I hope everybody enjoyed their Easter break and had a chance to catch up with families. Term 1 certainly flew by and it’s hard to believe that we are in May already. Despite a short term 1, we managed to achieve many successes in our grade and there are plenty of great learning and fun opportunities planned for term 2.

Last Friday we said farewell to Jade Schafer (and her brother Luke in Mr Hallam’s class). Jade has been an important member of our class and will be missed. Each student was able to tell Jade something they thought was special about her and what they would miss. We wish her all the best as her family moves to England. She promises to keep in touch via e-mail.

On a personal note, you may have heard that my wife and I are expecting twins! These bundles of joy are due mid-October, but being twins will probably be early. We also have a 19 month old who is teething, so if you see me a little bleary eyed, please be kind!

Before discovering we were having twins, I had booked long service leave for the first 3 weeks of term 3. We are heading off to Rome, Paris, London and then travelling around the United Kingdom. It is not an area I have been before, but have always wanted to visit. We will definitely be travelling to the small village in central England called Hemsworth! During this time, Jim Brown will be looking after my class. He has been a Principal and has worked with our school for several years. Students really enjoy working with him (and I know he is looking forward to it too).

**English**

Reading sessions this term will focus on four comprehension skills: inference, sequencing, synthesis and making connections. To make an **inference**, a reader must combine a number of pieces of information from a text. They must "read between the lines" and think about what may be only suggested or hinted at in a piece of writing. Sometimes the most important "take" from a piece of text is on an inferential level. We will be using the author's clues to figure out what the text really means.

**Sequencing** provides the reader the opportunity to show they understand the order of events in a story or the order events occur in during an activity, for example in a factual text about how bees make honey. **Synthesising** allows a reader to step back from a text, and make a generalization, create an interpretation, draw a conclusion, develop an explanation. It is as if the reader pauses periodically, reflects, ponders about the meaning of a text, and then eventually exclaims, "Aha! I get it!" We will be putting the pieces of the text together and looking at them in a different way. **Making connections** occurs when students think about the text in relation to connections they can make to self, to texts, and to others.

This term in writing we will create a range of persuasive texts, using a variety of techniques to convince the reader that the belief expressed is believable. Watch out for emotive language, rhetorical questions and quotes from experts in your children's writing. Procedural texts and information reports will be written as part of our Science Inquiry Unit.

**Mathematics**

A major focus in mathematics throughout the year is the need for students to understand what they are doing, rather than simply ‘getting the right answer,’ which is often done by following a rule (which is not properly understood in the first place). Naturally, students will be at different stages as they progress towards a full understanding in maths. In order to find this stage, all students are assessed using the Number Fluency Assessment (NFA) which provides both teachers and students with specific information about what strategies a student understands well (is fluent) and the strategies on which they need to work. This
information is used to provide students with daily practise (10 minutes) at their current stage of development to support them progressing. If you ask your child what they are working on in their daily practise they should be able to tell you!

Maths lessons are timetabled for 1 hour per day and in term 2 will cover the following topics:

**Number and Algebra:**

- Properties of numbers
  - Odd/even
  - Factors and multiples
  - Prime, composite, square and triangular

- Solving problems using the 4 operations
  - Addition/subtraction/multiplication/division
  - Mental strategies
  - Worded problems
  - Times tables (including fact families)

- Number lines
  - Model $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
  - Count by $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
  - Compare and order unit fractions
  - Count by fractions and decimals
  - Compare decimals, fractions, percentages and ratios

**Measurement and Geometry:**

- Make models of 3D objects and describe features
- Compare and describe 3D shapes that result from combining and slitting common shapes
- Construct 3D shapes from their 2D nets
- Construct simple prisms and pyramids

**Statistics and Probability:**

- Identify and describe the chance of an event occurring (descriptors include: certain, probable, likely, unlikely, impossible)
- List outcomes of a chance experiment
- Recognise probability ranges from 0-1
- Describe probabilities using fractions, decimals and percentages

**Inquiry Unit: Aussie Inventions**

Our inquiry unit this term has a distinctly Aussie twist and is closely linked to the science curriculum. Children have selected an Aussie invention to investigate. They have then selected the way in which they would like to present their information from one of the following options

1. Picture story book
2. Creative writing
3. Working model
4. Create your own invention
5. Poster
6. Wall Chart
7. Board Game
8. Photographs

We are hoping to enter some of the students work in the Science Talent Search. We are lucky to have help from Manju a secondary Science teacher (on leave from Balwyn High) who has encouraged and assisted students to enter this competition for many years.

**Rotations have changed**

Our specialist rotations (AUSLAN, PE, Sustainability and ICT/Digital Art) will continue this term, however we have slightly altered the timetable.

**Odd Weeks:**
5/6s have AUSLAN (Mon) and Sustainability (Wed)
4s have ICT/Digital Art (Mon) and PE (Wed)

**Even Weeks:**
5/6s have ICT/Digital Art (Tues) and PE (Thurs)
4s have Sustainability (Tues) and AUSLAN (Thurs)

Please make sure students are suitably dressed on these days (they will especially need appropriate footwear for their PE sessions and warm clothes and boots for sustainability).

**NAPLAN**

Students have already been preparing for NAPLAN and understand this as simply another way in which teachers gather information to assist their learning. It has been wonderful to see a quiet confidence building among the year 5s about this, rather than it being a cause for concern or worry. Please ensure students have plenty of sleep, a healthy breakfast and are at school on time each day (sessions begin at 9:00).

**Tuesday 14 May:**

Language Conventions (spelling, grammar and punctuation) - 40 minutes
Writing (a persuasive piece - as focussed on in class) - 40 minutes
Wednesday 15 May:
Reading (comprehension focus) - 50 minutes
Thursday 16 May:
Numeracy - 50 minutes

Homework
Our homework expectations remain the same (and follow the Victorian Government Guidelines). Every night students are expected to complete:

- 20 minutes of reading (including a range of materials, such as books, magazines, newspapers, comics and information books).
- 5-10 minutes of spelling (each student has their individual spelling focus for each week and has words to practise. These should be written out, put in sentences, placed in alphabetical order - see inside of your child’s homework book for further ideas).
- 5-10 minutes practising time tables. Knowledge of timetables up to 10x10 (including related division facts) is expected by the end of year 4. Students have been given a range of strategies to assist their daily practise.
- Any work not completed during class may also be sent home.

Government guidelines state that students in Prep to grade 4 complete 30 minutes of homework each night (the majority of which should be reading) and students in years 5 and 6 complete 45 minutes each night.

Premier’s Reading Challenge.
Our school goal is for every child to complete the challenge: to read fifteen books before the end of August. Children must read 10 books from the official list and five books of their own choice. Many of the children are well on the way. Children can record the titles of books read on the recording sheet they have been given or they can continue to use their diaries or reading logs. No matter which way you choose, I ask you to sign to verify that the books have indeed been read. There are two boxes containing Challenge books in the classroom.

Interschool sport
The following is the draw for interschool sport. Please note that it is often necessary to change the dates due to commitments that either our school or the competing school may have.

This year we have a football team, netball A and B and a T-ball team. Some schools against whom we play may or may not have a T-ball team, so they may not play every week. Permission forms and costs (for the bus) will be sent out early next week.

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<th>Round 1</th>
<th>Round 6</th>
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<tr>
<td>May 3</td>
<td>June 7 (MKPS Curriculum Day – so this will be changed)</td>
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<th>Round 7</th>
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<td>June 14</td>
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<td>KPS</td>
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<th>Round 8</th>
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<td>May 17</td>
<td>June 21</td>
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<td>MKPS</td>
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<td>July 26</td>
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It has been a wonderful start to the year and I have really enjoyed getting to know everyone in my class even better. Their sense of humour is certainly infectious!

If you have any questions or concerns at any stage during the year, please come and see me or call me at school.

Take care,
Tim Hemsworth.