

Year 2 Room 3

2017 Term 2 Outline



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. KAGAN Co-operative Learning Structures have been introduced to the learning program. These structures are designed to maximise individual accountability, and reinforce learning and understanding through peer conferencing and mentoring.

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 on a two week rotational basis. The children will each have 10 - 20 words to learn over this time. The spelling program will be based on the POSSUM strategy which includes word study to understand how words work and their meaning. Reading fluency will be taught in class through Guided reading in differentiated groups. In addition, to assist students with automaticity when reading, the students will practice reading high frequency and tricky words using Study Ladder on the iPads and lists of words that are sent home and rotated on a weekly basis. The 'I Get It – The road to comprehension' program will be used to scaffold the explicit teaching of reading comprehension strategies. This term we will continue to practice Whole Body Listening (also referred to as High 5 & a Fist) to maintain attention and listening, and learn Predicting, Sequencing and Cause and Effect relating to Narratives. In writing, we will continue our focus on sentence structure, grammar and punctuation whilst writing Recounts, a Cinquain poem for Mother's Day and Narratives.

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 focus on place value and partitioning, connections between addition and subtraction, addition and subtraction facts for mental strategies and addition. In Measurement and Geometry, time will focus on telling time to the quarter hour, and we measure length and area. Data representation and interpretation will be integrated into the HASS program when investigating the influence changing technology has had on people's lives.

HASS (Humanities and Social Sciences)

This term History will focus on the impact of changing technology on people's lives including toys, technology in the home, communication and transport.

Science:

With Mrs Anderson, the students will be studying earth sciences.

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 Literacy when learning narrative through Fairytales. Integration in Maths will occur using Measurement.

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 a hat. In Health we will complete the Protective Behaviours program and 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 and the students were supplied with a GDHS school hat in 2016. Each student must have their 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 Tuesday afternoon.

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. Marked spelling word lists are sent home at the beginning of each fortnight in their homework book. This gives you the opportunity to see where the children most need assistance. It is reasonable to target 4-5 words each night. This term, the students will have an additional list of high frequency/tricky words to practice reading and/or spelling which will be tested and rotated weekly.

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 Thursday. Please make sure your child brings their library bag every Thursday. Library bags can be purchased from the school Uniform shop in faction colours. In addition, I allow the children to borrow an additional book from the Library each week which is kept in the classroom for silent reading.

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. A current roster is attached for Term 2. If you would like to help please let me know.

Teacher Contact Details:

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