



Ainslie School

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What are we wondering about in 1\2? Term 3 - 2024

Dear Families,

Welcome back to term 3 after a well deserved break. We are looking forward to another exciting term of learning together. We also extend a warm welcome to the new families that have commenced the start of their school journey at Ainslie.

The term break has brought some changes. Work started in the main building which saw a room relocation for our small group class. On the staffing front Phoebe Watkin will be teaching 1/2RP on Monday to Wednesday, with Thursday and Friday covered by Fiona Hemmings. 1/2SF will also welcome Julian Laffan each Friday. Pip Buining, our Creative in Residence will be moving to work with 3/4 and 1/2 will pick up Chess with Will on Fridays.

Classes have begun the term revisiting school values and expectations. We recommend families check that clothing is clearly labelled to help avoid the build up of lost property. Please also keep dogs off the school grounds when walking to school.

Fuel for Thought

Fuel for Thought will continue on Mondays and Tuesdays. Please ensure your child's Fuel for Thought note is returned as soon as possible. We are always looking for volunteers in the kitchen, so let your child's teacher or Ari know if you are able to share some time with us.

Parent Forum

We will be holding an online forum on **Tuesday 30th June @ 4:45pm - 5:15pm via Google Meet**. This is an opportunity to come together to chat and we'll answer any questions you may have. Please use the following link to access the forum: <https://meet.google.com/dfg-gkvh-rxw>. Don't forget to check in on our learning using the Seesaw digital platform.

Assemblies will continue to be held in even weeks. We are starting with a House Captain's Athletics Carnival Assembly in week 2 to congratulate our ribbon award recipients. 1/2TH and AM will be hosting the assembly in week 4.

Learning Assets

At Ainslie School, we support students to understand how they learn. In doing so, they develop skills and dispositions that are important assets - in school and beyond. We use the term "Learning Assets" to describe the broad skill sets that are commonly required of us as learners: thinking, communicating, self-managing, researching and collaborating. We encourage you to use this language with your child/ren when describing their learning experiences and would love to hear and see examples you notice.

Self Manager	Communicator	Researcher	Collaborator	Thinker
Students will: - Set goals and work towards them. - Think about the effect our behaviour has on others.	Students will: - Listen without interrupting. - Communicate respectfully.	Students will: - Observe things carefully and use non-fiction reference sources to find out new information.	Students will: - Talk about how we show respect when working and playing with others.	Students will: - Reflect on what we have learned. - Notice and explain how we are thinking and feeling.

Kindness - Respect - Responsibility - Excellence - Community

Kind regards

1/2 Education Team

<p>ENGLISH</p> <p>Guiding Questions</p> <p>What does the layout of words and pictures tell us about a text? How do we research? How do we communicate effectively? What is the purpose of non-fiction texts?</p> <p>Skills</p> <p>Recognise a range of learning area topic words. Comprehend a range of non fiction texts. Create texts that inform. Create and deliver presentations. Use knowledge of letters and sounds to spell words.</p>	<p>MATHEMATICS</p> <p>Guiding Questions</p> <p>What do we measure and why? What are fractions? How do we navigate? How do we tell time?</p> <p>Skills</p> <p>Recognise and represent halves and quarters. Use the attributes of length, mass and capacity to measure. Locate and identify locations and give directions. Read time on an analog clock.</p>
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How do things change?



<p>HISTORY</p> <p>Guiding Questions</p> <p>How can my community help me learn about the past? How has family life changed and stayed the same over time? How has technology changed lives?</p> <p>Skills</p> <p>Sequence events in time Collect, sort, record and share information Pose questions Compares objects from past and present</p>	<p>SCIENCE AND TECHNOLOGY</p> <p>Guiding Questions</p> <p>How do materials and living things change?</p> <p>Skills</p> <p>Make predictions and record observations Describe, draw, and model design ideas. Evaluate design ideas</p>	
<p>JAPANESE</p> <p>Guiding Questions</p> <p>How do we use the Japanese language to interact and share information?</p> <p>Skills</p> <p>Copy some Japanese script.</p>	<p>MUSIC</p> <p>Guiding Questions</p> <p>Where, why and how do people experience music?</p> <p>Skills</p> <p>Use the elements of music to improvise and compose music.</p>	<p>HEALTH AND PHYSICAL EDUCATION</p> <p>Guiding Questions</p> <p>What makes you unique? Why is good health information important?</p> <p>Skills</p> <p>Apply fundamental movement skills in different situations. Make good choices to improve our health and relationships.</p>