Mont Albert Primary School

TO PARENTS OF STUDENTS IN JUNIOR SCHOOL –
Year 1 & Year 2
2014

The Junior School teaching team aims to give every child every opportunity to

SMILE
Succeed and celebrate successes
Motivate themselves and each other
Initiate and investigate
Live, laugh and learn
Embrace changes and challenges

This information pack includes an outline of the different curriculum areas in which the majority of students at this level are expected to become competent by the conclusion of their Year 2 year. This illustrates the continuum of our education philosophy and our approach to the individual needs of the students. All work is planned in accordance with the Australian Essential Learning Standards- (AUSVELS).

The students are encouraged to develop a sense of responsibility and independence and the ability to work co-operatively.

LITERACY

**Speaking and Listening:**
- Speaking to others individually -students, teachers and other adults and to groups of children in formal and informal situations.
- Taking turns in discussions - listening and responding to others’ opinions.
- Asking questions & answering appropriately.
- Listening attentively to rhymes, poetry, stories, tapes, T.V. programs, instructions, etc.....
- Reciting poetry and rhymes, singing together.
- Encouraging social skills e.g. being positive towards each other.
- Following verbal directions.

Students with speech or hearing problems will be referred, in consultation with parents, to the appropriate consultant.
**Writing:**
The students are given opportunities to create and write in interesting and constructive ways, e.g. retelling experiences, fictional stories, diaries, factual reports and poetry. Simple punctuation, such as capital letters, full stops, question marks, talking marks and exclamation marks, is introduced as appropriate.

**Spelling:**
Learning to spell is a developmental process. Emphasis will be placed on developing skills related to the uses, meanings and structures of words. Words students require in their writing and words that reflect experiences, interests and language will be taught. Students will attempt many other words and also use references to find correct spelling and to understand the meaning of words. Students will be introduced to common letter groupings. Listed below are some examples of activities.
- Revision of names and sounds of letters, phonetic words.
- Experiences with words - changing vowels, consonants, adding suffixes and prefixes.
- Use of phonograms - (2 or 3 letter combinations together forming one sound,) e.g. - sh, th, ar, ch, ee, oo.
- Activities using high frequency words - the first 100 Oxford words (Year 1) the first 200 Oxford words (Year 2).

**Handwriting:**
- Continue work with writing patterns for fluency and control.
- Correct formation of numerals, lower case and capital letters as per Victorian Modern Cursive.
- Appropriate posture and pencil grip should be established.
- Writing materials - 2B lead pencil, paper and books lined with 24 mm dotted thirds (Year 1) and 18 mm dotted thirds (Year 2).

**Victorian Modern Cursive**

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A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m
n o p q r s t u v w x y z
1 2 3 4 5 6 7 8 9 0
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**Reading:**
The students will continue to develop reading strategies at their own level. Reading should be enjoyable and develop the student's confidence by reading familiar texts as well as the challenge of new material. The students are encouraged to enjoy a wide
range of literature. During the daily reading session, students are engaged in a range of reading related activities such as listening post, reading games, vocabulary activities, private reading and guided reading sessions. As well as being able to decode the text, students are required to understand what they are reading.

### NUMERACY

**Maths is related to everyday experiences using a range of hands-on materials and equipment and open ended tasks.**

- Understanding of place value to two digit places (Year 1), three digit places, and zero as place holder (Year 2).
- Skip counting of whole numbers by 1, 2, 5, 10 (Year 1) by 1, 2, 3, 4, 5, 10 backwards and forwards between 0-1000 (Year 2).
- Quick and automatic response of number facts to 10 (Year 1) and 20 (Year 2).
- Use doubling, near doubling and making up to ten as an aid to estimation.
- Addition, subtraction and informal recording of number sentences involving multiplication ("groups of") and division ("how many groups of"/ "shared between"). (Year 1) Develop an understanding of and use various mathematical signs e.g. +, -, x, ÷, =. (Year 2)
- Problem solving related to everyday experiences.
- Identify and use simple fractions
- Experience in the measurement of time, length, mass, capacity, volume, temperature and area using informal and formal units.
- Reading and drawing simple maps and charts.
- Identify, describe and label 2D and 3D objects and shapes.
- Graphing simple information.
- Experience in the use of calculators.
- Variety of chance and data activities.

### INQUIRY LEARNING

The skills developed in this area are based on inquiry. We encourage students to draw from their own and shared experiences to wonder about their immediate world - the community in which they live. Inquiry sessions provide the opportunity for integrated curricular activities that can also involve language and mathematics skills. The students are encouraged to develop a sense of responsibility and independence and the ability to work co-operatively.

As part of the Australian Essential Learning Standards (AUSVELS) framework, personal learning and values education will be promoted.

**2014 Units of work:**

**Term 1- Learning to Learn / Why are our beaches special?**
**Term 2- How does the weather change?**
**Term 3- How and why do we travel?**
**Term 4- TBA**