

Mont Albert Primary School



**TO PARENTS OF STUDENTS IN THE JUNIOR SCHOOL
YEAR 1 & YEAR 2
2017**

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 Year 1 & 2. This illustrates the continuum of our education philosophy and our approach to the individual needs of the students. Work is planned in accordance with government guidelines.

The students are encouraged to develop lifelong learning skills such as self-managing, collaborating, communicating, thinking and researching.

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:

As part of our writing program, the students will participate in Writers' Workshops. During Writers' Workshops they will explore the various genres and investigate ways to enrich and improve the quality of their thinking and writing.

THE 6+1 TRAITS OF WRITING

The traits include ideas, sentence fluency, organisation, word choice, voice, conventions and presentation and provide a guide as to what characteristics make a 'quality' piece of writing. The traits are of equal importance but some are easier to recognise and focus on than others. For example it is easy for most people to notice if conventions, accurate spelling and punctuation, have been a focus, but is not always so easy to identify voice, the tone or personal stamp that the writer brings to the piece.

It is important to help students understand that good writers take risks and try new things. We want our students to make attempts to spell unfamiliar words in an effort to use language that provides the reader with a clear picture about what the writer is intending. For this reason teachers, at times, will not focus on spelling and punctuation when conferencing with students about their writing. Instead they may be focussing on how to organise a particular style or genre of writing or on how using a range of different sentence lengths or beginnings can create suspense or anticipation. You may see student writing that has a 'draft' stamp on it or has been initialled by the teacher to show they have read it, but they may not have corrected every spelling or punctuation error. This is because the focus will have been on developing the student's skills with another of the traits.

If you have any questions please speak to your child's teacher or see Paula.

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. An Inquiry approach will be used.

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 blends-combinations of letters which blend together where you can still hear both sounds, e.g. - fr, dr, sw, str or digraphs which make one sound eg - ch, th, ch, wh, ea, ai,
- Activities using high frequency words.

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 triangular lead pencil, paper and books lined with 24 mm dotted thirds (Year 1) and 18 mm dotted thirds (Year 2).

Victorian Modern Cursive is the script taught.



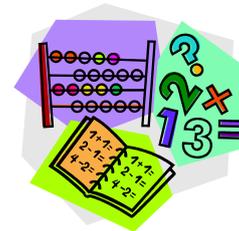
Reading:

The students will continue to develop reading strategies at their own level. Reading should be enjoyable and develop the students' 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, independent 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

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

As well as building their knowledge of the world, we will also focus on 21st Century skills of collaborating, thinking, researching, communicating and self-managing.

2017 Units of work:

Term 1- Learning to Learn / How Has Mont Albert Changed and How Do We Know? (History)

Term 2- What Is In Our Local Community and How Has This Changed? (Geography)
(Both these units are linked to the centenary)

Term 3- How Do Living Things Change In The Rainforest?

Term 4- How Can We Be Scientists?