

Parent Information 2009

Level 2



General Class Information

The general aim in the Junior School is to provide a relaxed, happy and co-operative learning environment for the children. Children are encouraged to share their experiences in an atmosphere that promotes success and a feeling of self worth.

As a whole, the class will be focused on the development of self-discipline and a sense of responsibility. Children will be encouraged to develop classroom organizational skills.

Children need to be responsible for remembering their equipment and materials for school i.e. homework, library bags/books, hats and brain food. Children are encouraged to be responsible for notices and newsletters.

Overall children are encouraged to be independent, self-disciplined, thinking people who are responsible for their own behaviour and able to face the consequences of their actions.

Each class has established a set of rules through discussion with the students about what needs to happen to keep us safe and happy at school.

Restorative Practices

As a school we are implementing Restorative Practices in the following ways:

Common language used across the school by all staff.

Common approach to resolving issues.

Circle time – each class is making time to sit in circles to discuss issues. There are rules for this process and all students are heard and their contributions are valued. is an effective way for the group to solve problems and identify new & more effective ways to build and maintain relationships within the classroom.

Yard Duty – teachers have scripts – with questions to deal with issues as they arise in the yard.

More serious conflicts are dealt with by teachers using Student Reflection Sheets and using mediated Student Conferences to restore relationships.

Restorative practices is a powerful way of looking at responses to misbehaviour. It focuses on repairing the harm done to people and relationships rather than on punishing offenders. The process focuses on healing and the related empowerment of those affected by an incident, it enhances relationships and builds social cohesion.

Curriculum

The curriculum at school is based on the Victorian Essential Learning Standards (VELS). At level one and two the focus is largely on foundational literacy and numeracy skills and the development of physical, personal and social capacities. Within the Standards, there are three core **strands**.

- **Physical, Personal and Social Learning**
 - Health and Physical Education
 - Interpersonal Development
 - Personal Learning
 - Civics and Citizenship
- **Discipline-based Learning**
 - The Arts
 - English
 - The Humanities
 - Languages Other Than English
 - Maths
 - Science
- **Interdisciplinary Learning**
 - Communication
 - Design Creativity and Technology
 - Information and Communications Technology
 - Thinking Processes

Each of these strands are then organised into **domains**.

Strand: *Physical, Personal and Social Learning*

Domain: Health and Physical Education.

In Level 2, Health and Physical Education assists students to make informed lifestyle choices by understanding the impact of various forms of behaviour and physical activity.

Dimensions

- Movement and Physical Activity
- Health Knowledge and Promotion.

Movement and Physical Activity

The Physical Education Program for each class is composed of daily and weekly activities taken by the class teacher and the physical education teacher, Mr Kenez.

Physical Education

All children participate in a weekly 1 / 2 hour Physical Education lesson with Mr. Kenez.

Platoon Sport

Platoon Sport is taken by class teachers. Children rotate through a skills development program. Skills include ball handling, skipping, dancing, athletics and minor games.

Swimming

All children in Year One and Two are involved in an Intensive Swimming Program during Term 4. Children attend 8 lessons over two weeks.

P.M.P. (Perceptual Motor Program)

P.M.P. operates once a week for Year One and Two children. It concentrates on activities which help develop motor skills.

Program Goals:

- To encourage and facilitate appropriate motor responses using a variety of equipment.
- To encourage understanding of concepts such as: through, over, along, under, across, around, etc.
- To support language development by varying the settings and the interpretation e.g. “go over the ladder and into the box” / “go across the ladder and climb over the box.”
- To encourage co-operation, confidence and self-esteem through success at an individual level.
- To promote skilful, well co-ordinated and healthy bodies.

**We are always keen to have parental assistance with the PMP program.

Health Knowledge and Promotion

During third term all children have the opportunity to attend the Life Education Van. Within the class they also participate in a variety of activities focusing on Health Knowledge. Daily brain food and “Fruity Friday” are part of the program to educate children about healthy diets.

Domain: Interpersonal development

Dimension

Building Social Relationships

Working in teams

Learning in this dimension supports students to initiate, maintain and manage positive social relationships. The ability to work effectively as part of a team is a key skill which all students need to develop. Although these aspects are part of everyday classroom activities, the students have a weekly lesson, planned by Miss Petrucci in which they look specifically at skills in these areas. This is known as Communication.

Strand: Discipline-based learning

Domain: The Arts

The Arts curriculum comprises of

Dance

Drama

Music

Visual Arts

Drama components are developed as part of the language program. Dance is a part of the Phys Ed Program.

Music

A weekly session with Mrs. Ferguson is held to build upon the children’s musical experiences as they explore, use, describe and classify sounds.

In Level 2, students revise last year’s skills of beat and rhythm. They also develop some recognition of music symbols. Skills are strengthened through singing games.

Activities develop the awareness of musical concepts, the ability to listen for specific musical elements and the skill of practice and presentation of their own music works.

Visual Arts

Each grade will enjoy a weekly Art session with Mrs. Mann in the Art Room where they will be encouraged to make 2 and 3 dimensional art works using a wide variety of materials.

Domain: English

Dimensions

Reading

Writing

Speaking and Listening

Early Years Literacy Program

Early Years is a literacy program based on the recognition that all children should succeed in literacy by the end of their third year of schooling. It involves a balanced, structured approach to teaching children in the first three years. Each day two hours are devoted to Literacy – one hour for reading and one hour for writing. Speaking and Listening skills are integrated throughout the literacy block.

Reading

The focus in reading becomes broader in Grade 1 and 2 with less focus on the level of difficulty of the text and more focus on developing reading as a whole. Skills such as fluency, self monitoring, expression and phrasing become more important in oral reading. As the children develop the ability to read “silently,” comprehension including inferring and , locating information become very important.

Reading Recovery is a one-to-one intervention program for those students in their second year of school. Barb Cheesewright is a trained Reading Recovery teacher. All Year 1 students are tested early in the school year. Those who would benefit most from one-to-one support are identified. These children have intensive 30-minute sessions each day, focussing on reading and writing until the child is able to work independently within their year level with confidence.

Writing

The children are involved in a range of writing experiences. These include recounting personal events, letter writing, factual reports, and imaginative writing. The children are taught about the conventions of writing, such as the use of capital letters, as well as the correct letter formation. Attention is paid to fluency and style of writing with the reinforcement of slope, size, shape and grip. Children are encouraged to present all written work in a neat legible manner.

Spelling

Teachers use a range of strategies to teach spelling. Children are encouraged to “have a go” when writing unfamiliar words, representing the sounds they can hear. They are also able to access lists of words. These may be topic based, the high frequency words known as the “Miwow words –(“Magic 100” words) or THRASS words. As the children, move into grade two the emphasis moves to the second 100 words. The children also learn words from personal spelling lists based on words they use in their journal writing.

THRASS

THRASS stands for **T**eaching **H**andwriting **R**eading and **S**pelling **S**kills. THRASS is designed to teach students about the letters, speech sounds and spelling choices in English. THRASS is a resource that helps children to understand the relationships between the 44 phonemes of spoken English and the 26 letters of the alphabet. The program has proven to be most valuable in assisting students with spelling and reading.

Parent Assistance

We hope there will be continued parent participation in the Literacy program in 2008 as the children benefit greatly from parent involvement in this worthwhile program. Parents are encouraged to work in the rooms with small groups in addition to hearing individual children read.

Domain: L.O.T.E. (Language Other Than English – Japanese)

Dimensions

- Communicating in a language other than English
- Intercultural knowledge and language awareness

In Years One and Two the children will be introduced to Japanese, learning simple conversations, introductions, commands, numbers, colours, basic hiragana and culture. Mrs Eriko Miyagi will be taking each grade in the junior school for a 45-minute session each week.

Domain: Mathematics

We use a variety of Mathematical resources such Rigby Mathematics Program, Maths Plus, Nelson Maths and Sign Post as the basis for moving into the Early Years –

Numeracy. Features of the Numeracy Program are:

- problem solving
- encouraging children to see the relevance of mathematics to every day life linking mathematics to other curriculum areas
- encouraging the use of concrete aids in the development of a sound understanding of mathematical concepts and processes
- involving children in a variety of processes – comparing, representing, patterning, estimating, measuring, problem solving and communicating
- maintaining proficiency in basic facts and written algorithms as a priority

A supportive learning environment will be set up to encourage confidence and give children the opportunity to talk about what they are doing, enabling them to internalise concepts and processes.

Risk taking will be encouraged so the child feels making mistakes is a valuable learning experience.

Teaching will include a variety of approaches ranging from whole class instruction, groups and individuals.

Once a week children will have the opportunity to work with children from across the

1/ 2 classes at a similar stage of development. During these lessons the four level 2 teachers will provide instruction specifically in the area of Number. In addition the children will have an opportunity to explore measurement during the rotation program. This lesson will be taken by Mrs Daws.

Domain: Humanities

In the early years of schooling children explore the social experience of families and cultural groups, neighbourhoods, schools, recreational and other community groups, beginning with the context of students' knowledge of their local area. It also includes the development of communities and how they interact with each other, both in the past and the present.

These aspects are covered during our inquiry units.

Domain: Science

Dimensions- Science knowledge and Understanding

Science at work

The Science Curriculum, in the early years of schooling, focuses on teaching students to use an appropriate scientific vocabulary to describe and explain their observations and investigations of natural phenomena.

They describe evidence in support of simple scientific ideas, for example, those relating to why some objects float and others sink, or why a cake mixture changes when it is cooked. They are encouraged to raise questions and to discuss their ideas about the natural world through experimentation.

Strand: Interdisciplinary Learning

Domain: Design, Creativity and Technology.

Through investigation and design, students learn about the basic characteristics of some common materials. Students analyse and evaluate how some materials are more suitable than others for making useful products.

Domain: Information and Communication Technology (ICT)

Students learn how Information Technology is used both at school and in the home and what techniques, equipment and processes are used for creating information products.

The students in Year One and Two have the opportunity to visit the Resource Centre on a weekly basis. A wide variety of programs will be used covering all areas of the curriculum. Some keyboarding skills will be introduced and where possible, the computers will be used to integrate with other subject areas. Students learn to create and present information in meaningful ways. These lessons will be taken by Miss Lush as part of the rotation program.

Domain: Thinking

In Year One and Two the children continue to develop their understanding of De Bono's six thinking hats. The six hats are used though emphasis is placed on the Yellow Hat (Positive Attributes), the Red Hat (Emotions), Black hat (Negatives), and White Hat (Facts).

We also use a variety of tools to encourage higher order thinking. Although these skills are used throughout the curriculum, a weekly session as part of our rotation program will focus particularly on developing a variety of thinking tools. These lessons will be taken by Mrs Roberts.

Domain: Communication

Dimension – Listening, viewing , responding, presenting

Students begin to distinguish between differing contexts, purposes and audiences, for example playing with friends, talking to classroom visitors, conducting interviews and making a formal presentation to a group.

General

Library

Children are introduced to a range of literature, focusing on Australian authors, and learn different aspects of Library use. Joanne McKinley works in the library as a Library Technician and assists the children in borrowing books.

Children are able to borrow two books at a time, for up to a fortnight. Library books must travel to and from school in a protective bag to prevent damage. Children are also able to visit the library during some lunchtimes.

Homework

There are two aspects to the homework program for Years One and Two.

The main component is reading and discussing the child's 'take-home reader'. We encourage children to read every night and to return their books to school every day, even if they have not been completed.

The second component is "Show and Tell". This is linked to our units of work across the curriculum and encourages children to discuss the topics we are covering at school, with you at home. This should not take the child long or cause undue stress, but we would like you to encourage participation and neatness in presentation.

Sometimes individual teachers may send home a specific activity to assist a child with an area of difficulty. These are usually placed in the home reading exercise book and will be to reinforce something we have been covering in class.

Reporting to Parents

Parents will have the opportunity for an informal interview during Term 1, allowing teachers to "meet the parents" and find out relevant information about each child.

Parents will receive a written report at the end of Term 2 and Term 4. Parent/Teacher interviews will be conducted early Term 3. All teachers are happy to arrange interviews at other times throughout the year, if you have anything you need to discuss.

Inquiry Units for 2009

Term 1 What Makes Me Me?

Term 2 How Are Our Lives Different To Our Parents and Grandparents?

Term 3 How Can I Make Healthy Choices?

Term 4 How Do Living Things Change and Survive As They Grow?

Excursions and School Based Activities 2009

Excursions/incursions are chosen to enhance the knowledge, understandings and skills related to the units of work we will explore this year.

Some excursions and incursions are yet to be decided but others are listed below.

Term 1 - School based activity Sticks and Stones – How to deal with bullying.

Term 2 - Yarrabee Yesterdays World – visit to a recreated school of the 1900s.

Term 3 - School Based Activity Life Education Van

Term 4 – The Melbourne Zoo

School Based Activity Year 2 Sleep Over

School Based Activity Christmas Pantomime