Welcome to the Years 1 & 2 Team

- Kathy Skantzos 1S
- Nicole Woortman 1W
- Robyn Gilmour 2G
- Ainslie Peszynski 2P

Specialists

- PE – Mr James Feather
- Lote – Mrs Na Gu
- Music – Mrs Zelema Levy
- Art – Mr John Davey
- Library – Mrs Kim Wheatley

Specialists Timetable

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- Library days with Mrs Kim Wheatley will be confirmed soon.

- Early Years Literacy

2 hour block, 5 times a week.

Reading activities:

Whole group, big book with a reading strategy focus
Small groups with rotating activities e.g. specific games & activities to reinforce skills.
Guided Reading - ability grouped teacher directed session, focussed teaching of reading strategies.

Take-Home Books: Children will be given a take-home text to read each night.

Please ensure your child returns their take-home book every day and sign the reading log (Year One). Encourage your child to return the books in their green Wattle Park
communication bag. After reading please encourage and assist your child to complete their ‘Reading Log’ (Year Two).

We are seeking to develop fluency, confidence and an enjoyment of reading. Books sent home are from broad-banded boxes which provide a selection of levels within your child’s reading range.

**Reading Recovery Year One Children**

Reading Recovery is an early intervention literacy program designed as a second chance for children who, after one year at school, are having difficulty getting on the way with reading and writing. It offers intensive daily instruction in order to bring the lowest literacy performers up to at least average classroom levels within 12-20 weeks.

The Reading Recovery program was developed by Dame Professor Marie Clay at the University of Auckland in New Zealand, and the program has been embraced and implemented in Australia, USA, UK and Canada. It is based on sound theory and constant research.

The Reading Recovery program aims to take what children can do in reading and in writing, however minimal this may be, and to build on this base. It aims to provide a scaffold for children to learn to read and write with fluency and success, so that they can take control of their own learning once they return to the regular classroom program. The program has achieved its purpose when children have in place a set of problem-solving strategies (we call “in the head” strategies) which will allow them to reach out for the precise words and meanings of a slightly more difficult text. They can then continue to learn from their own efforts and benefit fully from the on-going classroom literacy program. The classroom teacher and I will continue to monitor their progress at this stage.

What is it that successful readers do?

**Successful readers:**

- Expect what they read to make sense
- Can predict what is to come in the text on the basis of their understanding of the context, of language, and of print
- Can confirm their predictions
- Can correct themselves when they find their predictions to be unsatisfactory

How are children chosen?

In consultation with classroom teachers, children who are identified, and may be in need of such instruction, are given an extensive Observation Survey, and from there 4
children are selected to begin the program. At this stage parents will be asked to come and discuss how the program will operate for the specific needs of their child. Daily follow-up work at home is an essential element for successful reading and writing experiences to be reinforced. It is a 3-way partnership, with the child, the home, and the school, all working together. When one child discontinues from the program, another commences. I go back to the Observation Surveys and check with the classroom teachers in terms of who is next in need.

Rhonda Lush
Reading Recovery Teacher

❖ Writing:

Includes a variety of genres; procedural, report, explanation, transactional, recount, narrative and persuasive features. It is often linked with our Integrated Studies topic. Writing block also incorporates:
handwriting sessions, spelling (sounds, blends, topic words and personal spelling words) and daily Look, Say, Cover, Write Check sessions.

❖ Speaking & Listening
Children will participate in a variety of activities to develop and enhance their speaking and listening skills.
Response to Listening post
Report presentations
Share time
Demonstration presentation sessions

❖ How can I help my child read?
Read to your child as often as you can.
Before you begin to read, settle your child down and talk a little about the book.
Talk about the books you read and the plot, characters and settings of stories.
Draw attention to illustrations when reading to your child.
Hold the book so that your child can see the pictures and writing.
Encourage your child to join in and ‘read’ too.
Help your child to tell the story from the pictures in the book.
Sometimes point to words as you read.

Accept and praise your child’s attempts to read.
Prompts to support the use of reading strategies.
Check the picture.
Does it make sense?
Does that sound right?
Does that look right?
Do you know a word that starts/ends with those letters?
What do you know that might help you?
Something wasn’t quite right or you’re nearly right. Try it again.
You made a mistake. Can you find it?
I liked the way you worked that out.
Can you read this quickly?
Put your words together so it sounds like talking.

❖ Early Years Numeracy
A hands on and often open-ended approach incorporating concrete materials /written equations, problem solving & estimation. The three areas in Numeracy are:
- **Number And Algebra:**
  Counting, pattern and order, place value, operations and processes, automatic response
- **Measurement And Geometry:**
  Volume, capacity, mass, length, area, time, shape, patterns and mapping
- **Statistics and Probability:**
  Data representation and interpretation and chance

❖ Year One and Two Math’s Bag
The Maths Bag will be sent home from Term 2 for your child and your family to enjoy over a seven day period. The Year 1 children will bring home a Maths Bag and then a digit-bear bag and the Year 2 children, a Maths Bag. Your child is also required to fill in a journal of what activities were completed. This is a great way in which we can link home and school and enhance your child’s learning experience.

❖ Integrated Learning
Our focus is on learning through an inquiry process and the Thinking Curriculum – challenging and extending children’s thinking. There is a focus on the development of research skills via the use of technology in the classrooms, the Library and various support services and references.
Term 1  
Wonders Of The Sea – Year One  
Our Ocean – Year Two

Term 2  
The Olden Days  
Present And Past Family Life - Year One  
The Past In The Present - Year Two

Term 3  
Minibeasts - Year One  
Long, Long Ago - Year Two

Term 4  
Topics yet to be decided

❖ Demonstrations - Year Two

During Term 3 the children will be involved in class demonstrations. Each child will present a simple demonstration of their choice on how to make something and present it to the grade. The task is challenging yet enjoyable and is beneficial to both the speaker and audience. More information will be given regarding this task in term 3.

❖ Children’s Responsibilities

In Level 2 we endeavour to develop independence within each child. Some of the behaviours that are expected:
❖ Pack up after an activity  
❖ Complete tasks  
❖ Locate equipment and replace it  
❖ Care for personal belongings and school equipment  
❖ Putting their lunch order into the basket  
❖ Notes brought from home to be passed on to the teacher

Each child may also be rostered on for a classroom job that changes weekly.

❖ Values

Presently we are focusing on thinking about, discussing and deciding on the important aspects of a happy and productive learning community; working towards establishing the classroom ‘norms’ (How do I want to be treated at school?/How will I treat others?). This forms the foundations for a positive learning environment and the fostering of social skills that will allow each individual child to fulfil his or her potential.
School Norms
Consequences relative to situations
Positive environment

Routines
Children to put away their own bag at 8.50am. Children then organise
their belongings for the day and may choose to stay inside or outside until 9:00am.
School starts at 9.00am please have children here on time, if not a parent needs to
sign their child in at the office and a late slip is to be brought to the teacher when the
child enters the classroom.
Children change their own take-home book in the mornings (Year Two)
Canteen is Monday and Friday. Children are responsible for putting their own lunch
order into the basket.
Absences please send a note the next day, phoning the school or verbally telling the
teacher is NOT classified as a written note.

Sun Smart
Please remember that months September to May are Sun Smart terms. Students are to
wear a named sun smart hat. Students are encouraged to wear sunscreen which may be
applied before recesses and lunchtime. We request parents supply their child’s sunscreen

Medical Issues
If a child is well enough to attend school but requires medication to be administered
during school hours, parents should supply the medication in a pharmacy-dispensed
container that gives the name of the student and the dose required. The name of the
medication should be clearly marked on the container. Accompanying the container,
parents are requested to provide written instructions regarding the medication required,
the date/s to be administered, the dose and the time it is to be given. Proformas are
available from the office. Please note, non-prescription medications will not be
administered.

Library
Years 1 & 2 children will have a weekly 20 minute library borrowing session. Children
will be encouraged to browse and borrow and will be assisted with their selections.
Children are able to borrow 2 books.
All students require a strong, durable library bag which is labelled with their full name
and grade.
Year 1 and Year 2 library sessions are yet to be confirmed.
There is also a ‘RETURNS’ tub outside the Library door and books may be returned in
this tub every day. The Library is also open to all children at lunchtime on Wednesday
and Thursday. If you have any queries about the Library program I look forward to discussing them with you.

Kim Wheatley
Librarian

**Mandarin**

All Level 2 students will participate in a 40 minute Mandarin session each week. The Mandarin program focuses on students enjoying and developing an appreciation of China and embracing one of its main languages, Mandarin. Students will also be introduced to Chinese culture and customs and will learn how they are similar and different to Australia.

Students will develop their listening and speaking skills as well as knowledge of how to form basic words into simple sentences. The main topics that will be covered at Level 2 are basic greetings, numbers, family, colours, animals, likes and dislikes. AIM, a gesture-based approach, will be adopted to increase retention of vocabulary and sentence structures. A range of activities such as songs and games as well as appropriate apps on the iPad and the Internet will be utilised to develop students’ Mandarin skills. Students will also be given the opportunity to learn and differentiate between China and Australia via many forms of media including DVDs, posters, crafts, books and online materials.

By the end of Level 2, students should have developed a basic understanding of China and gained essential listening and speaking skills in Mandarin. All students will be encouraged to participate in sessions actively and practise their Mandarin vocabulary regularly at home to increase the amount of exposure to the language.

Na Gu
Mandarin Teacher

**Performing Arts**

The children in Years 1 and 2 visit the Performing Arts Centre (PAC) for a lesson each week. The program is conceptually based with the children participating in activities focusing on the areas of Dance, Drama and Music. The Victorian Curriculum provides a framework where children are encouraged to participate, explore and respond to a range of different styles of dance, dramatic scenarios and a variety of musical experiences that are incorporated into weekly lessons.

Performance is a big part of the Performing Arts program at Wattle Park with opportunities within the weekly lesson and events such as our Whole School Production and Carols night. The children learn the material, based upon an overall theme. This is supported by additional rehearsals with their class teachers. More details about these will be provided closer to the dates.
Each year we also hold Performing Arts incursions that enhance the existing program, exposing the children to a variety of art forms. This year we have an incursion presented by Musica Viva, which is titled Datuwuy Dreaming. It is an Aboriginal Incursion based on traditional storytelling from North-East Arnhem Land. The Yolngu people (pronounced ‘youl-nu’) of Elcho Island and North-East Arnhem Land have been making music and sharing stories longer than almost anyone else on the planet. They are among the very first masters of the yidaki (didgeridoo). The performers will present some of their creation stories from Elcho Island through traditional song and dance. The incursion will take place at school in Term 2 with the support material providing the basis of the Performing Arts program in the preceding and precluding weeks.

An additional opportunity for students to further pursue areas of interest in Performing Arts comes in the form of Junior Choir. We meet for a practice each week at lunchtime for half an hour. It is open to children from grades 1 and 2. The main aim of the Junior Choir is to be part of a team, build a repertoire of songs and have experience performing for audiences throughout the year such as Grandparents’ Day. Membership is voluntary although once a commitment has been made, children are encouraged to remain for the whole year.

Zelema Levy
Performing Arts Teacher

Physical Education

Physical Education (P.E.) is the process through which motor skills and fitness skills are taught in conjunction with the development of the child’s personal and social skills. It promotes the development of understanding and, where relevant, skills in a range of areas, including:

- Fundamental movement patterns and coordinated body actions
- The concept of fitness
- Physical activity
- Growth and development
- Effective relationships
- Identity
- Safety, challenge and risk
- Food and nutrition
- Health

At Wattle Park P.S, all children from Foundation to Grade 2 participate in a weekly Physical Education class. At this level, students demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. They perform movement that incorporates the elements of movement such as
balance and co-ordination. As the program is based around physical activity, children must wear runners to school on their P.E. day. They should also bring along a named drink bottle filled with water. During the months of September through to May, students need to wear a broad brimmed hat and it is advised that they have a small tube of personal sunscreen to apply. The aquatics component of the program is run late in term 4 for the entire school. It is held at the P.L.C. pool by qualified staff and all children are expected to attend.

Swimming
The aquatics component of the program is run late in term 4 for the entire school. It is held at the P.L.C. pool by qualified staff and all children are expected to attend. You will receive more details of the swimming program later in the year.

James Feather
Physical Education Teacher

Visual Art
The art program over the year includes the exploration of both two and three-dimensional materials in the form of drawing, printing, painting, collage, modelling, construction and threads and textiles. Particular focus is given to the art elements of line, shape, colour, texture, tone and pattern. In the early years it is very important to provide children with a hands on, sensory experience.

The students are given time to explore and experiment with different materials and techniques enabling ‘discoveries’ to be made along the way. All students are encouraged to push and challenge their materials and techniques as the process of making is just as important, if not more, than the outcome. In learning to respond to various aspects of the arts we will discuss and draw inspiration from many artists and great periods of art, both historical and contemporary, famous and those in our classroom.

Student work is often displayed in and outside the Art room and will be showcased later in the year during the production and art show. Please note that all students are required to wear a smock (this can be anything that covers the uniform from an apron to an old thick t-shirt or shirt) during art lessons.

John Davey
Visual Art Teacher

Parent Helpers
As part of the home-school link we invite parents to help facilitate the daily implementation of the school curriculum. Helpers will be required for variety of activities. If you would like to be a helper a form will be sent out later this term. It is now
a requirement that you have a “Working with Children” Card (available online [www.workingwithchildren.vic.gov.au/home/applications/](http://www.workingwithchildren.vic.gov.au/home/applications/)), if you wish to help in the classroom and attend excursions. We encourage you to participate in the Parent Helpers Program that will be run by our assistant principal Ms. Megan Ganter, in preparation for how you can be of assistance when working in the classroom. Your help will be greatly appreciated.

❖ CONCLUSION:
If any parents wish to come and see us at any time about anything please do not hesitate. You are more than welcome, but please come before 9:00am or after 3:30pm. Remembering that after school on Tuesdays and Wednesdays staff are required for whole school meetings. As we have many after and before school duties to attend, an appointment is advisable.

Kathy Skantzos, Nicole Woortman, Robyn Gilmour, Ainslie Peszynski and Gayle Cope.