

WILLIAMSTOWN



PRIMARY SCHOOL

Learning Program

P-2 (Prep)

Introduction

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

The team members in the Prep area for 2018 are:

- Sheena Angus (Team Leader)
- Meryl Burgess
- Michelle Jordan
- Nicki Stutterd

English – Reading

Each day children participate in a two-hour literacy block, 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, song/rhyme/chant, online text), followed by opportunities to develop and practise reading strategies in a focused small-group context. During this time students are explicitly taught reading strategies that are targeted to their point of need (such as, using picture cues, initial letter cues, looking for words within words, 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. 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 10 - 15 minutes).

The aim of the reading program is to move students along from simple, predictable texts, which are highly supported with illustrations. They then move into reading more complex (and self-selected) texts for more extended periods of time (developing reading stamina).

eLearning – The Reading program is supported by the use of iPads and other classroom technologies as tools for engaging with texts. Some apps that will be utilised in the Early Years include Oz Phonics, Futuba, and Literacy Planet.

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, songs/rhymes/chants, personal choice – simple 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 10-15 minutes each day at home. Your child will have a Home Reading Record where you can 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, drawing recognisable pictures with detail, and ‘having a go’ at forming lower case letters.

Spelling – The focus for spelling in Prep is on hearing and recording sounds, using a phonics-based approach and employing frequently used word lists. Each week students focus on a set of frequently used words and letter/sound patterns.

Spelling At Home – Students are provided with a short list of words to practise at home. These words will be placed in your child’s ‘Words I Am Learning’ book. These words support the classroom spelling program and students are encouraged to ‘have fun’ with the words at home by utilising some of activities outlined in their book and playing spelling games.

Grammar and Punctuation

In Prep, students focus on learning the correct use of capital letters and full stops. In addition to this, we explore question marks and exclamation marks, when writing. In Grammar, students explore nouns, verbs and adjectives to enhance their writing. 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 that also incorporates the 5Ls of Listening. 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. Later in the year, students will be asked to present a prepared News item each week for roughly one to two minutes, followed by questions. Each week will have a different focus.

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. 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, e.g. playing 'I Spy' with numbers and locating patterns in the environment.

eLearning – The Mathematics program is supported by the use of iPads and other classroom technologies as tools for engaging with numeracy concepts. Some apps that will be employed in the Early Years include Mathletics and Quick Maths.

Units of Work

Each week, students will typically spend 1-2 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 – Starting School (Learning To Learn; Learning To Be)

In this unit of work, students develop an understanding of what happens at school and become accustomed with school rules and routines. Students learn about themselves as learners and their preferred learning style. Students will aim towards setting 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 a learner looks, sounds, and feels like and develop a class mission statement.

Term 2 – Weather in My World

In our Weather unit, students explore weather patterns and observe changes in the weather. They will experience and describe different temperatures, study the clouds and wind, and prepare a weather report.

Term 3 – Everyone Has a Story

The 'Everyone Has a Story' unit enables students to discover the origin of their own family and learn more about their family history. Students will learn about who the people in their family are, where they were born, and how the stories of their families can be communicated. Students will learn about special cultural and family events and share their favourite celebrations.

Term 4 – Under the Sea

The last unit for the year, 'Under the Sea', provides an opportunity for students to classify sea creatures and their different habitats. They consider the needs of living and non-living creatures and learn about the particular needs of sea creatures. There is a possibility that students may attend an excursion to the local Maritime Centre at Williamstown High School.

Specialist Subjects

Each week students will visit a specialist class for Art, Music, Physical Education and French. The Specialist program for 2018 will be outlined in the Curriculum Overview sent home at the beginning of each term.

The teachers of the Specialist classes are:

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

Library: Students will attend Library sessions with their classroom teacher. The children will be exposed to a wide selection of picture storybooks. Students are expected to borrow and return library books each session.

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, OzPhonics and Book Creator, 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.

Language Other Than English L.O.T.E

This year, French will be taught as a specialist learning subject. Students will be involved in an exciting range of activities which will promote the everyday basics of the language and culture using strategies such as songs, games and iPad apps.