Welcome to 2015

Team members

- Tania Brown
- Jamie Peters
- Kate Wakefield
- Wendy Drayton / Annemarie Honeybone
- Fran McCormick
Tonight ...

- Year 2 team information session

P.T.S Conferences ...

- Will be held on Monday 2nd and Tuesday 3rd March
- Each interview will be for 10 minutes
Support and Extension for Year 2 Classrooms in 2015

- Numeracy and Literacy ‘Intervention and Extension’ for fluid groupings

- Junior School Welfare Coordinator

- SSO Staff
This year students will learn:

- That different text types have identifiable structures and language features

- Strategies that will assist students to develop a deeper understanding of what they are reading. These comprehension strategies include Predicting, Visualising, Think Aloud, Summarising and Questioning

- To read with fluency and expression using punctuation, pace, tone, volume and to ‘voice’ different characters

- To be able to decode text using a variety of strategies including phonic knowledge, re-reading, reading on and context

- To be able to discuss and compare opinions about characters, events and settings
Literacy: Classroom Libraries

- Classroom libraries are filled with reading materials designed to engage our students in fostering a love of reading for pleasure, enjoyment and learning.

- That different text types have identifiable structures and language features.

- Students work collaboratively to develop their classroom library.

- Classroom libraries complement our Literacy Program.
Literacy: Choosing Just Right Texts

- Students choose ‘Just Right’ Books from the Classroom, School or Local Library

- Students learn to choose these books based on interest, knowledge of an author or topic and recommendations by other students
Students regularly meet with their teacher to engage in an individual conference

Students’ individualised goals are recorded in their Reading Logs

Please remember to record your child’s home reading

My goal is to remember to stop at full stops and take a breath.
Literacy: Writing

This year students will learn:

- How to write different text types including narratives, recounts, information reports, procedures, letters, arguments, opinions and poems
- To use more complex grammatical features e.g. linking ideas in a sentence using pronouns and conjunctions
- To be able to identify nouns, adjectives, verbs and adverbs
- Spelling - how to spell frequently used words accurately, investigate spelling rules, spelling patterns, word families and words from individual writing
- Expand their vocabulary and use descriptive language
- How to accurately punctuate their writing
- Strategies for planning, composing, revising and editing their writing
- How to reflect on their learning and set personal writing goals
- Utilise the ‘Writer’s Note Book’
Writer’s Note Book

Astonishing!
Happy!
Why did it cost
Happy! Worth a thousand words!
I’d go there every night if I could!
What time did it end?
Marvellous!
I love it! Is it a popular musical?
Wonderful!
Unbelievable!
Absolutely brilliant!

PHOEBE’S WRITERS NOTEBOOK

HER MAJESTY’S THEATRE

Disney and Cameron Mackintosh present
MARY POPPINS

SUN 8 AUG 2010 6.30PM

TOUR UNCLASSIFIED
GRAND A $97.00

Text Types and Titles:
* Narrative
* The Grand Concert
Literacy: Speaking and Listening

This year students will learn:

 How to speak to different audiences in a variety of situations
 The importance of eye contact and voice modulation
 To organise their ideas in order to make themselves understood
 To develop strategies to improve oral presentations
 To listen to information and follow instructions accordingly
 How to ask questions to clarify their understanding
Treasure Box Presentation

We always enjoy learning about one another, our families and our personal interests. For homework we would like everyone to prepare a short presentation that will tell us more about YOU!

To do this you need a bag or a box - you might like to use a shoe box - and choose up to five items that you treasure. You will explain to your classmates the significance of these treasures and why they are special to you.

Items could include a trophy, sport equipment, participation certificates, a souvenir from a holiday, a family photo, baby photo, dance shoes, postcards, medals, snow domes or a special toy.

Your presentation day will be:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td>2/2/15</td>
<td>3/2/15</td>
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<td>6/2/15</td>
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Don’t forget to practise what you are going to say about each treasure and projecting your voice so everyone can hear you.

We are really looking forward to your presentation to learn more about you.

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Treasure Box Presentation

Presenter’s Name: __________________ Year 2 __

Date: Term 1 2015

As I listened to your presentation, I noticed the following key aspects:

- I could hear the presenter’s voice easily.
- The presenter’s voice was expressive.
- The presenter was organised.
- The presenter was confident.

Teacher’s comment:
Numeracy: Number and Algebra

This year students will learn:

- To identify and order numbers up to 1000 and beyond
- To create number patterns
- To use skip counting and recognise patterns created by these numbers
- To use addition and subtraction for numbers up to 100 and beyond
- To use equal groups to model multiplication and sharing for division
- To divide shapes into equal parts to develop the concept of a simple fraction as part of a whole
- To order and carry out simple calculations with money amounts in dollars and cents
Numeracy: Measurement and Geometry

This year students will learn:

- To identify key features of shapes and solids
- The names of familiar 2D and 3D shapes
- To visualise and describe transformations such as flips, slides and turns
- To construct and follow directions
- To use formal and informal units of measurement
- To recognise time units
- Time patterns and cycles
- To tell time using analogue and digital clocks
Numeracy: Statistics and Probability

This year students will learn:

- To pose and respond to questions leading to data collections
- How to use a variety of graphs to organise and present data
- To use a variety of terms to describe everyday chance events
- To interpret data in context
- To describe outcomes and familiar events using everyday language
This year students will learn:

- To use mathematical language to describe and reflect on their learning
- To investigate and explain solutions for open ended problems
- To explain the relationship between numbers
- To use calculators to check estimations and solutions to simple equations
Through pre-testing and post-testing, students’ needs are targeted in fluid groups.

Fluid groups are flexible and students’ progress is continually monitored.

Teachers rotate between groups to ensure a thorough understanding of all students across Year 2.

As a Year 2 team we are all responsible for all our students’ progress.
LEVEL 2 POWER STANDARDS

NUMBER
Every student will learn the following Power Standards within this content strand

<table>
<thead>
<tr>
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<th>COUNTING.</th>
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<tr>
<td>1</td>
<td>Count forwards and backwards up to 1000.</td>
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<th>PLACE VALUE</th>
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<td>2</td>
<td>Sequence natural numbers up to 1000.</td>
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<tr>
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<th>ADDITION – SUBTRACTION</th>
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<td>3</td>
<td>Model addition and subtraction up to 1000.</td>
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<th>Multiplication</th>
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<td>4</td>
<td>Recognise and represent multiplication as repeated addition, groups and arrays.</td>
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<th>Division</th>
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<td>5</td>
<td>Recognise and represent division as grouping into equal sets by solving simple problems.</td>
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<th>FRACTIONS</th>
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<td>6</td>
<td>Knows how to divide collections and shapes into halves, quarters and eighths.</td>
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This term our Shared Inquiry is ‘Who Am I?’. We will investigate:
- All About Me
- My Family
- From Birth to Now
- Life Cycles
- Getting Along

In Term 2 our Shared Inquiry focus is history - ‘The Past In The Present’

Term 3: Science -‘All Mixed Up/Water Works &Sustainability’

Term 4: Technology, Design and Science – ‘Transport’

Forming positive relationships with others is an important part of our Health and Wellbeing
Students will learn skills such as

- Thinking
- Communicating
- Forming positive relationships with others is an important part of our Health and Wellbeing
- Cooperating
- Researching to collect new information
- Presenting information in a variety of formats – This may include – posters, videos, models, dioramas, songs or oral presentations
Interpersonal Development

Students will learn:

- To behave appropriately in a range of social situations
- To identify feelings and needs of other people, that there are consequences for their actions
- Appropriate steps to resolve conflicts
- To work in teams
- To stay on task
- To complete structured activities within set timeframes
- To share resources fairly
Homework

- Homework will include spelling words, numeracy problems, reading and organisational skills.
- Each week children will have a personalised spelling list that may include Oxford Words, words from their personal writing or a spelling rule investigation.
- Homework activities are usually handed out on Monday and are due on Friday.
- Homework is only 20 minutes per week in addition to reading.
- Wherever possible, practise counting and automatic recall of number facts.
WEEKLY HOMEWORK TERM 1 WEEK 4

My Spelling Words This Week Are:

________________________

________________________

Spelling Tasks This Week

Monday – Look Say Spell Cover Write Check
Tuesday – Circle the chunks that you can find in your words
Wednesday – Write each word in a sentence
Thursday – Revise your words ready for your test on Friday

MATHS ACTIVITY

Teach someone in your family how to play ‘Snail Trail’, counting by 3’s starting at different numbers. Record your games in your homework book.

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Remember to read every day! Record your reading in your Reading Log please 😊

Comprehension Focus – Predicting

To support your child in developing this strategy you may like to do the following activity.

Choose a book and read it together. Be sure to practise good active reading skills and pause to ask questions and make predictions. Your child may want to take notes as you read together. When your child makes a prediction, make sure he or she supports the prediction with evidence from the text. Have your child verbalize his or her reasoning and point to specific clues.
Information for Parents

- A ‘Working With Children Check’ is necessary when supporting out of school activities (please see the office for further details)
- Keep informed by reading the fortnightly e-newsletter and weekly school newsletter
- Add your name to Parent Helpers Term Calendar that will be available next week
Parent Helpers

Ethics of helping in the class

- Work with all children in the class
- All children are individuals, they have individual abilities which should not be compared
- Add your name to Parent Helpers Term Calendar that will be available next week
- Information about all children is confidential
- Refer to reading support information in The Independent Reading Log on how you support children
- Be prepared to assist with all aspects of the classroom: listening to children read, photocopying, cutting ...
Excursions / Incursions

- All incursions and excursions will be relevant to the children’s learning.
- Seat-belted buses are used for excursions requiring bus transportation.
The Big Night In

Year 2s will:

- Have dinner
- Disco
- Sleep over
- Be collected in the morning
Specialists

Physical Education – Sarah Nobbs
Art Specialists – Vicki Symons
Performing Arts – Dean Pearce
Japanese – Helen Atkins
ICT- Classroom Teacher / Melissa Brown
Thank You

- 5 minute question time