Year 2 2016
Information Night
Our team

* Beth Wilson 1/2 W
* Martin Eden 2E
* Megan Chudleigh 2C
* Sarah Bracey 2B
In the classroom so far …

- Familiarisation with peers and teachers
- Start up program
- New learning environments
- Class norms
- Home reading program
- 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
* **AusVELS**
  * Literacy - reading, writing and spelling, speaking and listening
  * Maths – number, measurement and geometry, statistics and probability
  * Sustainability is embedded throughout the above areas
  * Term 1: Geography – where we live
  * Term 2: History – family life present and past
  * Term 3: Science – Chemical science
  * Term 4: Health – personal health and wellbeing
Performing Arts

All students have 50 minute session a week in Performing Arts
As per the Australian Curriculum students are involved with Music, Dance and Drama
Years Prep, Two and Four will give an evening performance on the stage in our hall.
Years One, Three and Five showcase their skills at assembly
Year Six students are involved with a musical in Term 3
Students from years Three and Four learn the recorder
Students have an opportunity to join the school Glee Club from years Four to Six.
Glee Club perform at many local community events as well as school events
• Classes held every week for 50 minutes in the new Japanese room
• Every year level covers the 4 strands of Language learning: listening, speaking, reading and writing.
• **Gall sensei** teaches Years 1-6 and **Dale sensei** teaches Preps. **Keiko sensei** comes and helps with the preps and **Rika Sensei** helps with Year 6. We also have other Japanese assistants throughout the year.
• Preps, Year 1 and 2: learn Japanese through songs, games and listening and speaking activities. A small amount of writing and reading. All students will be able to read and write their katakana name.
• Every year we have 18 students from Minato Ku for 5 days and they homestay with families from years 5 & 6. This is a very successful language and cultural exchange program. Please let the office know if you are interested in hosting a student.
**Visual Arts**

- Students will be attending Visual Art classes for a 50 minute session each week
- Students require a named SMOCK or shirt. Every class room has its own Smock BOX/BASKET.
- In conjunction with the Dimensions *Creating and Making* and *Exploring and Responding* the students will explore focus areas such as:
  
  - Drawing
  - Painting
  - Threads and Textiles
  - Printing
  - Construction
  - Collage
  - Modelling
  - Mosaics

- Within the context of these focus areas the elementary concepts of art are explored. Namely:
  
  - Colour
  - Texture
  - Line
  - Shape
  - Space
  - Form

* Art Appreciation and History are also incorporated within the program.

Students will be introduced to the work of such masters as:

- Nolan
- Monet
- Kandinsky
- Picasso
- Klimt
Physical Education

- All sessions are 50 minutes.
- Hats are required at all Physical Education sessions in our Summer and Spring months for all Year levels.
- Sneakers/runners are the preferred option on the days your child has PE/Sport.
- There is no set sports uniform but it is preferable for girls to wear a skirt, shorts and a polo t-shirt rather than a summer dress on the days when Physical Education and sport sessions are on.
- In Years Prep 1 and 2 the focus is on basic movement skills, introduction to Basketball, cross country running, athletic skills, Gymnastics, simple social dances, Fundamental Motor skills and skipping.
- Prep-Year 4 2 week Intensive Swimming Program.
- Prep-6, House Swimming, Athletics and Cross Country.
* AusVELS
* Yearly planner
  * Term planner
    * Statement of Intent
    * Fortnightly planner
      * Weekly planner
        * Differentiated/
          fluid groupings
## Term Planner

### Subject Overview

**Subject:** Mathematics  
**Year:** 1 & 2

### Term 1

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and Algebra Essential Learning's Year 1</td>
<td>I can skip count by ones, fives, and tens starting from zero.</td>
<td>I can add and subtract using different strategies.</td>
</tr>
<tr>
<td>Measurement and Geometry Essential Learning's Year 1</td>
<td>I can tell the time using hours, minutes, and seconds.</td>
<td>I can use informal units to measure lengths of objects.</td>
</tr>
<tr>
<td>Statistics and Probability Essential Learning's Year 1</td>
<td>I can use language such as &quot;likely&quot;, &quot;unlikely&quot;, and &quot;certain&quot;.</td>
<td>I can describe outcomes as &quot;likely&quot;, &quot;unlikely&quot;, and &quot;certain&quot;.</td>
</tr>
</tbody>
</table>

### Term 2

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and Algebra Essential Learning's Year 2</td>
<td>I can identify all numbers to at least 1000.</td>
<td>I can read whole numbers to at least 1000.</td>
</tr>
<tr>
<td>Measurement and Geometry Essential Learning's Year 2</td>
<td>I can describe and compare lengths using everyday units such as meter, centimeter, and millimeter.</td>
<td>I can identify and represent patterns in everyday situations.</td>
</tr>
<tr>
<td>Statistics and Probability Essential Learning's Year 2</td>
<td>I can describe and classify data.</td>
<td>I can describe and represent data using tables and graphs.</td>
</tr>
</tbody>
</table>

### Term 3

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and Algebra Essential Learning's Year 3</td>
<td>I can recognize, model, represent, and order numbers to at least 10000.</td>
<td>I can add and subtract using different strategies.</td>
</tr>
<tr>
<td>Measurement and Geometry Essential Learning's Year 3</td>
<td>I can use metric units to measure length, area, volume, and capacity.</td>
<td>I can recognize and represent division problems using a range of mental and written strategies.</td>
</tr>
<tr>
<td>Statistics and Probability Essential Learning's Year 3</td>
<td>I can use simple chance and probability to describe outcomes.</td>
<td>I can use simple chance and probability to describe outcomes.</td>
</tr>
</tbody>
</table>

### Term 4

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and Algebra Essential Learning's Year 4</td>
<td>I can recognize, model, represent, and order numbers to at least 10000.</td>
<td>I can add and subtract using different strategies.</td>
</tr>
<tr>
<td>Measurement and Geometry Essential Learning's Year 4</td>
<td>I can use metric units to measure length, area, volume, and capacity.</td>
<td>I can recognize and represent division problems using a range of mental and written strategies.</td>
</tr>
<tr>
<td>Statistics and Probability Essential Learning's Year 4</td>
<td>I can use simple chance and probability to describe outcomes.</td>
<td>I can use simple chance and probability to describe outcomes.</td>
</tr>
</tbody>
</table>
# 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>
<td><strong>Mathematics</strong></td>
<td>Movies</td>
<td>- Local Beaumaris</td>
<td>Investigations</td>
</tr>
<tr>
<td>- For children to develop a sense of belonging in their new class</td>
<td><strong>Number</strong></td>
<td>Travelling</td>
<td>Community</td>
<td>Sensory</td>
</tr>
<tr>
<td>- Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences.</td>
<td><strong>Measurement and Geometry</strong></td>
<td>Harry Potter</td>
<td>- Bush Dance (20th Feb)</td>
<td>Natural resources</td>
</tr>
<tr>
<td>- Use a calendar to identify the date and determine the number of days in each month</td>
<td>- Use of capital letters at the start of a sentence and full stops at the end of a statement.</td>
<td>Performing</td>
<td>- Valentines Day</td>
<td>Kinetic sand</td>
</tr>
<tr>
<td>- Name and order months and seasons</td>
<td>- Recognise that capital letters signal proper nouns</td>
<td>Soccer</td>
<td>- A Day on Oak Street</td>
<td>Sand</td>
</tr>
<tr>
<td>- For the children to take a risk and try something new</td>
<td><strong>English</strong></td>
<td>Birthday</td>
<td>- Kitchen</td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>- For the children to develop new friendships across the level (ie different classes)</td>
<td>- For the children to:</td>
<td>Doctors</td>
<td>Garden/Sustainability</td>
<td>Pencils, pens, plain lined paper, and fiction/non fiction, sticky notes, magazines, envelopes, greeting cards, rulers, writing displays, calendars, dictionaries</td>
</tr>
<tr>
<td>- For the children to use a clear voice and appropriate positioning when speaking in front of the class</td>
<td>- Be immersed in and construct their own transactional texts</td>
<td>Obstacle Courses</td>
<td>- Parent Info Night (11th Feb)</td>
<td><strong>Collage and box construction</strong></td>
</tr>
<tr>
<td>- Cognitive</td>
<td><strong>Number</strong></td>
<td>- SWST assessments</td>
<td>- Year 6 Camp</td>
<td>Scissors, glue, string, wrapping paper, paddle pop sticks, feathers, straws, ribbon, buttons, paper plates, doilies, matchsticks, pompons, crepe paper, paint, pastels, beads, fancy scissors, foam, rulers, recycled boxes</td>
</tr>
<tr>
<td>- For the children to move around their learning environments in a safe manner.</td>
<td><strong>Measurement and Geometry</strong></td>
<td>- Use of capital letters at the start of a sentence and full stops at the end of a statement.</td>
<td>- Year 5 Camp</td>
<td><strong>Construction</strong></td>
</tr>
<tr>
<td>- Environmental</td>
<td><strong>Number</strong></td>
<td>- Recognise that capital letters signal proper nouns</td>
<td>- Local Beaumaris</td>
<td>Lego</td>
</tr>
<tr>
<td>- For children to use the correct bins to ensure we recycle as much waste as possible.</td>
<td><strong>Measurement and Geometry</strong></td>
<td>- Use the comprehension strategy: Make a picture or mental image</td>
<td>Community</td>
<td><strong>Tinkering</strong></td>
</tr>
<tr>
<td>- Use the comprehension strategy: Make a picture or mental image</td>
<td><strong>English</strong></td>
<td>- Bush Dance (20th Feb)</td>
<td>- Valentines Day</td>
<td>Screwdrivers, tools hard drive, CD player, hard drive, hard drive</td>
</tr>
<tr>
<td>- Bush Dance (20th Feb)</td>
<td><strong>Measurement and Geometry</strong></td>
<td>- Valentines Day</td>
<td>- A Day on Oak Street</td>
<td><strong>Dramatic play</strong></td>
</tr>
<tr>
<td>- Valentines Day</td>
<td><strong>Measurement and Geometry</strong></td>
<td>- A Day on Oak Street</td>
<td>- Kitchen</td>
<td><strong>Travel Agent</strong></td>
</tr>
<tr>
<td>- A Day on Oak Street</td>
<td><strong>Measurement and Geometry</strong></td>
<td>- Garden/Sustainability</td>
<td>- Parent Info Night (11th Feb)</td>
<td>Ticket, maps, calendars, flight schedules</td>
</tr>
<tr>
<td>- Parent Info Night (11th Feb)</td>
<td><strong>Measurement and Geometry</strong></td>
<td>- Year 6 Camp</td>
<td>- Year 5 Camp</td>
<td><strong>Café</strong></td>
</tr>
<tr>
<td>- Year 6 Camp</td>
<td><strong>Measurement and Geometry</strong></td>
<td>- Year 5 Camp</td>
<td></td>
<td>Diary, notepads, cash register, money, phone, menu, receipts</td>
</tr>
<tr>
<td>- Year 5 Camp</td>
<td><strong>Measurement and Geometry</strong></td>
<td></td>
<td></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>- Year 5 Camp</td>
<td><strong>Measurement and Geometry</strong></td>
<td></td>
<td></td>
<td>Small corners with books the children have chosen from the library, book browsing baskets, range of fiction and non fiction texts</td>
</tr>
<tr>
<td>- Year 5 Camp</td>
<td><strong>Measurement and Geometry</strong></td>
<td></td>
<td></td>
<td><strong>Numeracy resource table</strong></td>
</tr>
<tr>
<td>- Year 5 Camp</td>
<td><strong>Measurement and Geometry</strong></td>
<td></td>
<td></td>
<td>Rice, calculators, dominoes, rulers, counters, 10 frames, grid paper, 100's chart, fraction dominoes, fraction think boards, 3D shapes measuring tools</td>
</tr>
</tbody>
</table>
# 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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Explicit Learning Intention</strong></td>
<td>Read a calendar and describe familiar time patterns and cycles (e.g. daily events, days of the week, months etc).</td>
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<td></td>
</tr>
</tbody>
</table>

| **Key Language** | | | | | |
| **Number Fluency Task** | **10 minutes** | Subitising Cards on IWB | | | |
| | | | | | |
| **Launch** | **10 minutes** | http://www.softschools.com/math/calendar/activities/calendar_game/ | Brainstorm words that come to mind with the different seasons. (Summer: sun, ice cream, beach, hot etc) | http://www.youtube.com/watch?v=byM3KoqM8e4&NR=1 | http://www.youtube.com/watch?v=9YlpctScxLo | Be careful what loads straight after or what is on the side panel. |
| | | | Be careful what loads straight after or what is on the side panel. | Be careful what loads straight after or what is on the side panel. | Be careful what loads straight after or what is on the side panel. | |
| **Discover** | **25 minutes** | Using the blank 2013 Calendar on birthdays of the students in the class or any family members they might know. | 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). | Using blank Calendar write on special events within the year (public holidays, change of seasons etc). | Using reading journals students write in at least 5 of their friends or families birthdays. | |

| **Focus Group: Who are they and what are they doing?** | Observe to create focus groups | | | | |
|--------|-----------------------------|----------|----------|----------|
Assessment

- Running records
- Writing samples
- Observational records
- Ongoing maths assessment
- SWST – Single word spelling test
- Whole school Assessment tracker – SPA Markbook
* Assembly is now on Friday afternoons at 3pm
* Canteen is open Monday, Wednesday and Friday – online ordering available via QKR (see website)
* Literacy Planet and Mathletics
* More information can be found on our Term newsletter (accessible via school website)
* Nude food (lunchbox items without wrappers)
What you can do at home

- Take home reading books – Reading Trek book
- Changed on a Monday
- Encourage child to reread books several times throughout the week to develop CAFÉ strategies
  - Comprehension
  - Accuracy
  - Fluency
  - Expanding vocabulary
- Book choices at home (just right)
- Literacy Planet and Mathletics
- Informal conversations about time, money, calendars, shapes etc.
Community Engagement

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

• Staff briefing at 8.45am each day
• Absence form via the website
• Staff meetings: Monday and Wednesday afternoons
  * Open classrooms
  * Formal parent teacher interviews in June and December
  * Phone calls and emails
  * Parent Information evenings
  * Parent information sessions during the year facilitated by our English and Mathematics Consultants, Julie Shepherd and Sue Fine, focussed on understanding the curriculum and how parents can help their child at home
Parent Involvement

- Parent Rep
- Classroom helpers
- Excursion helpers
- School Council and sub committees including Education, Finance, Buildings and Grounds and Marketing and Communication
- Parent Club including class parent representatives, support for community events during the year and fundraising
- BFAC
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 short letter to them!

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