



Cromarty Road, Floreat WA 6014
T 9383 9022 F 9387 4740
E churchlands.ps@education.wa.edu.au
W churchlandsps.wa.edu.au

CLASSROOM INFORMATION FOR YEAR 2 2018

CLASS TEACHERS: Miss Claire Barbosa, Mrs Sheree Samsa, Mrs Kristie Van den Berg

Philosophy: Our philosophy is to develop critical and creative thinkers who are prepared with a skillset to ensure success in a global community.

CURRICULUM:

English

We aim to:

- provide a happy and positive learning environment
- encourage students to like and respect themselves and each other
- provide opportunities for success and for the students to strive to do their best in all of their endeavours
- develop a sense of pride in themselves, class, school and community

English: All year 2 teachers will collaboratively plan the English program.

Phonics: Every day students will be acquiring and applying phonetic knowledge, spelling patterns and rules in order to gain an effortless and automatic working memory of letters and sounds. We are working on a new synthetic approach to phonics, Letters and Sounds, where phonics, spelling and reading are taught simultaneously.

Spelling: We will be using both Letters and Sounds and Sounds Write for intervention. The program runs on a 5 day cycle.

Writing: We will endeavour to write every day. Students will be encouraged to write using many different forms. For example: lists, letters, narratives, persuasive texts, reports, recounts and poems. These will be incorporated into all learning areas where possible. In semester 2 there will be a strong focus on narrative and persuasive writing in preparation for NAPLAN in year 3.

Speaking and listening: We will encourage students to speak confidently and politely to teachers and peers. We will offer a variety of speaking and listening activities across the curriculum.



Reading: We will be using a variety of strategies to develop reading comprehension. Reading strategies such as predicting, summarising, reading on, etc will be explicitly taught. The students will be taking part in guided reading sessions.

Mathematics: We will continue the school's maths program, enVision Maths, in year 2. We will be studying the strands number and algebra, statistics and probability, measurement and geometry. All students are part of the Mathletics program and are expected to work on this at home and school. Your child will be given a login code to use at school and at home. Mathletics is an excellent program and we strongly recommend that students access this regularly. Students can complete many levels and are placed in an ability group that is appropriate to them.

Number and algebra: The focus is consolidation of addition and subtraction to 20 (automatic) and beyond, place value and partitioning numbers up to 1000, number patterns, adding coins and simple division and multiplication. By the end of the year, year 2 students should have an understanding of fractions including halves, quarters and eighths.

Statistics and probability: By the end of the year students should be able to describe the likelihood of events being certain, impossible, likely and unlikely. Students should be able to collect information, analyse it and represent it in a mathematical manner such as lists, tables, pictures and graphs.

Measurement and geometry: Students will investigate 2D and 3D shapes. Telling the time is a developmental concept and often is a challenge for students of this age, particularly understanding the analogue clock, noting quarter to and quarter past.

Your help would be greatly appreciated in supporting the mathematical skills of money and telling time at home and in the community. Some suggestions are reinforcing adding up the cost of items while shopping, using a calendar to note the time of future events, reinforcing fractions by measuring ingredients when cooking, etc.

Science: The area of study for semester 1 is Earth and Space and Biological Sciences. Students will investigate thinking and working in a scientific manner as they explore the local environment and identify some of the Earth's resources. Semester two will include Physical Sciences and Chemical Sciences.

History: Students will investigate and participate in sequencing past events, sharing and exploring significant stories of the past and comparing the differences and similarities between the past and now. A large part of the history program this year will involve the 50th anniversary of Churchlands Primary School.

Geography: The focus of Geography this year is firstly Australian States and capital cities and secondly the continents and oceans of the world. There is also a focus on important landmarks, Aboriginal culture and recognition of Aboriginal people being the first inhabitants of Australia.

Health & Well being: W.A. health curriculum, Protective Behaviours, Bounce Back and Cyber Safety

The school follows the Bounce Back program which aims to enhance student well being and teach resilience skills. The students will focus on building inner strength, covering the STRONG acronym.

Support and co-operation

Truth and fairness

Respect and responsibility

Oneself is valuable

Never give up

Going forward together

We will continue with the Protective Behaviours program. The main aim is to identify safe and unsafe situations and being able to manage them. Cyber Safety has become an increasingly important element of our health curriculum and students in year 2 will cover internet safety.

Students are encouraged to bring a bottle of water and fresh fruit or vegetables each day for Crunch and Sip. Due to a longer morning period the students are encouraged to bring this in for the morning.

We are a sun smart school with a *no hat, no play* policy.

Digital Technology:

All children should bring their fully charged ipad daily.

Please see separate handout.

Music, Drama, Physical Education, Art: These learning areas are taught and reported on to parents by specialist teachers. They liaise with classroom teachers.

Music: each class receives 1x 60 minutes of tuition each week

Whole school (Pre primary to year 6) will learn and sing community songs including

ANZAC song, Music Count Us In song, WA day song

Year 1 and 2

- Singing games to explore drama, actions, singing solo and rhythm
- Singing for enjoyment – fun engaging songs to sing, explore and enjoy
- Instrument exploration – familiarity with names and sounds
- Sparky's Magic Piano – classical music explored through a video

- Composition through books and utilising the PP soundscape garden
- Listening activities and creative movement – responding to music
- Music First digital music programs to be utilized

Visual Art

Students will be participating in a visual art lesson once a week for 40mins in pre-primary and 60 minutes in years 1-6 in the Visual Art room.

We always begin the New Year remembering routines, how to be safe in the art room, anticipating the highlights for each grade level, and reviewing the ELEMENTS of ART: line, shape, colour, form, space, value and texture. Next, students layer on the ART PRINCIPLES of emphasis, movement, rhythm, balance, and proportion.

All that takes on a deeper relevance when we use art to explore classroom curriculum, knowing that learning visually and kinaesthetically makes for learning that is remembered and internalized. The art room is a supportive class environment where decision making, confidence, self-esteem and relevant social skills are encouraged.

I hope you will always feel welcome to drop into our art room to enjoy all the masterpieces that the 2018 school year will bring!

Please help your children to be organized. All students should cover their uniform with an art shirt or an old large t-shirt or old business shirt during class. Some paints and other products stain even if they claim they're "washable."

Mrs Cockerill is available to discuss aspects of the art curriculum and student progress on Tuesday, Wednesday, Thursday and Friday by appointment.

melinda.cockerill@education.wa.edu.au

Drama

Students will be participating in a drama lesson once a week for 45 minutes in the Drama Room (next to the library). Curiosity, imagination and creative thinking will be essential ingredients for each lesson. Students will be performing improvised and scripted drama in a supportive class environment, exploring roles and imagining situations. Developing confidence, self-esteem and relevant social skills is a core aim this semester. In addition, an appreciation of vibrant oral language and engaging vocabulary will be nurtured.

Mrs Idle is available to discuss aspects of the drama curriculum and student progress before school Tuesdays and Thursdays by appointment.

Diane.Idle1@education.wa.edu.au

Year 2 Physical Education Outline

Every Year 2 student will participate in 2x 40 minutes/week structured Physical Education lessons with Mr Marshall. On top of that every Friday they will participate in 40 minutes of Junior Sports with all Year 1 and Year 2 classes. The lessons are designed around in improving the students' fundamental movement skills, understanding movement and learning through movement.

Fundamental Movement Skills – This area is broken up into three different areas; body management, locomotion and object control.

Body management- Students will learn how to performing all movements in the correct way.

Locomotion – Students will learn how to perform the following skills correctly; Lateral movement, skipping, jumping (for height and distance) and hopping

Object control – Students will learn how to perform the following skill correctly; underarm throwing, overarm throwing, catching, striking and drop punt (kicking out of the hand).

Understanding Movement – Students will learn about the different ways the body reacts and the positive responses when participating in physical activity.

Learning through Movement – In this area student will learn the following; the importance of following rules and instructions, cooperate with others, and the positive strategies when participating in group activities

Assessment

During 2017 students will be assessed on the following;

- Jumping
- Striking
- Drop punt
- Overarm throwing
- Understanding of the different ways the body reacts when participating in physical activity
- Understanding of the positive strategies when participating in group activities

Behaviour

We aim to provide a happy, caring and positive classroom environment. The students have devised a short set of class rules to abide by. Throughout the school a tracking sheet is used to note inappropriate and disruptive behaviour. Students who don't appear on the tracking sheet are rewarded on a Thursday with a 15 minute ripper recess before lunch. Students who appear twice in one given day are sent to the library to discuss their behaviour with the deputy principal and miss out on ripper recess with their peers. As well as incentives offered in class, an abundance of verbal positive reinforcement for students is given to encourage them to always try their best.

The classroom opens at 8:35am each morning. In Year 2 the students are encouraged to become independent. We encourage them to enter the classroom independently and put away their own belongings, including reading folder and water bottle. They can pass notes to the teacher independently and begin their quiet work. Please believe in your child and support them by allowing them to grow as individuals.

Arriving to school late is very disruptive to your child, teachers and the children already engaged in learning. Please ensure you arrive on time. If you arrive at 9am or later, a 'late note' must be collected from the office prior to your child being brought to class.

Students in year 2 are expected to do 30 minutes of homework daily. This can include reading, mental maths, Mathletics and Lexia Core 5. You know your child and their after school commitments and stamina – this is only a guide.

Homework

Reading: Each week students will bring home their home readers. Please encourage your child to also read books from home and the local library and record these in their reading folder. Please note, readers must be returned before borrowing another reader to ensure our resources remain plentiful. Remember, a range of reading is required – independent, aloud to a family member, and ensure comprehension of the text by asking questions. The emphasis this year is on understanding the text rather than racing through levels.

Lexia Core 5: Students have completed a placement test to establish their ability level in this online learning platform. The recommendation to use the program effectively is 15 minutes per day. Students have been provided with login details.

Mathletics: Students are encouraged to complete 15 minutes per day and steer clear of Mathletics Live. (Fun but does not progress them through the year 2 curriculum)

BYOD / ICT / Digital Technologies: Integrated into the curriculum and this year is the first year that teachers will report on it with a grade.

ASSESSMENT:

Each term we undertake numerous assessments in a variety of learning areas, following the whole school assessment plan. The data is used to track student progress

PARENT HELPERS:

We will require parent helpers to assist with guided reading and also for various excursions through put the year. Please contact your child's class teacher if you would like to assist.

PARENT INTERVIEWS: (PROCESS)

- The parent/teacher interview will be conducted after reports in June.

- Conferences will be held each semester between teacher and parent for students on Individual Education Plans. In addition, feedback will be provided informally.
- Should you wish to arrange an additional meeting to discuss any aspect of your child's education, please email your classroom teacher directly.

CLASSROOM AGREEMENTS: Each class has gone through the process of determining and agreeing upon the expectations for teaching and learning.

ARRIVING AT SCHOOL: The classroom opens at 8:35am each morning. All students MUST be seated and ready to learn by 8.45 am.

UNIFORMS / HATS – It is expected all children will wear the endorsed school uniform, including appropriate sandals or shoes and socks. Hats are to be worn outdoors at all time. The school upholds a strict No hat – No Play policy. Students without hats will be asked to sit in the designated shaded area outside the Junior Block.

Every Friday is House Shirt Day! All students are encouraged to wear their house shirts.

Parents are always welcome to visit the classroom to see their child's work and classroom displays. If parents have concerns about their child, an appointment time can easily be arranged before or after school or during DOTT time. We also encourage our parents to be actively involved in our school such as morning reading, excursions, P&C and helping in 9R shed.

We look forward to a great year with your children!

Kind regards

Claire Barbosa, Sheree Samsa and Kristie Van den Berg

Year 2 Teachers

Thank you for your support

Please feel free to contact your class teacher:

Room 14- Sheree Samsa and Kristie Van den Berg

s.samsa@education.wa.edu.au

kristie.vandenberg@education.wa.edu.au

Room 15- Claire Barbosa

Claire.a.Hudson@education.wa.edu.au

....



Churchlands
Primary School

...Learning for life

CHURCHLANDS PRIMARY SCHOOL

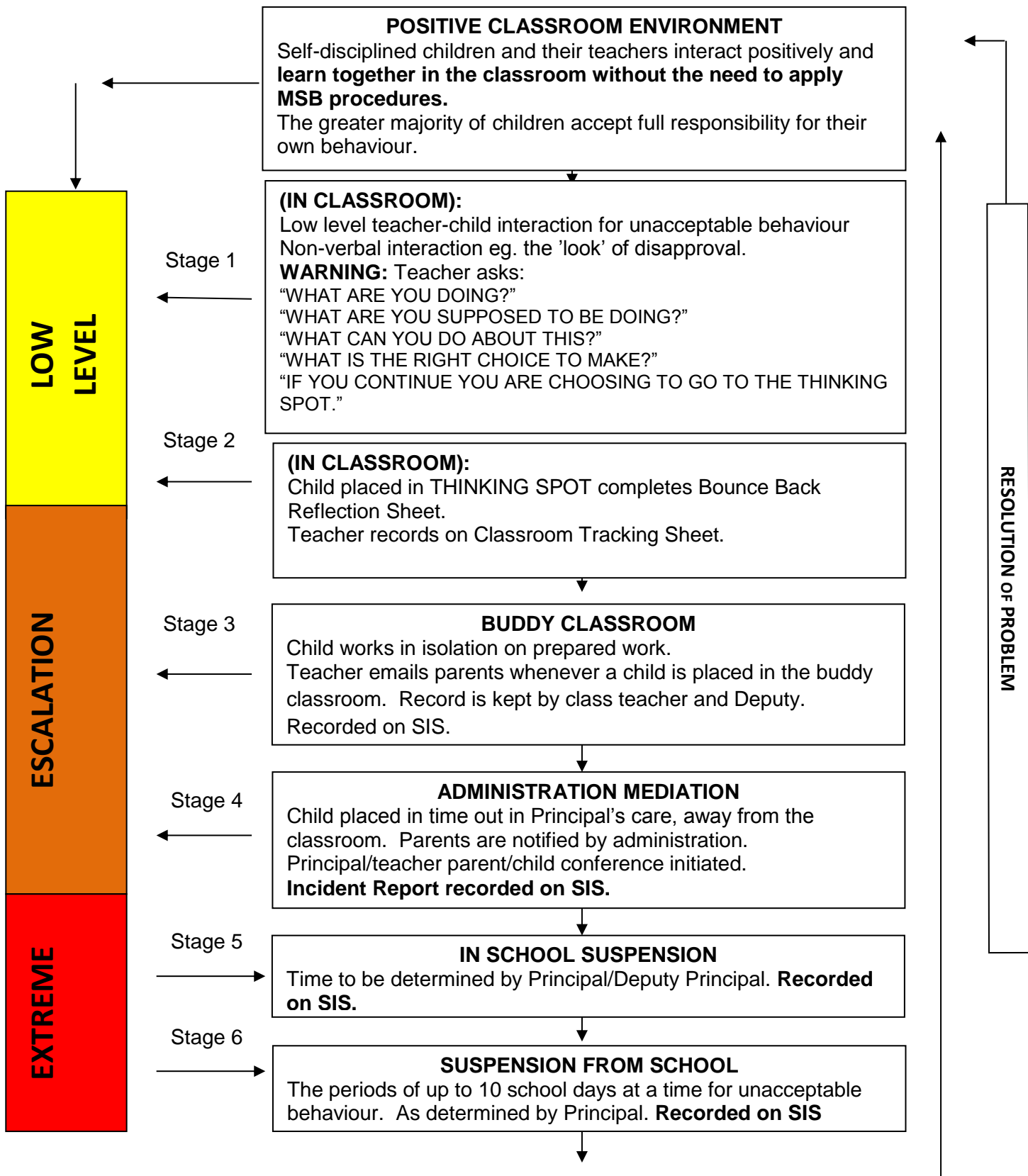
HIGH PERFORMANCE · HIGH CARE

Growing successful students in an inclusive environment.



BEHAVIOUR MANAGEMENT IN THE CLASSROOM:

CLASSROOM POSITIVE BEHAVIOUR SUPPORT SYSTEM: K-6



SCHOOL EXPECTATIONS:

RIGHTS AND RESPONSIBILITIES

Essential Guidelines

Rights and Responsibilities: STUDENTS

Stakeholders will work together to create an atmosphere where students are:

- expected to behave well in the learning environment.
- feel respected and capable.
- are actively engaged in the curriculum and are provided with interesting ways to learn.
- feel cared for by school staff and develop a sense of belonging to the school; and
- where teachers know them well, build on their strengths and encourage them to persist with tasks until they succeed.

All STUDENTS who are part of the school community have the RIGHT to :	All STUDENTS who are part of the school community have the RESPONSIBILITY to :
<ul style="list-style-type: none"> • Feel safe at CPS. • Access the full curriculum. • Be included. • Be treated with respect. • Learn in a well maintained environment. 	<ul style="list-style-type: none"> • Follow the rules. • Work to the best of your ability. • Respect their own and school property. • Respect themselves and others. • Manage their daily responsibilities.

Rights and Responsibilities: STAFF

All staff at CPS understand that:

- behaviour is learned, and so with those students who regularly misbehave, all staff see their job is to help those students learn more productive and responsible behaviours.
- behaviour is influenced by the situation in which it occurs, and so all staff act to change the student's behaviour by altering some aspects of the classroom situation.

All STAFF who are part of the school community have the RIGHT to:	All STAFF who are part of the school community have the RESPONSIBILITY to :
<ul style="list-style-type: none"> • Be safe from verbal and physical abuse • Feel supported, valued and empowered by administration and colleagues • Be well informed of and contribute to school processes, plans and policies • Be trusted and respected by students, parents and colleagues • Open and transparent communication with all stakeholders • Effective training/strategies to create a learning environment where students can achieve to their potential 	<ul style="list-style-type: none"> • Be proactive and preventative by modelling and teaching appropriate behaviour in a safe and inclusive environment. • Develop resilient students. • Provide support to children, parents and colleagues. • Be consistent and fair with implementation of the Behaviour Policy and well informed of department policies. • Maintain high expectations and provide valuable and constructive feedback to students. • Communicate in a respectful, open and clear manner with all stakeholders in a confidential manner. • Be punctual and provide observant duty of care.

Rights and Responsibilities: PARENTS

All PARENTS who are part of the school community have the RIGHT to be :	All PARENTS who are part of the school community have the RESPONSIBILITY to :
<ul style="list-style-type: none">• Treated with respect, fairness, honesty and courtesy.• Accorded direct lines of communication and access to teachers and the administration.• Provided full transparency on how the school deals with behavioural matters.• Allowed open and honest communication in a safe environment.• Made fully as required aware of all relevant processes and protocols with regards to remediation, intervention, escalation and issue resolution.• Be safe from harassment of all kind.	<ul style="list-style-type: none">• Have their child attend school punctually and regularly.• Create an environment that produce children who want to go to school.• Practise active engagement and active listening when dealing with children, other parents, teachers and administration.• Support and adhere to the school's processes and policies in words and action, not work against it.• Develop resilient kids and choose 'battles' wisely – not every 'school yard disagreement' needs an escalation.• Exercise common sense, practicality and reasonableness when dealing with day-to-day issues.• Resolve grievances through established processes, not unilaterally by confronting other children, teachers and / or parents.• Take responsibility and ownership for process as well as outcomes.• Help / support other parents on meaningful engagement with the school when there is an issue.• Project positive role modelling.• Support your child's learning – 'set them up for 'success' and readiness to learn.• Be equipped to respond to your child's physical, psychological and emotional needs in the school environment.