



Information Package

Year 1 & 2

2018

Welcome to the Year 1 & 2 Team:

Ms Emma Tan – 1A
Mrs Julie Gledhill – 1B
Ms Kim Duong – 1C
Mr Daniel Watts – 2A
Ms Ellie Cuolahan – 2B
Ms Robyn Gilmour – 2C



Specialist Teachers:

Physical Education – Mr Aaron Hare
L.O.T.E. (Mandarin) – Mr Justin Wong
Performing Arts – Mrs Zelema Levy
Visual Arts – Mr John Davey
Library – Mrs KimWheatley

Specialist Timetable:

	Visual Art	P.E.	L.O.T.E.	Performing Arts	Library
Monday					
Tuesday	1B, 2A, 2B	2B, 2C	1C	1A, 2A, 2C	
Wednesday		1A, 1B, 1C	2A, 2B, 2C	2B	
Thursday	1A, 1C, 2C	2A	1A, 1B	1B, 1C	Year 1 & 2
Friday					

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: Students 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 folder. 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 Intervention – Year One Children

Reading Intervention 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 Intervention 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?

- 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.

Monica Sztendur
Reading Intervention 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.

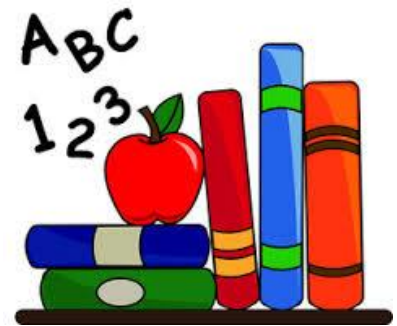
Writing block also incorporates:

Targeted handwriting sessions, spelling (sounds, blends, topic words and personal spelling words) and daily Look, Say, Cover, Write Check sessions.

Speaking & Listening

Students will participate in a variety of activities to develop and enhance their speaking and listening skills.

- Response to listening posts
- 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.



The Year One and Two Maths 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 One students will bring home a Maths Bag and then a digit-bear bag and the Year Two students, 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 to 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

Rock Pool Discovery – Year One

Under the Sea – Year Two

Term 2

Then and Now – Year One

The Past in The Present – Year Two

Term 3

Minibeasts – Year One

Long, Long Ago – Year Two

Term 4

Traditions, Seasons, Celebrations and Achievements – Year One

World Wise – Year Two



Demonstrations – Year Two

During Term 4, students will be involved in class demonstrations. Each student will present a simple demonstration of their choice on how to make something and present it to the class. 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 4.

Year One V.I.P.

Throughout the year, students will each have a week where they are the 'centre of attention' and present an item or perform a small task each day. More information will be given regarding this task in Term 2.

Student Responsibilities

In Level 2, we endeavour to develop independence within each student. 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.



Behaviour Management

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 student to fulfil his or her potential.

- School Norms
- Consequences relative to situations
- Positive environment

Routines

- Students to put away their own bag at 8:50am. They 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 is required 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.
- Students change their own reader in the mornings
- Canteen is Monday and Friday. Students 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.

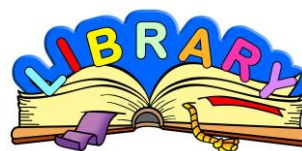
Medical Issues

If a student 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 and 2 students will have a weekly 20 minute library borrowing session. Students will be encouraged to browse and borrow and will be assisted with their selections. Students are able to borrow 2 books. The Library will be open on Thursday and Friday's at lunchtime for borrowing. All students require a strong, durable library bag, which is labelled with their full name and grade. Year 1 and 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 students 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

Language Other Than English (L.O.T.E.) – Mandarin

All Year 1 and 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 Year 1 and 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 Year 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.

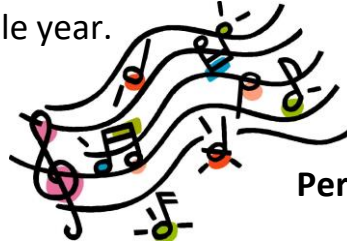


Justin Wong
Mandarin Teacher

Performing Arts

The students in Years 1 and 2 have a lesson each week in the Performing Arts Centre (PAC). The program is conceptually based with the students participating in activities focusing on the areas of Dance, Drama and Music. The Victorian Curriculum provides a framework where students 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 students 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 a Performing Arts incursion that enhances the existing program, exposing the students to a variety of art forms. This will take place at school in Term 2 with 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 Choir. Choir will have a different format this year. We meet for a practice each week on Tuesday at lunchtime for half an hour. It is open to students from Years 1-6. The main aim of Choir is to be part of a team, build a repertoire of songs in a variety of styles and have experience performing for audiences throughout the year such as Grandparents' Day. Membership is voluntary although once a commitment has been made, students are encouraged to remain for the whole year.

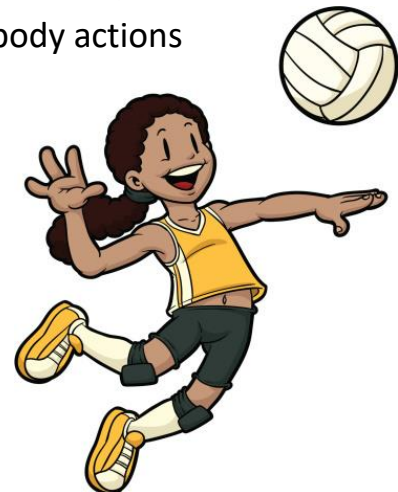


Zelema Levy
Performing Arts Teacher

Physical Education (P.E.)

Physical Education 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 Primary School, all students from Foundation to Year 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, students 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 students are expected to attend.

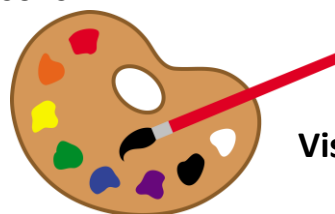
Aaron Hare
Physical Education Teacher

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 students are expected to attend. You will receive more details of the swimming program later in the year.

Visual Arts

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 students 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 Arts 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/), if you wish to help in the classroom and attend excursions. In addition, parents will need to sign the 'Child Safe' policy form that is available on the school website. We encourage you to participate in the Parent Helpers Program that will be run by our assistant principal Mr. Steven Donohue, 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. As we have many after and before school duties to attend, an appointment is advisable.

Emma Tan, Julie Gledhill, Kim Duong, Daniel Watts, Ellie Cuolahan, Robyn Gilmour and Gayle Cope.