



Welcome to Room 3 for 2017. I am excited and very much looking forward to teaching Year 2 this year. I feel very privileged to be teaching such a wonderful group of children. Our first two weeks together have been very enjoyable and the students are very eager and willing to learn and do their best.

CURRICULUM

In Room 3, my expectation is that all students have the right to learn, to feel safe, to be themselves and to feel a sense of belonging. I tell my students that when they are at school our class is like a family... we are a community within the wider school community and we need to work together to help and encourage each other. In line with our whole school positive behaviour program, I focus on teaching the positive expected behaviours that contribute to a harmonious, engaging learning environment. I also believe strongly that participation is the key to learning and that mistakes are normal and ok and mean that they are trying. In the safe supportive environment of our classroom, where differences are accepted and celebrated, it is my expectation that all students will achieve their best.

Literacy Blocks:

Literacy blocks teach phonological awareness skills, explicit skills in phonics, spelling, reading comprehension and writing. Literacy warm-ups will begin each block where many of the skills learnt are consolidated on a daily basis. Spelling words and lists are selected to suit the learning needs of groups of similar ability students and designed to target particular phonic patterns as well as sight words and will be taught on a two week rotational basis. The children will each have 10 - 20 words and 6 sight/extension words to learn over this time. The spelling program will include hands on activities and games as well as the traditional bookwork. In class, spelling rules and grammar will be taught in addition to phonic sounds and patterns. Reading comprehension and fluency will be taught through Guided reading in differentiated groups. The 'I Get It – The road to comprehension' program will be used to scaffold the explicit teaching of comprehension strategies. This term we will be learning about Whole Body Listening (also referred to as High 5 & a Fist), Author's Purpose, Visualising, Looking for and Linking clues and Sequencing. In writing, we will focus on basic sentence structure and Recount texts. In grammar and punctuation we will focus on nouns, verbs, capital letters and full stops. In addition to their home readers that the students take home to read each night, I allow regular opportunities for silent reading, where students can select a book from our in class library to read. I also set aside time each day to read a serial story to the children.

Mathematics:

Mathematics blocks will begin with Numeracy warm-ups to introduce and consolidate numerical concepts. In Number, we will learn about patterns in numbers, skip counting, counting to and from 1000 and representing these numbers both numerically and in word form. Time will focus on calendars, days of the week, months of the year and seasons. We will learn about the properties of 2D Shapes and 3D objects. The language of Chance will to be investigated.

HASS (Humanities and Social Sciences)

History will be taught in Semester 1. In Term 1 we will learn about timelines through our family tree and the history of the school buildings. We will look at significant places in our community and will link this to the significance and importance of ANZAC day and the historical site of the war memorial. We will also discover how oral histories are an important way to learn about the past.

Science:

With Mrs Anderson, the students will be studying Physical sciences this term, with a focus on push and pull.

STEM (Science, Technology, Engineering and Maths)

Wherever possible, curriculum areas are integrated to make learning relevant to a real world context and therefore more meaningful for the students. This year, Technology will be taught through STEM. This term we will link to Science and learn about Air in Action – a unit that encourages the students to be critical and creative thinkers and ultimately design their own helicopters and parachutes.

Health and Physical Education:

Mr Chipchase will teach the students Phys Ed and it is important that on these days the children wear joggers to school and have their school hat. In Health, we will focus on developing resilience skills through the Challenges and Choices program. These skills develop the children's ability to 'bounce back' from the everyday challenges they may face and foster our sense of community within the classroom.

No Hat No Play

GDHS has a year round hat policy which means that each student must have their school hat in order to participate in Physical Education, Junior Sport, recess and lunch play.

Visual Arts

Mrs Roseanne Watson will be teaching the children visual art. They look forward to this every Wednesday.

Music and Drama

Each Friday afternoon, we will join with Room 5, Mrs Kerr's class of Year 3/4's, to enjoy some fun music and drama activities.

Critical and Creative thinking

In all areas of the Curriculum, the children are encouraged to be creative and develop their critical thinking skills. Problem solving is an important life skill and the children are challenged to work things out for themselves rather than being told what to do.

Homework Requirements:

The children select a home reader to take home each night and their progress is documented in the home reading booklets. Spelling words are sent home fortnightly in their homework journals with their pre-test results. This gives you the opportunity to see where the children most need assistance. A spelling 'menu' is attached inside the front cover for different ideas of how the children can learn their words. It is reasonable to target 5- 6 words each night. Once the children know their words, encourage them to write them in sentences, make up a story with them or look up dictionary meanings.

Classroom Management:

As a whole school approach we will continue to use CRTR cards in the class. Your child will receive a merit certificate when they have collected 36 white CRTR cards which are equivalent to 6 gold CRTR cards. These are presented at special CRTR Award assemblies throughout the term. It is designed to acknowledge and encourage individual positive behaviours.

Inappropriate behaviours are dealt with in a positive way, where the child is spoken to calmly and it is explained how their behaviour is inappropriate. They are then given ways or encouraged to give examples of how they can change that behaviour. Classroom rules are negotiated with the students and referred to regularly to assist in reinforcing positive and appropriate behaviours.

Class DOJO's (an online rewards program) are also awarded and linked to positive behaviours and our rewards chart. An invitation has been sent home for parents to join so that they can view their child's progress. From time to time, I will also upload items of interest to update you on our classroom activities.

Library:

Our library session is on a Thursday. Please make sure your child brings their library bag every Thursday. Library bags can be purchased from the school P & C Uniform shop in faction colours.

Diaries

I will use your child's diary to relay any messages, notes, achievements or concerns regarding your child. If something has happened at home regarding your child that you think may affect them at school please let me know either in person when dropping off or via the diary. Please document all planned changes to pick up arrangements in the diary. Should you wish to make an appointment to see me, please let me know either in person in the morning or via the diary. The best time to discuss your child's learning at length is during my DOTT times or after school.

Pink Slips

Should you need to pick your child up early from school or take them to an appointment such as Speech Therapy, it is a requirement that you go via the office to fill in a pink slip. You need to present this to me before you can take your child from the school grounds during the school day.

Parent Helpers

I value the role that parents have in the successful education of their child and welcome parents to help in the classroom. An expression of interest to help will be sent out shortly.

Teacher Contact Details: Mrs Helen Jupp

Room 3

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