Dear Parents

Welcome to Year 2. We look forward to a wonderful year teaching your child and building on their learning experiences. The Year 2 team consists of Mrs Katrine Smith (J8), Miss Chloe Hanley (J9) and Miss Vikki Lygo (J10).

The Year 2 team is also supported by Mrs Kerri Glowacki and Ms Kay Bridgman in Literacy and Mrs Melissa Greatrex in Maths.

We have a wealth of knowledge and a range of expertise to complement the Year 2 program.

Parent helpers within the classroom are greatly valued, and we would appreciate any offers of assistance throughout the year.

The following is an outline of the program which will be implemented in Year 2. We have included information such as course content, classroom organisation, specific information regarding specialist timetable and the ways in which you can help your child at home.

PERSONAL DEVELOPMENT & STUDENT WELLBEING
In Year 2, we will support your child in developing and building positive relationships with classmates and staff, with a focus on the school values of EXCELLENCE, INTEGRITY, RESPECT, RESPONSIBILITY and UNDERSTANDING.

Through the use of role plays and circle time, your child will build resilience strategies that may need to be used within the classroom and/or playground. At any time during the school year, these strategies may be revisited if there are any concerns regarding particular behaviour or issues.

RESTORATIVE PRACTICES @ WNPS
In Year 2, we follow the whole school approach to behaviour management through the use of Restorative Practices. Restorative Practices is .......

- A whole school behaviour management approach, designed to enhance student engagement and productivity.
- About relationships between people who make up a community
- Practised by all staff and students
- Maintains consistent language and strategies and follows well defined values as listed below.

Activities in the classrooms provide your child with opportunities to model and discuss situations that may arise in a forum that allows all to be heard and acknowledged.

Restorative Practices provides a caring, stimulating and dynamic learning environment which will engage your child, and support and encourage them to achieve their personal best.

Through Restorative Practices we aim to foster the school values ...

Excellence | Integrity | Respect | Responsibility | Understanding

ENGLISH
The English program incorporates Writing, Reading & Viewing and Speaking & Listening.

Writing
In Year 2, your child will work on their writing ‘process’. This involves moving through the different stages of writing by selecting appropriate topics, planning, drafting, editing and publishing their work. A variety of writing types will be explicitly taught to your child throughout the year. An understanding of the features of each style will be taught. Your child will be given an opportunity to publish an example of each writing style covered.
Handwriting
The Year 2 handwriting program focuses on the practice of upper and lower case letters, correct starting and finishing points, developing a comfortable and relaxed pencil grip and posture when writing. Your child will regularly practise their handwriting skills in preparation for join-up writing in Year 3.

Word Study
In Year 2, your child is beginning to learn and use greater vocabulary in his/her writing. To assist your child in doing this, specific spelling tasks will be completed. Your child should continue to work on learning to spell the 200 Magic Word list that is clearly displayed in all Year 2 classrooms. Working on these words at home and practising the highlighted words in your child’s homework book, will assist them in their writing development. A number of words with common blends will also be studied. Common blends include words with the same letter pattern or sounds, eg ay, sh, ch, ai, a_e. Activities designed to help your child improve these spellings, will be completed.

Early Years Literacy Program
In Year 2, your child will be grouped for effective instruction and matched to texts which are appropriate to his/her stage of literacy development. Lessons include both a whole group focus and small group work. The work in small groups includes:

- Guided reading groups where the teacher works intensively with students with similar learning needs
- Learning centre work where students consolidate literacy understandings, either independently or in small groups
- Class focus is on Word Attack skills and grammar - sounds, words, punctuation, homophones, prefixes, suffixes, compound words, nouns, verbs, adjectives and plurals

Take Home Books
Each day your child will bring home a book that they have chosen. We ask you to hear them read some/all of this book aloud and sign their booklet in the appropriate place.

You can help your child by using this as a sharing time and discussing the story they have read.

If your child doesn’t know a word, ask them to:
1. See if they can work it out from the picture.
   or
2. Read on and see if they can guess.
   or
3. Read for them, leaving out the word - ‘Which word makes sense?’
   or
4. Give them a clue, eg if the word is ‘night’ ask ‘What time of the day do you think it is?’
   or
5. Ask them to look at the sounds in the word.

ENCOURAGE YOUR CHILD TO MAKE GOOD USE OF THE SCHOOL LIBRARY. ASK THEM TO SHARE THE BOOK THEY HAVE BORROWED EACH WEEK.

Speaking and Listening
This aspect of language is very important for all of us in our everyday communication with others. In a classroom situation students will continually be involved in situations where they need to listen to, and speak with others as well as remembering to take turns when speaking in a group situation.

Some of the skills to be developed during the year are remembering instructions, conveying verbal messages, oral presentations, explaining their ideas and reading with expression. Share and Learn sessions will happen on a fortnightly basis with students focusing on specific topics.
MATHEMATICS
Students participate in a range of open-ended tasks and are grouped according to their specific learning needs. Lessons include a whole group focus, small group work and sharing of strategies.
You can help your child with Mathematics by involving him or her in real life Maths around the home - counting, measuring, weighing, telling the time, estimating, playing games that involve keeping scores etc.
When teaching new concepts at school, we use concrete materials wherever possible.
You can also help your child with adding and subtracting numbers to 20 in everyday situations. We will be working on these at school.

Outline of work to be covered during the year:
- Counting up to 1000 by 1's and 10's.
- Counting to 100 by 2's and 5's.
- Name and write numbers up to 999.
- Write number sentences for addition and subtraction of whole numbers to 999, emphasizing place value.
- Use materials to represent multiplication and division situations presented in words.
- Use numbers to record the value of a set of coins to $5.00. Giving and receiving change from $2.00.
- Use addition, subtraction and doubling to make number patterns.
- Choose appropriate units when comparing and measuring length, mass, perimeter, area and volume.
- Recognise o’clock, half past, ¼ to and ¼ past on an analogue and digital clock and read the time in hours and minutes on a digital clock.
- Collect data to answer simple questions.
- Exploration and development of multiplication and division strategies.

INDIVIDUAL LEARNING IMPROVEMENT PLANS (ILIPs)
Through consultation with you and your child, ILIPs will be established to focus on specific areas where students’ achievement outcomes can be improved. Once ILIPs are established, class time will be allocated so that your child can achieve their goals. Activities will also be allocated for homework. A partnership between school and home should help your child to achieve these goals.

HOMEWORK
As per the Department of Education and Watsonia North Primary School Homework Policy, your child will be expected to read daily and record their reading in their yellow home reading books. Weekly homework tasks, focusing on Mathematics, English and ILIP activities, should be completed and handed in on Fridays. Fortnightly ‘Share and Learn’ sessions should be prepared and rehearsed.

INQUIRY BASED LEARNING
Inquiry Based Learning is a student-centred learning approach in which student are actively involved in the learning process. Through a developed concept, the students identify information needs, form worthwhile investigations and select appropriate information sources to gather relevant information. Students then evaluate the information and perform an action.

INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Students in Year 2 will have a 50 minute ICT lesson with Miss Rachel Mercuri.
The 5 ICT areas of study are:
- Applying social and ethical protocols and practices when using ICT.
- Investigating.
- Creating.
- Communicating.
- Managing and operating ICT.
During the year, students will have the opportunity to:

- Learn the terminology associated with computer hardware.
- Use programs such as Kid Pix and Paint to develop their graphical skills.
- Use Microsoft word processing programs to develop their stories and reports.
- Use the internet to enhance their typing skills and for other educational activities.
- Use a number of programs specifically designed to aid their knowledge in the content areas in their classrooms.
- Design simple animations.
- Learn about Cyber Safety.

Year 1 students also have access to laptops in their classroom. Classroom teachers will plan and incorporate these technologies into all learning areas where appropriate.

ART/CRAFT

Our aim within the Art room is to provide an imaginative and creative program, which engages students in stimulating and challenging art experiences, so that they learn to work with ideas, develop artistic skills and respond to art works.

- Each grade will attend one session of Visual Art per week WITH Ms Clare Meehan.
- Students should provide a clearly named art smock to protect their clothing.
- Student’s artwork will be promoted imaginatively and positively within the art room and around the school.

Year 2 students will:

- Create ideas.
- Investigate sources of information.
- Explore materials.
- Manipulate techniques and processes.
- Arrange art elements.
- Draft designs.
- Develop visual awareness.
- Include the use of technology.
- Work individually and collaboratively.

Forms undertaken will include Drawing, Painting, Printing, Collage, Modelling, and Textiles. Artworks will incorporate 2D and 3D pieces.

PHYSICAL EDUCATION

The emphasis of the Physical Education Program is the development of skills, co-ordination, cooperation, enjoyment and healthy positive attitudes to physical activity which will prepare students for future recreational pursuits.

This term Physical Education will be covering the areas movement and development of the fundamental motor skills of ball handling/ bounce/kick/strike/throw/catch and minor games.

The program will be supported by:

- Swimming Lessons.
- Sporting Clinics as offered, eg Tennis lessons/Cricket Australia lessons/Rugby clinics.
- Platooning (Teachers working in teams to teach).

Time Allocation

Each class will have a Physical Education specialist session per week with Mr Trent O’Sullivan, running for 50 minutes.

The basic outline of each session will involve a warm up, skill based activities, a team game or activity, and a cool down session.

A fun Tabloid Sports morning is held at the end of Term 4 for Year 2 students.
How can you help your child?

- Show your child you believe physical activity and sport to be important for one’s physical and social well-being by playing a game in the backyard with your child or going to the park to throw, kick and catch a ball, etc. Also to encourage skipping with a rope.
- Encourage your children to be active rather than passive during spare time.
- Ensure your child presents for PE and Sport properly attired, especially footwear.

MUSIC/PERFORMING ARTS

The emphasis of the Music program is the development of skills including spatial awareness and movement, sense of pitch and rhythm, and a pleasant singing voice. Whole body movement is used as the basis for the majority of most activities for children at this level, in accordance with their current stage of development. The program draws on two approaches devised by European music educators – the Kodaly and Orff Schulwerk approaches. The Kodaly approach uses the melodies of children’s songs taught in class to develop a deep understanding of pitch and rhythm. The Orff Schulwerk approach uses song, dance, body percussion and other media such as instruments to learn material that is developed in a number of ways.

In Term 1, Music students revise concepts such as long and short notes, high and low notes, through relevant songs and clapping games. Movement activities including Musical Statues and Follow the Leader continue to be used to assist with coordination and following cues. The orchestral work “Carnival of the Animals” is introduced to the students as part of a broader topic on “The Orchestra”, leading to our MSO city excursion in May.

Time Allocation

Each class has one Music specialist session per week with Mr David Perry, running for 50 minutes. After the roll song, singing, movement and game activities are alternated in order to maximise student engagement.

How can you help your child?

- Remind your child that classroom Music is for all children, not just those that are “good at music”.
- Encourage them to participate fully in all classroom activities.
- Ensure that your child is able to attend the MSO excursion in May (more details to come).

SPECIALIST TIMETABLE

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Please don’t hesitate to approach any of us to discuss any issues or concerns you may have. We look forward to working with your child this year.

Chloe Hanley, Vikki Lygo & Katrine Smith