WELCOME

YEAR 2 - INFORMATION NIGHT 2016
Engaged, happy, healthy students
We promote strong, positive relationships and encourage each other to be connected, motivated and engaged.

Maximised student learning growth
We believe every student can learn and make positive personal and academic growth each year according to their personalised goals.

A culture of high expectations
Our school community takes pride in our learning environment and strives for excellence in all aspects of school life.

Enhanced teacher effectiveness
We know what quality teaching and learning look like and we are responsible for delivering this.

A highly effective Professional Learning Community
Our staff work in collegiate teams, to challenge and improve each other’s practice through learning and teaching opportunities that are informed by data, observation and feedback.

Collaborative flexible learning spaces
Our dynamic, flexible, collaborative teaching spaces ensure our students' diverse learning needs are best met.

Respect  Responsibility  Resilience  Excellence
Port Melbourne Primary School has adopted a common approach across the school for classroom management. Each learning space has a set of posters which track the daily behaviour of all students. All children begin the day with their names placed on the first poster (see left)
1) If a student does not follow our agreement they are given a reminder about the choices they are making. Their name is moved to Chart No 1.

2) If a student continues to not follow the agreement, they are given a warning and asked to move to another learning space. Their name is moved to Chart No 2.

3) If a student again does not follow the agreement they are asked to reflect on their choices and are moved to a buddy class. Their name is moved to Chart No 3.

4) The final stage involves students be required to spend time with one of the Principal class to discuss the choices they have been making. Their name is moved to Chart No 4. NOTE: All names are reset at the end of the day.
COMMUNICATION

If you have questions or issues;
   1. Class Teacher
   2. Team Leader
   3. Principal Class

Issues are far better discussed at face to face meetings rather than lengthy emails. Teachers are often unable to respond to emails quickly but will attempt to respond in 48 hours, if only to acknowledge the email and arrange a meeting.

Please be aware that just before school isn’t a suitable meeting time, apart from very brief messages. Teachers will be glad to arrange a more suitable time, generally after school to meet.
We strongly encourage all parents to download Konnective to their smart phones to keep updated with important communications from school.

Konnective is a free app on Apple and Android that allows the school to send messages to the community about special events, excursions or weekly newsletters.
We also strongly recommend that parents download and begin to use QKR, a free smartphone app that makes all school payments quick and easy.

Once installed, enter the school’s details, available from the office and you can send through electronic payments for fees and excursions directly from your phone.

No more searching for coins and envelopes on your way to school in the morning.
WELCOME TO GRADE 2

We all hope that your children have all had a wonderful start to the year and we’re looking forward to the year ahead. A big welcome to Claine, Jess and Georgina. Please make them feel welcome!

2A  Miss Lisa
2B  Miss Jess
2C  Miss Claine
2D  Miss Maddy
2E  Miss Emma
2F  Miss Georgina
INFORMATION NIGHT

Introduction
Reading
Writing
Mathematics
Other Curriculum Information
Questions
HOME STUDY EXPECTATIONS

• Read every night and record the book you have read and how many pages you have read (*Mon-Thurs*)
• Complete three Mathletics tasks allocated by your child's teacher
• Practise termly spelling words
• Occasionally there may be an additional home study task that will support the Inquiry focus (*Similar to the All About Me Bag*)
READING AT HOME

Students should read a book each day. We encourage them to choose a ‘Good Fit Book’ for themselves using the IPICK system.

They should be reading for around 20 minutes a day. It would be great if you could talk to them about what they have read using the comprehension questions in your pack.

Your child may be given a new strategy to work on at home and this strategy will be recorded in their reading throughout the year.

Students will change take home reader books twice a week.
Each student will be bringing home their Mathletics login details in the coming days (these should be the same as last year).

They can use these to access the site and complete tasks and play ‘live Mathletics’ – an opportunity to compete against other students in a rapid recall race...

Each student will be set 3 tasks a week – the school’s expectation is that these are completed. Students will have to complete these tasks when they first login – the system ‘locks’ until they are done.

These tasks will be linked to content covered in class or based on an area of need for that student.
HELPING YOUR CHILD AT HOME

The Department of Education and Early Childhood Development (DEECD) has released a booklet with handy hints and ways you can support the development of your child’s literacy and mathematic skills.

This booklet provides practical activities for you do with your child at home and questions you can ask your child to help them learn. The booklet can be downloaded at http://www.education.vic.gov.au/school/parents/involve/Pages/literacynum.aspx This booklet is also available in 22 different languages.

Educational websites to help your child:
http://www.scholastic.com/teachers/story-starters/
READING IN CLASS

- 4 sessions of reading per week.
- Every session has directed teaching, independent reading and reflection.
- Students will participate in a guided reading group with a teacher once a week.
- Students will read individually with their teacher frequently. This allows a personalised reading goal to be set with each child and modified as required.
- Directed teaching to the whole class is based on strategies to improve their comprehension, accuracy, fluency and expand their vocabulary (CAFÉ).
WRITING

- 4 * sessions of writing per week.
- 3 * (15 minute) handwriting
- 3 * (30 minute) Grammar and Spelling sessions
- Every session has directed teaching, independent writing and reflection.
- Students will participate in a guided and interactive writing groups with a teacher.
- Students will conference their writing with their teacher frequently. This allows a personalised writing goal to be set with each child and modified as required.

This term we will focus on the language features and structure of different text types including recounts and procedural texts.

When writing with your child at home please encourage your child to use correct punctuation and self-edit their work.

Scholastic story spinner ~ This website is fun way to get your child writing at home.
http://www.scholastic.com/teachers/story-starters/
TRAITS FOR WRITING – WRITING GOALS

Students use the visual Writing houses display within each double learning space to remind them of their ongoing writing goals.

Teachers must cite evidence of students achieving their goal at least three times before moving them on to a new goal.
WHAT A WRITING UNIT LOOKS LIKE

Read and research the genre of writing. Use authors as model.

Have a go at writing the genre sometimes in sections pulling apart sections. Sometimes using talk for writing i.e: analyse and practise writing a range of problems for stories.

TALK HOMEWORK
Talk about the stimulus
Continue practising writing elements of the genre

Big Write Day
VCOP Session
Up Level a sentence
Talk
Big Write is an uninterrupted independent writing session with music and special pens

We share with our partner
We highlight
Set goals for our next Big Write
Teacher, student & friend goal.
HANDWRITING

Students will participate in regular handwriting sessions to ensure correct letter formation on dotted third lines. Students will be encouraged to write neatly at all times and improve their book presentation in Year 2 ~ including dating their work using margins and titles.

The DET web site has Downloadable alphabet models of Victorian Modern Cursive script

There is also a number of apps available
We recommend ~ Australian Touch and Write: Victorian Cursive
MATHS

This term Year 2 students will cover a wide range of Mathematical ideas and processes, including Counting, skip counting, place value, mental addition and subtraction strategies, 2D and 3D shapes, Informal measurement; length, capacity, area and perimeter of regular and irregular shapes.

Our approach at PMPS is to increasingly integrate these concepts together and create ‘units’ of 2-3 weeks that will draw together linked concepts and require children to make connections and apply new knowledge to authentic, real life tasks and situations, rather than drill and practice worksheets or learning facts by rote. Over the past few years the school has worked closely with an external expert, Michael Ymer to develop this way of working.
MATHS AT PMPS
AUSVELS STRANDS

Number and Algebra- Number, Place Value, Fractions and Decimals, Money, Patterns and Algebra

- Measurement and Geometry- Units of Measurement, Shape, Location and Transformation

- Statistics and Probability- Chance, Data representation and interpretation
MATHS PROFICIENCY STRANDS

‘the actions in which students can engage when learning and using the content.’

Understanding

build a knowledge of mathematical concepts, make connections, understand the ‘why’ and the ‘how’ of mathematics

Fluency

choosing and carrying out appropriate procedures

recall factual knowledge and concepts readily

they recall definitions and regularly use facts

Problem Solving

Choosing appropriate strategies and communicating their solutions

Reasoning

explain their thinking, justifying the strategies used and explain their choices

MATHS SESSIONS

Outline of a Numeracy Session

- Number Fluency Task (10 minutes)

WALT Success Criteria

- Launch (15 minutes)

- Discovery (20 minutes)

- Summary (15 minutes)
FLUENCY ACTIVITY/WARM UP – RACE TO 100 (ADDITION)

All you need:
- Hundreds chart
- 1-2 Dice
- Counters
MATHS IDEAS FOR HOME

Practice counting
Skip counting by 2’s, 5’s, 10’s, 4’s, 3’s etc.
Skip count starting from different numbers ie by 5’s starting at 3…3, 8, 13, 18...
Go for a walk around the block and look at the house numbers. Record and order the numbers according to value.
Use catalogues: order items according the value; make a graph comparing food colours or food categories
Practice addition and subtraction sums.
Automatic recall of pairs to ten.
Go for a walk or bike ride and take turns giving directions.
Use maps when going for a walk, bike ride or drive
Cook with your child and help them when measuring. Talk about capacity, full, half full, empty etc.
Go on a shape hunt and talk about 2D shapes (squares, hexagons, octagons etc.) and 3D shapes (spheres, cubes triangular prism etc.) Identifying properties such as sides, corners etc.

Websites
http://www.math.com/parents/articles/mathhome.html ~
This website provides advice on the opportunities to explore mathematics around the home
http://www.mathsisfun.com/ ~
This website helps to explain a range of mathematics topics then has practice questions about each topic.
This website has a list of skills and activities relating to these skill targeted at the Year curriculum
Integrated into all subject areas
Students have access to computers, ipads, cameras and interactive whiteboards in the classroom
We will explore staying safe online
What a wonderful start to the school year! The children have settled in beautifully and have been working through the PMPS Start Up Program. This program focuses on the school values

**Respect** – ourselves, our peers, our community

**Responsibility** – school, home and the wider community

**Resilience** – in class and in the playground

**Excellence** – striving for excellence in every way

The children have brainstormed, discussed, drawn, written and continued to developed their understanding of these values. We encourage you to have a discussion with your child on these values and how these affect themselves and others around them.
This term we will focus on:

Basic movement – running, jumping, hopping
Tennis – modified
Skipping – ‘Jump Rope For Heart’
Modified games – utilising movement skills
Bastille Day
Celebrating everything French at beginning term 3

P R E P – 2

1 Hour lesson per week

La salle de français (b block)

Check out the school website for language learning sites and an overview of our learning.

Positive recognition: climb the Eiffel Tower or along the Tour de France

Madame Trisha et Madame Emily
Know your child’s Library day.

**Book Bags**

- Prep/2 – Book bag or protector required.
- 2 weeks for borrowing.

**Lunchtime Program**
- Book fair
- Book club
- Author visits
PERFORMING ARTS PROGRAM – SEMESTER 1 2016

TERM 1 – DRAMA
GAMES & ACTIVITIES THAT FOCUS ON IMAGINATION, TAKING IN TURNS, MIME & DECISION MAKING

TERM 2 – MUSIC
PROGRAM IS BASED AROUND AGE-APPROPRIATE ACTIVITIES IN PREPARATION FOR A LIVE PERFORMANCE AT SCHOOL.
VISUAL ART - SEMESTER 2 2016

WE EXPLORE BOTH ART MAKING AND ART APPRECIATION

Art is a semester subject of one hour a week held in the Art Room in B Block

Areas of Art studied

Drawing – pencil, charcoal, pastels
Painting - acrylic, water colour, with & without brushes
Sculpture – foam, sticks, cardboard, clay, plasticine, papier mache
Fibre crafts - stitching, sewing, felting.
Printmaking – block, mono, stencil

Elements of Art studied

Colour
Shape
Line
Tone
Texture
Pattern
Space

Student work is celebrated at the Art Show held at the end of the year
INQUIRY – THE CIRCLE OF LIFE

- How do we know something is living?
- How do plants grow?
- Why do we need plants?
- How are living things similar and different?
- How do animals benefit from their features?
- What are the characteristics/life stages of a plant?
- How have we changed since birth?
EXCURSIONS & CAMPING PROGRAM

Please pay attention to the payment dates and when permission forms and money are required to be returned in a sealed labelled envelope.

Unfortunately, payments made after the stipulated date will not be able to be processed, resulting in your child not being able to attend the excursion.

Year 2 will be having a sleepover at school instead of a camp with the teachers to prepare them for camp next year.
THANK YOU

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