Welcome to 2017

Team members

- Stephanie Taylor
- Robyn Law
- Fran McCormick
- Tania Brown
- Zach Schmidt
Tonight ...

- Year 2 team information session

P.T.S Conferences ...

- Will be held on Monday 27th and Wednesday 29th March
- Each interview will be for 10 minutes
There will be Numeracy and Literacy ‘Intervention and Extension’ for fluid groupings.

Pre and post testing is used to target students’ needs and these are based around the WNPS Power Standards.

Crissy Samaras will be assisting with Year 2 Fluid Groupings.

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.

Junior School Welfare Coordinator - Wendy Emin P - 2
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
Sharon Hunt

Follow up support will be given Year 2 students who were involved in the Year 1 Reading Recovery Program.

These students will be supported in the classroom through an ILP.
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 will be bringing home a variety of texts including readers, guided reading books and just right texts (These include chapter books for independent readers)
### Why Can’t I Skip My 20 Minutes of Reading Tonight?

<table>
<thead>
<tr>
<th>Student “A”</th>
<th>Student “B”</th>
<th>Student “C”</th>
</tr>
</thead>
<tbody>
<tr>
<td>reads 20 minutes</td>
<td>reads 5 minutes</td>
<td>reads 1 minute</td>
</tr>
<tr>
<td>each day</td>
<td>each day</td>
<td>each day</td>
</tr>
<tr>
<td>3600 minutes in</td>
<td>900 minutes in</td>
<td>180 minutes in</td>
</tr>
<tr>
<td>a school year</td>
<td>a school year</td>
<td>a school year</td>
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</tbody>
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1,800,000 words

90th percentile

By the end of 6th grade Student “A” will have read the equivalent of 60 whole school days. Student “B” will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)
Students regularly read with their teacher and discuss reading goals.

Please remember to record your child’s home reading in their book.

Reading logs will be checked by the classroom teacher once a week.

Independent Reading Log

<table>
<thead>
<tr>
<th>Term</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Possum</td>
<td>Magic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rumble in the Jungle</td>
<td>MH</td>
<td>MH</td>
<td>MH</td>
<td>MH</td>
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</table>

My Weekly Reading Goal

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

Reflection By Teacher Or Parent

I like the way you are making predictions as you read through the texts.
Students will each have an individual spelling program comprising of 5 words per week. 
Words may be a mixture of Oxford words, topic words, words from the weekly spelling investigation and words found from their own writing. 
Spelling will be completed in the classroom every morning. 
The team follows a structured Spelling Program.
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’.
Please keep this in the reading satchel
This year students will learn:

- How to speak to different audiences in a variety of situations and develop their confidence.
- 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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<tbody>
<tr>
<td>2/2/15</td>
<td>3/2/15</td>
<td>4/2/15</td>
<td>5/2/15</td>
<td>6/2/15</td>
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</tbody>
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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 1000 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
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
Numeracy: Working Mathematically

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
Shared Inquiry Learning

- This term our Shared Inquiry is ‘Happy Healthy Me’ and ‘Forces’
  - We will investigate:
    - How to be a great mate
    - Regulating emotions
    - The thinkables and unthinkables
    - What makes me different from others
    - How do objects move
    - What happens when we push or pull
    - Force in the environment and forces around us
    - And introduce the children to their next terms focus
- In Term 2 our Shared Inquiry focus is ‘Health’ and – recognise situations to promote their own health and wellbeing and ‘All mixed up – Chemistry’
- Term 3: History - past and present
- Term 4: Watch it grow and Water
Shared Inquiry Learning Process

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 the feelings and needs of other people, and that there are consequences for our actions
- Appropriate steps to resolve conflicts (3 step Rule)
- To work in teams
- To stay on task
- To complete structured activities within set timeframes
- To share resources fairly
- Empowering the children to solve their problems independently
- Encourage students to become more independent by packing own bags/readers etc.
Homework

- Homework may include spelling investigations, numeracy problems, reading and organisational skills
- 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
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 ... Add your name to Parent Helpers Term Calendar that is on display in your child's classroom.
The Big Night In

Year 2s will:

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

Physical Education – Sarah Nobbs and Kristy Krywula and Chrissie Van N

Art Specialists – Vicki Symons

Performing Arts – Dean Pearce

Japanese – Helen Atkins

ICT- Classroom Teacher / Melissa Ziebowski
ICT and Digital Technologies

In addition to the digital technologies used regularly to enhance the learning opportunities within classrooms, all classes will participate in fortnightly sessions with the Digital Technologies specialist teacher, Melissa Ziebowski. These sessions will focus on developing skills and encouraging all students to become confident and discerning users of digital technologies in their learning. As well, there will be a focus on developing computational thinking which involves creating digital solutions in response to solving a problem, including the use of programming languages (coding).

Melissa Ziebowski

LOTE – Japanese

We offer an exciting Japanese program which starts in Prep and continues through to Year 6. Our aim is to develop both language and cultural awareness.

In Prep to Year 2, students enjoy learning the language through songs and games, and also start to learn to recognise Hiragana writing script.

Students have the opportunity to correspond with their peers in our sister school in Yokohama, Japan.

Our annual Japanese Day is a vibrant celebration of Japanese culture, involving the whole school.

Helen Atkins, Prep to Year 6
SPECIALIST SUBJECTS

**PERFORMING ARTS**
All students will learn a musical instrument; Grade 1’s - xylophone, Grade 2 & 3’s - recorder and Grades 4, 5 & 6 - ukulele. They will explore and extend their dramatic play using scripts and musical knowledge and creation using recording and editing software. All students will perform with their class at the end of the year in our Twilight Carols event.

Sue Peterson, Prep
Dean Pearce, Year 1 – Year 6

**VISUAL ARTS**
All students attend the Visual Arts Room for a 60 minute lesson per week. During this session students use a range of art media and materials to plan, make, present and reflect on artworks. Planning is guided by the Victorian Curriculum. Art smocks are provided but students may bring in their own. Any Art incursions, special projects or competitions will be communicated through the school newsletter and eNews bulletin.

Emily Millman, Prep and Year 1
Vicki Symons, Year 2 – Year 6

**PHYSICAL EDUCATION**
In Physical Education, we run a 40min session each week. In these lessons, the Prep – Year 2’s will focus on Fundamental Motor Skills, the Year 3/4’s will learn about the different team sports that may be on offer around the local community and in Year 5/6, they will learn about the rules and tactics of each of these sports. They will also be exposed to some non mainstream sports including Ultimate Frisbee. As always, there will be extra curricula events for students in Years 3 – 6, including Hoop Time Basketball.

Sarah Nobbs, Prep – Year 6
Kristy Krywula, Prep, Year 2 & Year 6
Thank You

- If you have any questions please write them down with the paper provided and place in the Question Box, near the entrance. These questions will be answered via the enews.