it.
- Calmly tell the person you are angry with why you feel that way.
- Try to solve the parts of the problem that were your fault.

Thank you for playing a vital role in your child's resilience and wellbeing education.
# Ideas to foster reading at home

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<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Read a poem to a family member or friend</td>
<td>Listen to someone read a story</td>
<td>Go to the library to pick out new books to read</td>
<td>Read a story and tell someone about the main characters</td>
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<tr>
<td>Write a new blurb (summary on the back of the book) for the text</td>
<td>Think of a text to text connection with your book</td>
<td>Read a story and write or tell someone about the setting</td>
<td>Read three pages to someone using your most interesting expression</td>
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<tr>
<td>Illustrate the main characters and write their traits around the picture in bubbles</td>
<td>Before reading, write or tell someone your prediction for the text</td>
<td>FREE</td>
<td>Read with a parent or friend and then each tell or write something that you liked about the text</td>
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<tr>
<td>Read a non-fiction text and write or tell 5 new facts you learnt</td>
<td>While riding in a car, make up a story to tell the driver</td>
<td>Illustrate a new front cover for the text</td>
<td>Read a story by yourself</td>
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<tr>
<td>Read a recipe aloud to the cook</td>
<td>Listen to a family member explain something that happened to them. Re-tell the story in your own words</td>
<td>Make a list of interesting or tricky words from your text</td>
<td>Use a glossary or dictionary to find three words you didn't know from your text</td>
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Times Tables Activities

LSCWC!

Look at the times table
Say the times table out loud cover the times table
Write the time table in numbers check the time tables — tick if correct

It’s the same as

Write your times tables down one side of the page in a column. In the next column, write it rearranged.

Race the Clock!

Ask your parent/friend/teacher to read out your timetables randomly. You need to answer them as quickly as possible.

Record you time and try to beat it next time!

Mirror Image!

Write your times tables down one side of the page in a column. In the next column, write the inverse (mirror image).

6x1=6 1x6=6 6x2=12 2x6=12 6x3=18 3x6=12

6x1=6 6x2=12 6x3=18

Fractions

Write your times tables down one side of the page in a column. In the next column, write equations using fractions.

1x6=6 1/6 of 6 = 1 2x6=12 1/6 of 12 = 2 3x6=18 1/6 of 18 = 3

Word Problems

Write interesting word problems using multiplication and/or division. Share with a friend to work out the answers.