

**YEAR 1/2**

**INFORMATION  
BOOKLET**



**2018**

## Year 1/2 Teachers:

1/2D Jacqui Duncan

1/2N Liz Nicholson

1/2S Annikka Smith

1/2R Annie Rountree

1/2G Virginia Gardner & Laura Simkin

## Year One/Two Integrated Studies Topics

### Term One

A Valued Beginning

Australia



### Term Two

Water and

Sustainability



### Term Three

Healthy Living

Life Education

Author Study

### Term Four

Transport

Celebrations / Christmas



## Language Skills

Reading, writing, spelling, speaking and listening are all interwoven to form the language program. The students have access to the Literacy Planet website which supports all aspects of the Literacy program and can be accessed at home as well as at school.

## Reading

The Reading Program (Reader's Workshop) aims to develop children's ability to read independently and confidently for:

- \* Information : to broaden general knowledge and interests
- \* Survival : to follow instructions, heed warnings etc.
- \* Recreation : appreciation and pleasure.

Children will be introduced to a range of reading comprehension strategies; among them predicting, summarising, questioning, thinking aloud, analysing text structure and visualising. They will be taught to identify many different types of texts (genres) and how to choose a book that is suitable for them (a 'Just Right' book). Over the year, children will work to build their reading stamina and their vocabulary as well as develop their responses to and reflections upon the books they read. They will work independently and as part of small focus groups and will engage in an ongoing dialogue with their teacher about their progress, goals and achievements.

### **Parents can help by regularly monitoring their children's reading:**

- \* Please send Take Home books to school **EVERY** day, whether finished or not.
- \* Encourage whole sentence reading to develop expression and fluency.
- \* Please don't cover pictures - looking at pictures is a taught strategy.
- \* Ask questions about what is read.
- \* If the book happens to be too difficult, simply read it with or to your child.
- \* Encourage an awareness of print in other forms. (such as newspapers, signs, recipes, computers, etc)

**Make reading an enjoyable time with your child and remember that the books children bring home should be easily read to develop confidence and fluency.**

## Spelling



Spelling is an important part of a child's language and it will be developed in Year 1/2 using a range of strategies and approaches. These approaches can be summarised as follows:-

- Phonics - learning the relationship between letters and sounds in words. We use the THRASS program to support learning in this area.
- Visual - using visual clues to remember what a word looks like and is spelled.
- Semantics - using knowledge about the meaning of the word to help spell it.
- Syntax - using knowledge about how words are structured to help spell.
- Etymology - using knowledge of the history of a word to help spell it.

Some spelling games that can be played with your child include Hangman, Memory, tracing words on their back and 'Look, say, name, cover, write, check', as well as the many spelling activities of 'Literacy Planet'.

In addition, the children are expected to be able to spell a majority of the first 100 M100W words (Rainbow Words) by the time they complete Year 1 and most of the 101 - 200 by the end of Year 2. The M100W words are incorporated in the weekly spelling sessions.

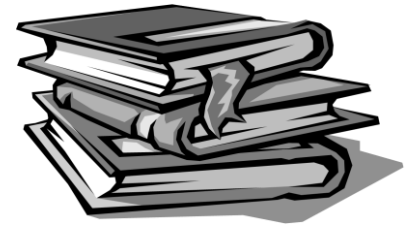


## Writing

Writing is a process that involves thinking, talking, reading and writing. Through a process approach to writing, children experience how real writers write. Writing experiences include personal writing, diaries, recounts of excursions, reports, narratives and procedural texts.

An outline of the writing process is described below.

1. Select a topic
2. Write a first draft
3. Proof read to oneself, a friend or the teacher.
4. Re-write making sure that content and the meaning is clear.
5. Editing conference to focus on writing, spelling, punctuation and grammar.
6. Prepare for publication. The work may be typed or transcribed and presented as a book, a chart, letter, project etc.



The children are encouraged to correctly use capital letters, full stops, commas, talking marks, question marks and other punctuation as the need arises. We promote experimentation, which is then refined as part of the reviewing process.

Throughout the year, children will receive explicit instruction covering a range of text types as well as have the opportunity to participate in 'choice' writing. During 'choice' writing, children will be able to choose to write about something with which they are familiar and particularly interested in. They may also choose the text type in which to present their work. Throughout the year children will be working on their 'Writers Notebooks' in class. They are encouraged to bring to school things of interest which they may like to write about during 'choice' writing time. Examples are: party invitations, movie tickets, information brochures from places they have visited and family photos.

## Literacy Support

Small groups of children will be involved in the Literacy Support Program. This program involves working with a group of children and provides extra support for students with their reading and writing development.

You will also receive a letter to confirm if your child is eligible for this program.

Cath Buckland, our intervention specialist, runs this successful program.

## RAAPT (Reading Assessment and Program Tutoring)

Year One and Two students may also have the opportunity to be involved in the RAAPT program. This involves trained adult volunteers who work with individual children, at least once a week, to assist with reading development.

## Handwriting

Children will continue with and consolidate the Victorian Cursive Script. Features of the script:

- this writing style is based on an oval shape, not a circle.
- many letters have a wedge as part of their shape.
- many letters have exits and some letters have entries.

Children are encouraged to have:

- correct letter formation.
- regular size - dotted thirds are used to assist sizing.
- appropriate spacing between letters and words.
- a fluent style.
- correct pencil grip and posture.
- form all their letters using a top down motion.



Parents can help by:

- Checking for correct pencil grip
- Encouraging and praising neatness

abcdefghijklmnopqrstuvwxyz  
σρqrstuvwxyz

### Left Handed Writers

It is recommended that left hand writers grip the writing implement three centimetres from the point in order to keep the hand below the actual writing line. This will help ensure the child will see what has been written. If the thumb, index finger and middle finger share holding the writing implement, the left handed child will find the writing position easier to maintain.

## Speaking and Listening Skills

Children are always expected to speak clearly, correctly and politely. They are also expected to politely listen to other people.

Children are expected to develop the following skills:



- Express their ideas and needs.
- Accurately relay a message.
- Ask and answer questions.
- Co-operative skills such as taking turns between speaking and listening.
- Making eye contact with the audience.
- Follow directions to gain information.
- Prepare a simple talk on a topic or report for the class or a small group.
- Use language appropriate to different situations.
- Listen to gain meaning from both visual and auditory text.

These skills are developed through:

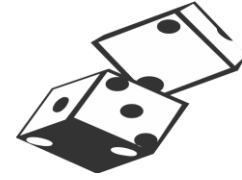
- Organised speech sessions such as show and tell.
- Drama sessions, retelling familiar stories.
- Group discussions.
- Listening tape activities.
- Story reading.
- General class activities.
- Sharing time.



**Parents can help by:**

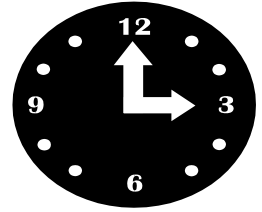
- giving children a sequence of instructions and ensuring they are carried out.
- encouraging children to listen for specific details in a story.
- encouraging children to discuss their thoughts and ideas aloud.

# Mathematics



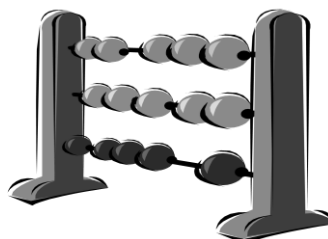
The Mathematics program aims to:

- 1 Foster and develop an understanding of the concepts of number, algebra, measurement, geometry, statistics and probability.
- 2 Encourage the correct use of mathematical tools.
- 3 Enable children to work mathematically, using their knowledge and skills to solve problems that arise from their daily experiences



Areas covered include:

- Counting - rote counting, counting patterns, recording numbers and the concepts before, after, more, less, etc.
- The structure of numbers and how our number system works
- Place Value
- Addition and Subtraction - children will learn to model and solve addition and subtraction problems through the use of drawings, concrete materials and mathematical reasoning such as number facts to 10 and 20 and beyond.
- Multiplication - (groups of) and division (sharing)
- Mental computation using 'Natural Maths Strategies' such as subitising, count ons, rainbow facts, doubles, near doubles, turnarounds etc.
- Giving change in shopping situations
- Identifying and classifying shapes and solids
- Comparing and ordering length, capacity, mass and volume
- Telling the time
- Using the calendar
- Creating and reading graphs
- Using calculators correctly and appropriately





## Parents can help by:

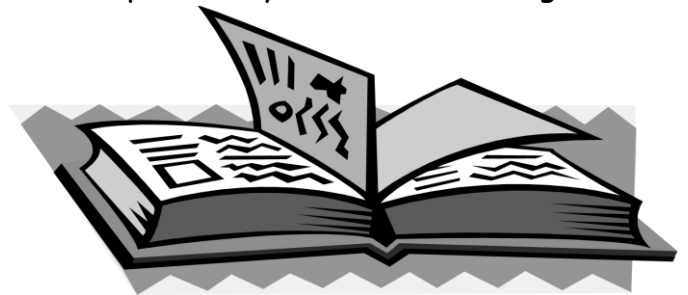
- Using the terminology of Natural Maths Strategies: subitising, count ons, rainbow facts, doubles, near doubles, turnaround and add, plus, joined together, equals, take away, groups of, more than, less than, longer, shorter, wider, etc.
- Ensuring unfinished work is completed at home when requested.
- Giving children experiences in telling time, buying small items at the shop/canteen and checking the change.
- Using a small bead frame to practise counting.
- Encouraging the use of puzzles and games involving dice.
- Where possible emphasising the 'real life' use of Mathematics - shopping, cooking, filling the car with petrol, dressmaking, laying bricks, patterns in everyday life etc.
- Encourage the use of the 'Mathletics' program at home.

## Communication of Children's Progress

At Bimbadeen Heights Primary, we use the reporting system of Portfolios. Portfolios are an effective means of communicating your child's progress in a meaningful and ongoing way. They provide an opportunity for you to see work samples that reflect the outcomes your child is aiming to achieve.

They will be sent home at the end of each term for you to look at and return. At the conclusion of the year, the Portfolio will become a permanent keepsake of your child's learning.

A written report will be sent home in June and December in conjunction with the Assessment Portfolio, outlining your child's ongoing progress. There will also be a specific interview time available in conjunction with the June Report.



# Integrated Curriculum

The Victorian Curriculum is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents. In 2018 we will continue to plan our program using the Victorian Curriculum.

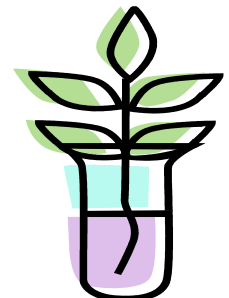
The Integrated Curriculum offers a unique opportunity for students to make links between what they are learning to what they experience in everyday life.

## **Humanities**

Throughout the year the students will investigate the connections we have to other places in Australia and across the world. They will identify how and why people are connected to different places and explain the value of places to people. Including the ways in which Indigenous Australians represent the location of place and their features. They will look at how different places can be cared for and how they, their family, friends and communities commemorate past events that are important to them.

## **Science**

The children are encouraged to use scientific ideas to question and explain their observations of natural phenomena. They investigate and seek evidence to support simple scientific ideas: why some objects float and others sink, why a cake mixture changes when it is cooked, how different materials react when cooled or heated. By investigating these questions and everyday occurrences such as the weather, the water cycle and devices such as magnets and battery operated toys, they begin to see Science as a useful set of ideas for interpreting and understanding the world around them. Science is dynamic and forward looking. Our society is being continually confronted, challenged and redirected by ideas borne from people's curiosity, imagination and dreams about what might be possible. Our goal is to begin to develop citizens who are capable of engaging in informed community debate about scientific issues and their effects on our world.



## Specialist Programs

### Languages Other Than English (L.O.T.E) - Chinese - Becky Liu (liu lao shi)

Students in Years 1 and 2 will have one L.O.T.E. lesson of 60 minutes per week. This year students will be introduced to many aspects of Chinese culture including popular festivals, hobbies, food and customs. Comparisons will be made between China and other countries in Asia as well as between China and Australia. The students will focus on developing listening and speaking skills in Chinese and will begin to communicate simply in the language.

### Performing Arts

Mrs Lynne Burt provides a varied and creative Music program for each class. The program provides for playing, singing, moving, listening, creating, improvising, reading and writing music through a wide variety of activities. Students work as a whole class, in groups and independently and are encouraged to develop skills in confidence, persistence, organisation, getting along and resilience in addition to musical skills.

At Level One and Two the children expand their knowledge of Solfege (Do, Re, Me, So and Lah) and rhythm notation. They create soundscapes using voices and instruments and learn to play simple parts on the melodic percussion instruments. They explore movement creatively through formal and free dance activities. They listen carefully to music and expand their vocabulary of descriptive musical terms.

In 2018 there are a number of additional visiting teachers who run lessons in Drums, Keyboard and Guitar during school time.

### Art

Mr Ray Legione takes a weekly art session in the Art Room and he also supports the classroom art activities. These sessions aim to foster self-expression, creativity and imagination and are often integrated with the classroom topics.

There are seven main areas covered in the program:

- Painting
- Drawing
- Textiles
- Printing
- Collage/paper skills
- Construction threads
- Modelling/sculpture



### Physical Education

In addition to many classroom activities, Miss Kate Schie will take each grade for weekly sessions. Activities revolve around:

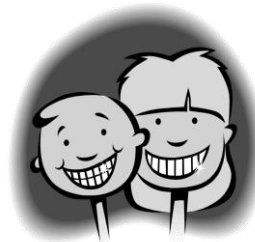
- Ball handling skills
- Gymnastics
- Minor games
- Tabloid sports



On Tuesday a weekly sport session is also held in which all children at this year level combine to practise the skills taught in their class session.

## Library

A weekly borrowing session is taken by the classroom teacher. The aim is to create a friendly atmosphere where the children enjoy browsing and making full use of library facilities. Lessons include the development of skills to allow children to locate resources appropriate to their needs and to foster a love of literature. Students are also encouraged to participate in the Victorian Premier's Reading Challenge.



## Student Wellbeing

Year One/Two teachers are committed to providing a quality Wellbeing program for their students. Through a positive, proactive approach, we aim to provide students with a school environment and curriculum that will allow them to become happy, successful achievers possessing qualities and attitudes that will lead them to a life long love of learning and personal fulfillment.

Our social and emotional learning programs are aligned with the **KidsMatter** mental health and wellbeing framework. The four components of this framework: A Positive School Community, Social and Emotional Learning, Working with Parents and Carers and Helping Children with Mental Health Difficulties is strongly supported by our home-school partnership and inclusive school community. In Year One/Two, the programs '**Challenges and Choices**' and '**Stop, Think, Do**' are the predominant resources used for social and emotional learning. Our school **STARS** program, which incorporates Circle Time is a regular feature of our commitment to student wellbeing.

We will continue to develop the student's understanding of the new school values which are:

- **Respect**- Respect for self, others, property and the environment is shown when people speak and act towards each other with courtesy, consideration, care and appreciation.
- **Compassion**- Compassion is shown when all members of the school community embrace diversity through demonstrating a kind, caring and understanding attitude and a willingness to help others.
- **Integrity**- Integrity is shown through an attitude of fairness and honesty that requires a sincere, truthful relationship between members of the school community.
- **Resilience** - Resilience is demonstrated when there is the capacity to recover confidently from difficulties with persistence and optimistic thinking, actions and attitude.

## Feature Student - TLC (Teacher Learner Conversations)

We have a system right across every classroom that we call 'Feature Student - TLC' (Teacher Learner Conversations). This is a system where every child will be scheduled as a 'Feature Student - TLC' about once per month. The calendar or list will be on display in the classroom so that children will know when their day is coming up.

On their allocated day the teacher will make sure that they formally check on the student's reading, writing and numeracy learning and will have a 1:1 conversation with the feature student where they will talk about their learning, what they're struggling with, what they're enjoying, any social or friendship issues and anything else that they wish to talk to the teacher about. The teacher will take notes during these conversations.



This is not replacing the 'Star of the Week' or other special well-being programs that many classes already have in place. It is also important to understand that this does not mean that the teacher will be focussing on the Feature Students to the detriment of others. They will of course continue to listen to other children read, conference their writing, provide feedback to children and make time to attend to other students needs every day. The 'Feature Student - TLC' system is a simple, structured way to ensure that every child gets the benefit of formal teacher feedback on a regular basis.