Year 2 2015
Information Night
Our team

* Alysha Morecroft 2M
* Catherine Churchward 2C
* Megan Chudleigh 2A
* Beth Wilson 1/2 W
In the classroom so far ...

- Familiarisation with peers and teachers
- Start up program
- esmart day
- New learning environments
- Class norms
- Specialists programs have started
What does teaching and learning look like at Beaumaris Primary

- Numeracy
- Literacy
- Investigations
- Specialists programs: (Physical Education, Art, Performing arts, Japanese, Library, ICT)
- Personalising Learning
Investigations

- Investigations are timetabled for Monday, Tuesday, Wednesday and Thursday
- Statement of Intent will be displayed on the communication board
- Focus children roster
- Reporter and photographer roles
- Students interests are catered for across all classrooms
- Students are interacting with peers in other classes
**Curriculum**

- **AusVELS**
  - Literacy - reading, writing and spelling, speaking and listening
  - Maths – number, measurement and geometry, statistics and probability
  - Science – Chemical science
  - History – family life present and past
  - Geography – where we live

- Sustainability is embedded throughout the above areas
Planning

- AusVELS
- Yearly planner
- Term planner
  - Statement of Intent
    - Fortnightly planner
    - Weekly planner
    - Differentiated/fluid groupings
# Term Planner

**Subject Year Level Overview**

**Subject:** Mathematics

**Year:** 1 & 2

## Number and Algebra

### Yr 1
- I can skip count by ones, fives, and tens starting from 000.
- I can order any numbers up to 100.
- I can read, write, and make numbers to 100.
- I can locate numbers on a number line.
- I can group things into lots and tens and count them.
- I can add and subtract using different strategies.
- I can show what one half looks like.
- I can name the coins and notes and order them by value.
- I can identify 10 more 10 less, 1 more 1 less.
- I can create number patterns by skip counting patterns and objects.

### Yr 2
- I can skip count forwards and backwards by tens, ones, fives, and tens from any starting point, then moving to other sequences.
- I can recognize, model, represent, and order numbers to at least 1000.
- I can explore the connection between addition and subtraction, e.g. $8 + 6 = 14$.
- I can solve simple addition and subtraction problems using a range of efficient mental and written strategies, e.g. $10 - 4 = 6$.
- I can recognize and represent multiplication as grouping into equal sets and simple problems.
- I can recognize and represent division as sharing into equal sets and simple problems.
- I can recognize and name the main features of fractions, decimals, and percentages.
- I can count and order small collections of Australian coins and notes.
- I can find the missing numbers in patterns, e.g. $10 + \_ = 20$.
- I can solve problems by using number sentences for addition or subtraction.

## Measurement and Geometry

### Yr 1
- I can identify all hours on the analogue and digital clock.
- I can distinguish between the hour hand and the minute hand.
- I can tell time to the nearest hour.
- I can describe duration using minutes, weeks, days, and years.
- I can give and follow directions to familiar locations.
- I can use informal units to measure length and capacity.
- I can recognize and classify 3-D shapes.
- I can recognize and classify 3-D shapes.
- I can use comparative language in relation to length such as longer, shorter, same as, taller, shorter, equal, same length, smaller, bigger etc.

### Yr 2
- I can tell time to the nearest quarter hour.
- I can measure objects using standard units, e.g. centimetres, millimetres, and metres.
- I can recognize and describe 2-D shapes.
- I can recognize and compare 2-D shapes based on length, area, volume, and capacity using informal units, e.g. paper clips.
- I can describe and draw 2-D shapes.
- I can describe features of 3-D shapes.
- I can use balance scales to compare masses.

## Statistics and Probability

### Yr 1
- I can use language such as “will happen”, “won’t happen”, or “might happen”.
- I can choose simple questions and gather answers.
- I can show data with objects and drawings. Check one-word data value.
- I can describe my display.

### Yr 2
- I can describe outcomes as “likely” or “unlikely” and some events as “certain” or “impossible”.
- I can identify, predict, and gather data that involves chance.
- I can create displays using lists, tables, and picture graphs and read data.
## Statement of Intent

### Term 1 Week 3 and 4

<table>
<thead>
<tr>
<th>Developmental Domain Objectives</th>
<th>Learning Objectives</th>
<th>Children's Current Interests</th>
<th>Staff/School/Community Interests</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emotional</strong></td>
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<tr>
<td>- For children to develop a sense of belonging in their new class</td>
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<tr>
<td><strong>Social</strong></td>
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<tr>
<td>- For children to develop new friendships across the level (ie different classes)</td>
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<tr>
<td><strong>Language</strong></td>
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<tr>
<td>- For the children to use a clear voice and appropriate positioning when speaking in front of the class</td>
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<tr>
<td><strong>Cognitive</strong></td>
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<tr>
<td>- For the children to take a risk and try something new</td>
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<tr>
<td><strong>Physical</strong></td>
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<tr>
<td>- For children to move around their learning environments in a safe manner</td>
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<tr>
<td><strong>Environmental</strong></td>
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<tr>
<td>- For children to use the correct bins to ensure we recycle as much waste as possible</td>
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</tbody>
</table>

- **Mathematics**
  - **Number**
    - For the children to:
      - Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences.
  - **Measurement and Geometry**
    - For the children to:
      - Use a calendar to identify the date and determine the number of days in each month.
      - Name and order months and seasons.
  - **English**
    - For the children to:
      - Be immersed in and construct their own transnational texts.
      - SWST assessments.
      - Use of capital letters at the start of a sentence and full stops at the end of a statement.
      - Recognise that capital letters signal proper nouns.
      - Use the comprehension strategy: Make a picture or mental image.

- **Movies**
- **Travelling**
- **Harry Potter**
- **Performing**
- **Soccer**
- **Birthday**
- **Doctors**
- **Obstacle Courses**
- **Banks**
- **Drawing**
- **Lego**
- **Friends**
- **School Collage**
- **Music, dancing, playing music**
- **Bikes**
- **Dolphins**
- **Singing**
- **Yoga**
- **Dogs**
- **Karate**
- **Football**
- **Wii**
- **iPads**
- **Video Games**
- **Basketball**
- **Cricket**
- **Tennis**
- **Marathons**
- **PE**
- **Family**
- **Make up**
- **Animals**
- **Swimming**
- **Koala Lani Science Experiments**
- **Science Experiments**
- **Writing**
- **Helping people**
- **Roller Hockey**
- **AFL**
- **NBA**
- **NBL**
- **World Cup**
- **Bonfires**
- **Investigations**
- **Sensory**
- **Kinetic sand**
- **Sand**
- **Writing**
  - Pencils, pens, plain lined paper, and fiction/non fiction, sticky notes, magazines, envelopes, greeting cards, rulers, writing displays, calendars, dictionaries
- **Collage and box construction**
  - Scissors, glue, string, wrapping paper, paddle pop sticks, feathers, straws, ribbon, buttons, paper plates, dolls, matchsticks, pom poms, crepe paper, paint, pastels, beads, fancy scissors, foam, rulers, recycled boxes
- **Construction**
  - Lego
- **Tinkering**
  - Screwdrivers, tools hard drive, CD player, hair dryer, hair dryers
- **Dramatic play**
- **Travel Agent**
  - Ticket, maps, calendars, flight schedules
- **Café**
  - Diary, notebooks, cash register, money, phone, menu receipts
- **Reading**
  - Small corners with books the children have chosen from the library, book browsing baskets, range of fiction and non-fiction texts
- **Numeral and resource table**
  - Dice, calculators, dominos, rulers, counters, 10 frames, grid paper 100’s chart, fraction dominos, fraction think boards, 3D shapes measuring tools
## Fortnightly Planner

<table>
<thead>
<tr>
<th>WEEK: 3</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOCUS: Calendars</strong></td>
<td>Explicit Learning Intention: <strong>Read a calendar and describe familiar time patterns and cycles (e.g., daily events, days of the week, months, etc)</strong>.</td>
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<tr>
<td><strong>Key Language</strong></td>
<td>Subtitles, Cards on IWB</td>
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<td>Subtitles, Cards on IWB</td>
<td>Subtitles, Cards on IWB</td>
</tr>
<tr>
<td><strong>Number Fluency Task 10 minutes</strong></td>
<td>Subtitles</td>
<td>Subtitles</td>
<td>Subtitles</td>
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<td>Subtitles</td>
</tr>
<tr>
<td><strong>Launch 10 minutes</strong></td>
<td><a href="http://www.softschools.com/math/calendar/activities/calendar_game/">http://www.softschools.com/math/calendar/activities/calendar_game/</a></td>
<td>Brainstorm words that come to mind with the different seasons. (Summer: sun, ice cream, beach, hot)</td>
<td><a href="http://www.youtube.com/watch?v=PvB648887B">http://www.youtube.com/watch?v=PvB648887B</a></td>
<td><a href="http://www.youtube.com/watch?v=5cH9S">http://www.youtube.com/watch?v=5cH9S</a></td>
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<tr>
<td><strong>Discover 25 minutes</strong></td>
<td>Using the blank 2013 Calendar write on birthdays of the students in the class or any family members they might know.</td>
<td>Seasons: Rule maths book up into quarters (down the page). Down one side put the months of the year in order. Draw a picture of the seasons in the rectangle to match. Higher children can write the months in (instead of cutting them out).</td>
<td>Using bank Calendar write on special events within the year (public holidays, change of seasons)</td>
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<td>Using reading journals students write in at least 5 of their friends or families birthdays.</td>
</tr>
</tbody>
</table>

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**Focus Group: Who are they and what are they doing?**

**Observe to create focus groups**

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Weekly Planner

Term 1 Weekly Timetable - 1/2W

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations (100 mins)</td>
<td>Investigations (100 mins)</td>
</tr>
<tr>
<td>Spelling Groups (50 mins) Reading/Writing (50 mins)</td>
<td>Maths (100 mins)</td>
</tr>
<tr>
<td>12:30 BAT LUNCH</td>
<td>12:30 BAT LUNCH</td>
</tr>
<tr>
<td>Lunch Play</td>
<td>Lunch Play</td>
</tr>
<tr>
<td>Smiling Mind/ Quiet Reading</td>
<td>Smiling Mind/ Quiet Reading</td>
</tr>
<tr>
<td>Japanese</td>
<td>English Reading (50 mins)</td>
</tr>
<tr>
<td>Maths (50 mins)</td>
<td>English Spelling (20 mins) Writing (30 mins)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigations (100 mins)</td>
<td>Investigations (100 mins)</td>
<td>Writing (50 mins)</td>
</tr>
<tr>
<td>Spelling (30 mins)</td>
<td>Maths (70 mins)</td>
<td>Sport</td>
</tr>
<tr>
<td>English Reading/Writing (100 mins)</td>
<td>Maths (70 mins)</td>
<td>ICT</td>
</tr>
<tr>
<td>Lunch Play</td>
<td>Lunch Play</td>
<td>Lunch Play</td>
</tr>
<tr>
<td>Smiling Mind/ Quiet Reading</td>
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<td>Smiling Mind/ Quiet Reading</td>
</tr>
<tr>
<td>Art</td>
<td>Writing – needs based (30 mins)</td>
<td>Spelling groups (50 mins)</td>
</tr>
<tr>
<td>Maths (50 mins)</td>
<td>Performing Arts</td>
<td>Clean up classroom/reset Assembly – 3pm</td>
</tr>
</tbody>
</table>
Assessment

- Running records
- Writing samples
- Observational records
- Ongoing maths assessment
- SWST – Single word spelling test
- Whole school Assessment tracker
Individual Learning Plans/Individual Learning Extension Plans

* Used for students 12 months or more below and 18 months or more ahead (if no other students are working at that level)
Assembly is now on Friday afternoons at 3pm
Canteen is open Monday and Wednesday – online ordering available via QKR (see website)
Literacy Planet and Mathletics
More information can be found on our Term newsletter (accessible via school website on Friday)
Nude food (lunchbox items without wrappers)
What you can do at home

- Take home reading books – Reading Trek book
- Changed on a Monday/Tuesday (number of books per child varies according to reading level)
- Encourage child to reread books several times throughout the week to develop CAFÉ strategies
  - Comprehension
  - Accuracy
  - Fluency
  - Expanding vocabulary
- Strategies to help your child read at home (CAFÉ)
- Library program – book choices (just right)
- Literacy Planet and Mathletics
- Informal conversations about time, money, calendars, shapes etc.
Communication

- Facebook – Beaumaris Primary School Victoria (School Logo)
- Communication Boards
- Weekly newsletter ‘Stop Press’
- Term Newsletters
- Information nights
- Parent meetings
- Assemblies – Friday afternoon
- Notices / Letters
Communication with your teacher

- All teachers are required at an internal staff briefing at 8.45am each day
- Please let the school know if your child will be absent (call the school or submit an absence form via the website)
- Staff meetings are held on Monday and Wednesday afternoons and teachers are required to attend these from 3.40pm
Volunteers

- We are looking for volunteers that are willing to work in a range of positions to help our students with their learning.
- You can come once or allocate a regular time that you will be available and even highlight your expertise. We know everyone is busy, but we would love your help and have a sign up sheet in each room after this presentation.
- Parent Representatives
Questions?
Your task now....

- Walk through the Year 2 learning space to your child’s classroom
- Find their workbook on a desk and write a note to them!

- Thank you! We look forward to an exciting and busy year in Year 2