Unit 2
Levels 1 & 2

INFORMATION PACK

ASHBURTON PRIMARY SCHOOL

2016

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UNIT 2

CURRICULUM OVERVIEW

Victorian schools currently follow the AusVELS curriculum. The Year 1 and 2 curriculum emphasises the importance of reading, writing, spelling, essential maths and problem solving skills. Students are also encouraged to explore the world around them and are given opportunities to develop physical, creative and information and communication technology (ICT) skills. Literacy and Numeracy are priority areas and a commitment is made to daily sessions in these subject areas.

ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. They participate in these activities on a daily basis. Students are encouraged to take risks, attempt new skills and to plan and modify their efforts as they go.

In Level 2, students communicate with peers, teachers, students from other classes and community members.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

Literary texts that support and extend Level 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.
MATHEMATICS

The AusVELS Curriculum in Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability.

At this level Mathematics is very much hands on and based on concrete materials to establish a solid understanding of concepts. Wherever possible, real-life situations are used to make the learning more meaningful.

All students learn at different rates, however by the end of Level 2 (end of Year 2), most students are expected to have achieved the following —

**Number and Algebra**
- count to and from, and order numbers up to 1000
- perform simple addition and subtraction calculations, using a range of strategies
- find the total value of simple collections of Australian notes and coins
- represent multiplication and division by grouping into sets and divide collections and shapes into halves, quarters and eighths
- recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s
- identify the missing element in a number sequence and use digital technology to produce sequences by constant addition

**Measurement and Geometry**
- order shapes and objects, using informal units for a range of measures
- tell time to the quarter hour and use a calendar to identify the date, days, weeks and months included in seasons and other events
- draw two-dimensional shapes, specify their features and explain the effects of one-step transformations
- recognise the features of three-dimensional objects
- interpret simple maps of familiar locations

**Statistics and Probability**
- collect data from relevant questions to create lists, tables and picture graphs with and without the use of digital technology
- interpret data in context
- describe outcomes of familiar events using everyday language

INTEGRATED STUDIES

Integrated Studies combines the Humanities strands of Science, Geography, Economics and History. It enables the student to make meaningful links across the curriculum and to develop skills, understandings and knowledge.

By the end of Level 2 students are expected to-

- Understand, classify, compare and describe ideas and concepts
- Interpret and evaluate a variety of data
- Demonstrate an interest in a variety of topics
- Make logical predictions based on given information
- Present findings effectively
- Use appropriate computer skills

The Integrated Studies topics covered this year will be:

- "Rain, Hail or Shine". Students will investigate how natural phenomena such as the earth’s rotation, seasons and weather patterns affect our lives.

- "From Farm to Table". Students will investigate where our food comes from and the benefits of using locally produced food.

- "Where in the World Is .....?" Students will observe the characteristics of different places and think about environmental differences in Australia and the world. The Olympic Games will also be a focus.

- "Let's Celebrate!" Students identify dates that have personal significance (for example birthdays, religious holidays), and investigate significant events in other cultures and countries.

If you would like further information or feel that you will be able to assist with any of the above units please see your class teacher.
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HOMEWORK

Reading


Spelling

Year 1

Commencing in Term 2, every Friday, your child will bring home 5-10 words to learn to spell. These words will be relevant to the sound patterns they have been learning in their weekly spelling group. Please assist your child to learn their words, perhaps by using some of the ‘Optional Spelling Activities’ ideas. Your child will be assessed on their words the following Friday.

Year 2

To begin this homework process, your child will bring home 5 words. We understand that your child might be able to read these words in various texts, yet we have not seen evidence of these spelt correctly in his/her writing, or it has been inconsistently written.
At least once per week your child is asked to record these words in a sentence to show they have the correct meaning and can use the word in context.
For example, “Please put your homework book over there.”
This is their equipment.
(Please underline spelling focus word or write in a different colour)
On the other nights, your child is expected to write these words out or have a go at one of the suggested activities.
Homework spelling words will come home on Mondays and will need to be returned to class by Friday for testing.

Maths

Year 1

Different areas of the Mathletics program will be opened up for your child to access, based on the topics covered in class.

Year 2

Targeted Mathletics tasks will be set for your child based on the topics covered in class.

Show and Share

Please help your child to prepare their Show and Share each week. Please refer to the Show and Share guidelines.
HOME READING GUIDELINES

Children are expected to read daily and will be encouraged to borrow from the classroom ‘Take Home’ reading material.

It is strongly recommended that parents assist their children in the development of reading by setting aside some ‘quiet time’ at home for daily reading.

It is important that children see reading as a desirable skill and valued by both parents and teachers. (Let them see you read.)

‘Take Home’ reading books assist your child to consolidate the reading strategies and skills learnt in the classroom (so they are ‘easier books’). They also help them develop confidence, ‘show off for you’ and best of all should be a fun activity. They are not to teach new strategies, this is done during Guided Reading sessions. During this time, teachers use instructional texts to explicitly teach reading skills that are appropriate for your child.

Here are some suggestions, which may assist when reading with your child -

- Make a regular time for reading everyday.
- Enjoy the story with your child and make listening to reading a special time.
- Talk about the book before you read it. Look at the pictures, the cover, the title and the ideas that may be in the book.
- Point out features of the book including the author and the illustrator.
- Make the reading experience an enjoyable one by-
  - Reading the book to your child first if your child wants you to.
  - Take turns at reading parts of the story.
  - Read along together.
  - Omit words and let your child supply the missing word
  - Give your child plenty of time to work out words. Count to ten before prompting.
  - Praise their attempts at each step in their progression in learning to read.
  - When mistakes are made that don’t make sense, encourage self-correction by saying ‘Does that make sense? What do you think would make sense?’
  - If your child gets stuck on a word-
    - Ask your child to ‘have a go’ by looking for clues in the pictures and sounding out words.
    - Encourage guessing.
    - Look at the first letter of a word and say that sound to help guess.
    - Read on and come back to the word. Use the context of the sentence to help.
    - Tell your child the word.
- After reading, discuss the book including the characters, setting and issues. Discussion clarifies understanding and extends the readers concepts of the world.
- Praise your child’s efforts and mention what they do well.
- Keep in mind that reading for enjoyment often involves revisiting stories and reading text from a wide range of levels of difficulty. We all have our favourite books!

Lastly and most importantly remember that gathering meaning from print is what reading is all about!
What Makes A Good Speller?

- good spellers have strategies that help make spelling easier
- good spellers break down a long word into small parts, which are easier to spell
- good spellers develop their own 'tricks' to remember words they find hard but need to know how to spell
- good spellers often know some of the spelling rules and how to use them
- good spellers know how to check their spelling by using a dictionary

- good spellers are not afraid to ask someone else how to spell a word
- good spellers are confident writers because they know that the correct spelling of most words is something they already know, can work out or can find out.
- Good writers are also prepared to have a go at words they don't know. These words may not be spelt correctly but students should be praised for their attempts.
Optional Spelling Activities

1. Sing your words letter by letter
   Tune of ‘Twinkle, Twinkle Little Star’ for 7 letter words
   Tune of ‘Happy Birthday’ for 6 letter words
   Tune of ‘Row, Row, Row Your Boat’ for 5 letter words
   e.g. Twin-kle, twin-kle, lit-tle star,
       because

2. Syllables
   Tap out the syllables
   Write the word in its syllables   e.g.   hap-py

3. LOOK, SAY COVER, WRITE, CHECK
   • Look at the word – focus on the tricky part
   • Say the word to yourself
   • Cover the word – picture it in your mind
   • Write and say the word
   • Check the word – do you have all the letters in the correct order?

4. VISUALISING
   • Using your eyes take a ‘photograph’ of the word
   • Close your eyes and picture the word in your mind as you say the letters
   • Keeping your eyes closed, trace the letters on the floor or table
   • Open your eyes and write the word on your paper
   • Check the word

5. BUILD A WORD
   • Build new words by adding prefixes or suffixes to your words
     e.g. write     writer writing writes written rewrite

6. MNEMONICS
   • Write a memory trick for your word
   • BECAUSE - Big Elephants Can Always Understand Small Elephants

7. Rainbow write each word [a different colour for each letter]

8. Write the words in alphabetical order

9. Find little words inside words

10. Circle the vowels {a, e, i, o, u} in each word

11. Write a rhyming word for each word

12. Write dictionary meanings for each word

13. Write it in uppercase letters
    • BECAUSE

14. Write it fancy
    • Because

15. Write it with your other hand
Investigating Mathematics at Home

Our focus for mathematics in Unit 2 is linking to real life situations where students develop a deeper understanding of maths ideas and how people use these in their everyday lives.

It is extremely important for children to see parents using practical Mathematics in the home environment in order to develop a positive attitude to their learning.

Here are some suggestions for you to investigate and adapt so as to assist your child become more interested and even fascinated with Mathematics.

- during bath time fill plastic containers with a cup measure. Estimate first and then check.
- when shopping look at prices and round them up to the nearest $1
- cut out items & prices from catalogues and put these in order
- telling analogue time to the hour and half past and applying it. For example, dinner time will be in half an hour, what time will it be then?
- try making cordial with different ratios of cordial to water. Which tastes best?
- investigate temperature. Read the temperature each morning and then after school
- use maps to find the shortest way to go to swimming lessons
- draw a map of different rooms in the house
- count the steps to a friend’s house
- look at letter boxes, notice the odd and even numbers
- when planning a birthday party, count the lollies to go in the bags by 2
- Piggy bank activity. Sort the coins and then skip count by their value
- find out the birthdays of family members, write them on the calendar. Add special events too
- play number plate games and use your imagination to create your own
- play card games -pairs, 21, Uno etc
- play board games where counting on is needed, e.g. Snakes & Ladders and Ludo.
Show and Share

As part of our Speaking and Listening program we will be launching our Show and Share program from week 3 (starting 8/2/2016). Each student has been assigned to a day of the week for their presentation which should take approximately 1 minute. This will be timed as it is a skill the children need to develop.

Preparation and practice are important elements in working towards improving your child’s presentations.

We have developed a laminated Show and Share Plan to assist children in the process of filtering their presentation prior to the day. The plan covers when, who, where, what, why and feelings. We do not expect children to cover all areas for each topic, but it would be beneficial to explore and discuss with your child why certain areas may be relevant and why others are not so.

We recommend that you keep the timetable and the plan in an easily accessible location at home (on the fridge or noticeboard, etc). This will go home in Week 2 with the brown paper bag.

A theme has been set for each week. We request that students do not bring toys to school for Show and Share as we wish to extend their topics of discussion. Photos need to be enlarged or saved onto a memory stick to view on the Interactive Whiteboard. Please refer to the timetable below.

**Term 1**

<table>
<thead>
<tr>
<th>Week 3</th>
<th>8/02/2016</th>
<th>Bring a paper bag containing something that represents who you are.</th>
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</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>15/02/2016</td>
<td>What is your favourite season?</td>
</tr>
<tr>
<td>Week 5</td>
<td>22/02/2016</td>
<td>Free choice – No toys (e.g. photos, things you’ve made, hobbies)</td>
</tr>
<tr>
<td>Week 6</td>
<td>29/02/2016</td>
<td>How does the weather affect our lives? eg. Pets, different cultures, holidays</td>
</tr>
<tr>
<td>Week 7</td>
<td>07/03/2016</td>
<td>Free choice – No toys (e.g. photos, things you’ve made, hobbies)</td>
</tr>
<tr>
<td>Week 8</td>
<td>14/03/2016</td>
<td>Something interesting I have learnt about weather.</td>
</tr>
</tbody>
</table>

If you have any further questions, please contact your child’s teacher.

Please keep in mind that schools are a busy place and sometimes the timetables can change without warning. If for some reason this does happen, your child’s Show and Share may be cancelled.
Classroom Helpers Course

I'm pleased to let you know that Ashburton Primary School's is offering a free online Parent Helpers' Induction Course. This is an excellent overview of what to do when helping with Literacy in the classroom. This now replaces the Classroom Helpers course that the school offered annually. We would encourage everyone to complete prior to classroom help. It takes 60 minutes to complete in one sitting.

Log onto www.crystalliselearning.com/helpers/AshburtonPS with the following details:
Username: parent
Password: Ashburton2016

Learners are able to complete the course on desktops, laptops or tablets, using current versions of all major browsers. However, to ensure you have access to a printer from your device prior to attempting the course, as your certificate is only available for printing from the device you complete the course on. Likewise, depending on your browser settings your progress through the course may not be saved if you exit and re-enter, so you are advised to leave the course open on your device until you have completed it.

Please let us know if you have any feedback as you start using the Parent Helpers' Induction course online at Ashburton PS!
ANAPHYLAXIS AWARENESS

Ashburton P S has a number of students who have allergies that may result in an anaphylactic reaction if they come into contact with certain foods. Anaphylaxis can be a life threatening situation and we seek your cooperation in supporting these families.

Please read the Ashburton PS Food usage Guidelines. Talk with your children about not sharing food at school as this can lead to someone eating something they shouldn’t.

Please be mindful when preparing snacks and lunch for your child that we have students with the following allergies:

**NUTS**: peanut, pecan, walnut, cashew, pistachio, hazelnut, brazil and pine nuts

**EGG**: raw, whole and meringue

**SEEDS**: mustard, pepita and sunflower

**FRUIT**: Kiwi fruit, pineapple, coconut

**SEAFOOD**: prawns. If you are unsure please talk with your class teacher or myself.

SMILE program

2016 will be The Year of Responsibility at Ashburton Primary School.

SMILE sessions occur after assembly on every Monday morning. The focus this year is on understanding self-responsibility. SMILE sessions will be delivered weekly, by class teachers to their own group of students. The content will be the same across the school each week, but will be tailored to the developmental level of each group of students. Parents will receive weekly updates in the newsletter under the SMILE news section.

The Prep to Year 6 multiage grouping will meet three times a year to complete an activity based on what they have learnt. For example, the students will learn about bucket filling in their class groups for and then meet with their multiage SMILE group to make an origami bucket. This will allow us to tailor content in a more meaningful and authentic manner, but also continue to build relationships across year levels to promote a sense of community.
Appendix C
Victorian Modern Cursive
Unjoined including capitals for right-handers
on dotted thirds

abcdefghijklmnopqrstuvwxyz
0123456789
ABCDEFGHIJKLMNOPQRSTUVWXYZ
STUVWXYZ
Appendix D

Victorian Modern Cursive

Unjoined including capitals for left-handers on dotted thirds

abcdefghijklmnopqrstuvwxyz
0123456789

ABCDEFGHIJKLMNOPQRSTUVWXYZ

STUVWXYZ