

WILLIAMSTOWN



PRIMARY SCHOOL

Learning Program

2018

Year 2

Introduction

The purpose of this booklet is to inform families how the curriculum programs run in the classroom.

The team members in the Year 2 area for 2018 are:

- Liz Beasley (Leading Teacher)
- Lauren Cunningham
- Zoe Dawkins (Team Leader)
- Caitlin Sullivan
- Helen Thomaidis

English – Reading

Each day children participate in two hours of literacy which encompasses the Reading, Writing, Speaking and Listening components of the English curriculum. In Reading, a typical lesson will begin with a modelled/shared text (e.g. big book, picture story book, online text), followed by opportunities to develop and practise reading strategies in a focused small-group context. During this time students are explicitly taught decoding and comprehension reading strategies that are targeted to their point of need (such as initial letter cues, looking for words within words, predicting, visualising, etc.) Teachers will select appropriate texts based on the learning focus. Teachers will also encourage students to select “just-right” books that link in with both interest and difficulty level. It is important that children comprehend what they are reading and sustain interest, particularly during Independent Reading. By the end of the year we expect that children will be able to engage in Independent Reading for a sustained period of time (approximately 25 minutes).

By the time students complete Year 2, they will be reading more complex (and self-selected) texts for more extended periods of time (reading stamina). Students in Year 2 focus on the re-telling of stories and factual information using a range of texts (including chapter books), discuss character development and themes and begin to move towards ‘reading to learn’ instead of ‘learning to read’.

Digital Learning Technologies – The Reading program is supported by the use of iPads and other classroom technologies as tools for engaging with texts. Some apps that are utilised in the Early Years include Literacy Planet, Oz Phonics, rED Writing, Book Creator and Puppet Pals.

Reading At Home – The take-home reading program is designed to support students’ development of reading. A variety of texts are included in our take home reading program (e.g. guided reading books, classroom library, school library, personal choice – fiction and non-fiction). We also encourage families to enjoy books from the local library to broaden the range of texts the students are exposed to. Some texts will be easy (read BY the child), some will be instructional (read WITH the child) and some will be difficult (read TO the child). It is important that children are exposed to a range of texts that vary in difficulty, daily.

It is expected that students will read for a minimum of 15 minutes each day at home. Your child will have a Home Reading Record where they will record the reading undertaken at home each day. This will enable teachers to monitor the range of texts read and the frequency. Please utilise the tips and strategies outlined in the Home Reading Record to support your child’s reading at home.

When your child is bringing home five guided reading books on rotation, these books should be read more than once during the time they are in the blue book bag. Research highlights the importance of students reading and re-reading books frequently to develop expression, fluency, comprehension and confidence. We recommend starting with an easier text to ‘warm-up’ (much like warming up for exercise!). The aim is for home and school to collectively foster a love of literature.

English – Writing

In Writing, students focus on hearing and recording sounds in words (phonics), directionality, spacing, practising familiar sentences structures, and the development of an effective pencil grip. Writing is emphasised as a way of conveying a message using letters and words, supported by illustrations. Typically, teachers will model and explicitly teach writing strategies (such as planning for writing, punctuation, vocabulary, sentence structure, connectives and openers). Some of the text types introduced include recount, narrative, procedural and informative texts. There are opportunities for shared writing and small group instruction.

Handwriting – Students are explicitly taught correct letter formation techniques (e.g. correct starting points and directionality, slope, size), posture and pencil grip. Students have weekly lessons explicitly teaching handwriting skills and daily opportunities to practise and consolidate.

Handwriting at home – We recommend students have opportunities at home to develop their fine motor skills which will enhance their ability and stamina for handwriting. This includes cutting activities (use of scissors), threading, and drawing recognisable pictures with detail.

Spelling – The focus for spelling in the junior years is on hearing and recording sounds, using a phonics-based approach (SMART Spelling) and employing letter/sound pattern word lists and personal words. Each week students focus on a set of frequently used words and letter/sound patterns. The spelling focus is taught explicitly at the start of the week and opportunities to practise are provided daily in the literacy block and through spelling games.

Spelling At Home – Each week students are provided with a list of words to practise at home. These words support the classroom spelling program and students are encouraged to ‘have fun’ with the words at home by playing spelling games.

Grammar and Punctuation

In the junior years, students focus on learning the correct use of capital letters, full stops, question marks and exclamation marks when writing and they experiment with the use of commas and quotation marks. In Grammar, students look at nouns and verbs as well as corresponding describing words (adjectives and adverbs). They also focus on developing consistency in the use of tense when writing.

English – Speaking and Listening

The development of Speaking and Listening skills is a daily focus in the classrooms. Particular attention is paid to making eye contact, using a clear voice, articulating words, varying tone, volume and pitch to assist meaning, facing the audience/speaker, and participating for a period of time. Students are taught the skills needed to monitor the audience and to generate a question or to provide a comment in response to a presentation. Each term students are required to present a short oral presentation, linking with the unit of work.

Mathematics

In the Early Years, mathematics classes typically begin with a quick warm-up game followed by a whole-class introduction to the topic/concept. After this, students have opportunities to practise the focus skill in both whole-class and small-group settings. Typically, the teacher will work with a small group of students where their learning experiences are targeted to a particular concept. There is a strong focus on the link between concrete materials and numeracy concepts. Most learning experiences involve games and play-based opportunities where students can develop an understanding of the connection between mathematical skills and their everyday lives.

Mathematics at Home: We recommend students have opportunities at home to develop their counting, measuring and chance skills. This includes activities such as counting objects in the house (i.e. how many socks in the drawer), cooking using measurement equipment, playing chance games, mental maths skills (i.e. adding the cost of milk and bread at the supermarket), playing I Spy with numbers and locating patterns in the environment.

Digital Learning Technologies – The Mathematics program is supported by the use of iPads and other classroom technologies as tools for engaging with numeracy concepts. Some apps that are employed in the Early Years include Mathletics, Targeting Maths (K and 2), Quick Maths and Cloud Tables.

Units of Work

Each week, students will typically spend 2-3 dedicated sessions on the integrated units of work. Further to this, students will undertake literacy and numeracy tasks which link thematically to each unit (i.e. a big book related to the topic). The units of work for 2018 are:

Term 1 – Learning To Learn; Learning To Be AND Wonderful Willy

Term One consists of two units of work. Firstly, in the whole-school unit of work, Learning to Learn; Learning To Be, students develop and practise the skills needed to be a successful learner. They learn about themselves as learners and their preferred learning style, as well as their classmates. Students set goals in their learning and learn how to use a variety of thinking and reflection tools. The unit ties in with the social skills needed to be a successful

member of a group, encouraging cooperation and the development of 'Willy Kid' skills. As a class, we will define what makes a good student, a good teacher and develop a class mission statement. The second unit, Wonderful Willy, explores the history and geography of our local area. Students will identify, describe and map key places in Williamstown, and they will explore how these places have changed over time.

Term 2 – What's The Matter?

In the second term, our unit is titled "What's The Matter?". Science-based, this unit focuses on developing students' understanding of chemical science and the properties of materials. Through hands-on learning experiences, students will explore the properties of solids, liquids and gases and they will develop their science vocabulary to explain their observations. The unit will also explore the difference between a chemical and a physical change and the students will be supported to identify and manipulate these changes in their everyday lives. The science content will be the vehicle for developing students' ability to work scientifically; to pose questions, make observations, develop simple investigations, take measurements, record their findings and to draw conclusions.

Term 3 – Young Entrepreneurs

In our Young Entrepreneurs unit, students identify the difference between a good and a service. They look at the goods and services located in our local community and explore the basic principles of needs and wants. Numeracy concepts, particularly around financial mathematics, will be a focus, as will social skills and the interactions that take place as a customer and as a goods/service provider. In this unit, the students will work cooperatively in small groups to 'be an entrepreneur' – that is, to develop a product and then sell that product in the 'classroom shopping centre'.

Term 4 – I Spy In My Garden

The I Spy In My Garden provides an opportunity for students to explore science concepts, with a particular focus on biology. During the unit, students will develop understandings about living and non-living things, the factors that affect plant growth and parts of plants, classify and identify the features of various mini beasts and look at life cycles, food webs/chains and habitats. They will set up experiments to look at the germination and growth of seeds, care for mini beasts in the classroom (in particular, silk worms) and develop an appreciation for the ecological importance of mini beasts.

Child Wise/Respectful Relationships

One of the ways our school meets its duty of care to provide a child safe environment is by conducting a Personal Safety Program for primary school children. This year, all WPS students will take part in a personal safety program developed by Child Wise, Australia's leading child abuse prevention organisation. These sessions are designed to build students' resilience and confidence, in order for them to problem solve and identify strategies that prevent harm and abuse. There will be three main ideas as a focus each term, and the students will be involved in activities and discussions within the classroom facilitated by their classroom teacher. For more information, please visit www.childwise.org.au.

Digital Learning Technologies

In Years P-2, the iPad program is an important element of the literacy and numeracy curriculums, and provides students with varied, differentiated and engaging learning opportunities. This includes the use of a variety of apps, including Mathletics, Literacy Planet, Popplet and Explain Everything to demonstrate learning, practise skills, inquire about a new topic, share thoughts and ideas, as well as develop new skills and strategies when problem solving.

Specialist Subjects

Williamstown Primary School runs three specialist classes weekly for all students - Art, Music and Physical Education. In addition to this, students participate in L.O.T.E French for three out of the four terms in the year. The teachers of the specialist classes are:

- Art – Joanne Wilson
- Music – Faye Ferry
- Physical Education – Paddy Gallivan
- French – Coralie Schaff