

Welcome to all of our Year 2 families for 2016. We look forward to getting to know your child better and helping them with their learning journey in the year to come. Term 1 begins with our 'Start Off' program which involves settling your child into his/her new environment, setting the expectations for the year and building new friendships. The following is an outline of the programs implemented in Term 1.

PERSONAL DEVELOPMENT AND STUDENT WELLBEING – START OFF PROGRAM

- School Values of WNPS: Respect, Understanding, Integrity, Responsibility and Excellence.
- Classroom rules and expectations.
- Delegate positions of leadership within the classroom.
- Roles of Responsibility.
- Group work protocols.
- Emergency Partners.
- Whole body listening techniques.
- What makes a good friend?
- What do Cool Classrooms, Terrific Teachers and Super Students look like, feel like and sound like?

ENGLISH

WRITING

- Recounts and descriptions will be explicitly taught and developed.
- Common nouns, proper nouns, adjectives and verbs.
- Victorian Modern Cursive: downward stroke letters: i, l, t, j and clockwise letters with rounded entries and hopping pattern: m, n, r and x
- Spelling: testing of the Magic Words which will form homework spelling tasks. Words with blends of ay, ey and oy and adding ing, ed, s to these words.

READING

- English OnLine Assessment task will be completed for each child.
- Guided Reading begins Week 5 with a focus on fiction texts.
- Take home reading begins by the beginning of Week 3.
- Author Study – Alison Lester – books will be explored.
- Weekly library visits begin Week 3

SPEAKING AND LISTENING

- Class expectations in small group and class tasks are explored
- Share and Learn sessions begin Week 4

MATHEMATICS

- Maths OnLine Interview will be completed for every student and future programs developed based on their results.
- Counting by 1's, 2's, 5's and 10's up to and beyond 100.
- Automatic recall of number facts up to 20.
- Place value up to and beyond 1000.
- Naming, writing and ordering numbers up to and beyond 1000.
- Calendar and seasons.
- 100 days of school maths activities.
- Counting sequences.
- Addition and subtraction concepts.
- Length and area.

INDIVIDUAL LEARNING IMPROVEMENT PLANS (ILIPS)

- After consultation with parents and students at Parent Meet and Greet, ILIPs will be created and will be a part of homework tasks by the end of Term 1.

HOMEWORK

- Begins Week 4 with Magic Words errors from test in classroom.
- Regular reading will be expected.
- Maths or English levelled task will be set as of Week 4.

INQUIRY: AWESOME AUSTRALIA!

- Beginning in Week 6, students will be introduced to the idea of Australia through the Alison Lester book titled 'Are We There Yet?'
- Students will take part in 'tuning in' activities relating to the different states and territories of Australia.
- Specific thinking tools and graphic organisers will be used to sort and find out information about Australia relating to states, people, habitats, sport and landmarks.
- Towards the beginning of Term 2, students will have the opportunity to devise their own question about Australia for investigation.

VISUAL ART

Our aim within the Art room is to provide an imaginative and creative program, which engages students in stimulating and challenging art experiences, so that they learn to work with ideas, develop artistic skills and respond to art works.

- Each grade will attend one session of Visual Art per week with **Ms Clare Meehan**.
- Students should provide a clearly named art smock to protect their clothing.
- Student's artwork will be promoted imaginatively and positively within the art room and around the school.

Year 2 students will:

- Create ideas.
- Investigate sources of information.
- Explore materials.
- Manipulate techniques and processes.
- Arrange art elements.

- Draft designs.
- Develop visual awareness.
- Include the use of technology.
- Work individually and collaboratively.

Forms undertaken will include Drawing, Painting, Printing, Collage, Modelling, and Textiles. Artworks will incorporate 2D and 3D pieces.

MUSIC/PERFORMING ARTS

The emphasis of the Music program is the development of skills including spatial awareness and movement, sense of pitch and rhythm, and a pleasant singing voice. Whole body movement is used as the basis for the majority of most activities for children at this level, in accordance with their current stage of development. The program draws on two approaches devised by European music educators – the **Kodaly** and **Orff Schulwerk** approaches. The **Kodaly** approach uses the melodies of children’s songs taught in class to develop a deep understanding of pitch and rhythm. The **Orff Schulwerk** approach uses song, dance, body percussion and other media such as instruments to learn material that is developed in a number of ways.

In **Term 1**, Music students revise concepts such as long and short notes, high and low notes, through relevant songs and clapping games. Movement activities including Musical Statues and Follow the Leader continue to be used to assist with coordination and following cues. The orchestral work “Carnival of the Animals” is introduced to the students as part of a broader topic on “The Orchestra”, leading to our MSO city excursion in May.

Time Allocation

Each class has one Music specialist session per week with **Mr David Perry**, running for 50 minutes. After the roll song, singing, movement and game activities are alternated in order to maximise student engagement.

How can you help your child?

- Remind your child that classroom Music is for all children, not just those that are “good at music”.
- Encourage them to participate fully in all classroom activities.
- Search at home for information and audio on the Saint-Saens work “Carnival of the Animals” so that they are more familiar with the content.
- Ensure that your child is able to attend the MSO excursion in May (**more details to come**).

INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)

Students in Year 2 will have a 50 minute ICT lesson with **Miss Bonnie Lewis**.

The 5 ICT areas of study are:

- Applying social and ethical protocols and practices when using ICT
- Investigating
- Creating
- Communicating
- Managing and operating ICT

During the year, students will have the opportunity to:

- Learn the terminology associated with computer hardware.
- Use programs such as Kid Pix and Paint to develop their graphical skills.
- Use Microsoft word processing programs to develop their stories and reports.
- Use the internet to enhance their typing skills and for other educational activities.
- Use a number of programs specifically designed to aid their knowledge in the content areas in their classrooms.

- Design simple animations.
- Learn about Cyber Safety.
- Learn how to use OneNote workbooks.

Year 2 students also have access to a bank of laptops in their classroom. Classes have a TV or Interactive Whiteboard for teaching purposes. Classroom teachers will plan and incorporate these technologies into all learning areas as they see fit.

PHYSICAL EDUCATION

The emphasis of the Physical Education Program is the development of skills, co-ordination, co-operation, enjoyment and healthy positive attitudes to physical activity which will prepare students for future recreational pursuits.

In PE this term we will be covering the areas movement and development of the fundamental motor skills of ball handling/ bounce/kick/strike/throw/catch/ running technique and minor games.

The program will be supported by:

- Swimming Lessons
- Sporting Clinics as offered lessons, eg Tennis lessons/Cricket Australia lessons/Rugby clinics
- Platooning (Teachers working in teams to teach)

Time Allocation

Each class will have a Physical Education specialist session per week, running for 50 minutes.

The basic outline of each session will involve a warm up, skill based activities, a team game or activity, and a cool down session.

A fun Tabloid Sports morning is held during term 4 for year 2 students.

How can you help your child?

- Show your child you believe physical activity and sport to be important for one's physical and social well-being by playing a game in the backyard with your child or going to the park to throw, kick and catch a ball, etc. Also to encourage skipping with a rope.
- Encourage your children to be active rather than passive during spare time.
- Ensure your child presents himself/herself for PE and Sport properly attired, especially footwear.

DATES FOR THE DIARIES:

- Swimming – 12, 19 and 26 of February and 4, 11 and 18 March.
- Curriculum day – 4 March.
- Parent 'Meet and Greet' meetings – 22 and 23 of February.

Class blog addresses will be placed into homework books.

Please feel free to contact your classroom teacher about any needs or concerns.

We look forward to an exciting and productive year of learning.

Thanking you

Katrine Smith, Vikki Lygo and Ashlee Sandars