



CLASSROOM INFORMATION FOR ROOM 4- Year 2

CLASS TEACHER: Miss McNamara (Miss Mac)

PHILOSOPHY: I AIM TO

- Provide a nurturing, inclusive and stimulating classroom environment where students become critical and creative thinkers.
- Promote the development of positive self-esteem in students and a respect for others.
- Use a variety of motivating and challenging learning experiences in order to engage the students in the learning process.
- Develop each student's potential to be a resilient and resourceful learner.
- Encourage open communication and collaboration between students, staff, parents and the community in order to enhance positive relationships and develop a sense of pride in the school.

EXPECTATIONS: Students come prepared to learn every day with a growth mindset.

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

Room 4 Classroom Agreements
Speak in a kind and positive way to others.
Try your best- work hard and stay focused.
Help each other.
Respect everyone and everything.
Listen attentively and follow instructions.
Mistakes are accepted-mistakes help us learn.

COMMUNICATION: Please be aware of the different communication avenues used by the school and Room 4. We aim to keep parents well informed of school and classroom happenings, as well as your child's learning, so please register and use the following avenues.

- Whole School communications: **Flexibuzz App & School website**
- General Classroom communications: **SeeSaw App**
- Important school and classroom communications: **Email**

Please also note that to use SeeSaw to receive the classroom notices and student learning items, you will need to join the Room 4 SeeSaw Classroom (emails have been emailed to school listed emails) and sign the Connection to Internet Services Parental Consent form (available on the school website – iPad program)

**I am also always available to discuss any topic relating to your child 'face-to-face', so please do not hesitate to arrange a suitable meeting time before or after school when desired

SPECIALIST TEACHER TIMES & LIBRARY

LESSON	
Music	Wednesday 11.05-12.05pm
Art	Thursday 8.45-9.45am
Drama	Monday 12.05-1.05pm
Sport	Monday 11.05-12.05pm
Library book exchange	Friday 2.35-3pm

**I am available for appointments during these times, with the exception of Library. These times may change throughout the year.

MORNING ROUTINE:

The classroom is open to students at 8:35 to come in and prepare for the day for an 8:45 start. Students are expected to set up their own learning area to foster independence. You are invited to spend time with your child until 8:45am, when the formal learning program begins. Please exit the room promptly when the siren sounds.

CURRICULUM: Information will be sent out throughout the year with details on learning goals.

English:

Phonics/Spelling: 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 synthetic approach to phonics, Letters and Sounds, where phonics, spelling and reading are taught simultaneously.

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.

Handwriting: The style of handwriting for students is NSW Foundation Print. Lessons will incorporate explicit teaching of letter formation, posture and pencil grip.

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 weekly.

Lexia Core 5: Lexia Core 5 is an online program that provides personalised learning on fundamental literacy skills and delivers real-time performance data without testing. The program covers five areas in each set of lessons; phonological awareness, phonics, structural analysis, automaticity/fluency, vocabulary and comprehension. Students will be given time in class to access the program and is part of the homework requirements.

Maths:

We use 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.

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.

Mathletics program- I will set tasks aligned with what concepts we are working on in class. Tasks can be done at school and at home.

Science:

Term 1-Earth and space- Water works
Term 2- Chemical – All mixed up
Term 3-Biological – Watch it grow
Term 4- Physical -Push pull

HASS:

Geography (semester one) - 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.

History (semester two) - 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.

Health & Well-being: We are following the *Bounce Back* along with the *BUZ* program which will focus on the following core values: Honesty, Fairness, Responsibility, Support, Cooperation, Acceptance, Respect, and Friendliness. This a whole school approach to promote the qualities of a 'STRONG' person. Protective behaviours, cyber safety and bullying will be incorporated into the health program following the WA health curriculum. Churchlands Primary follows a Social Skills program which comprises of 10 skills that will be explicitly taught.

- ❖ Following instructions
- ❖ Taking turns
- ❖ Sharing
- ❖ Active listening
- ❖ Interrupting appropriately
- ❖ Saying 'please' and 'thank you'
- ❖ Disagreeing in non-hurtful ways
- ❖ Appreciating others
- ❖ Acknowledging others
- ❖ Using appropriate entry skills





TECHNOLOGIES CURRICULUM & DIGITAL LEARNING:

Students will be taught the Digital Capabilities as outlined in the WA curriculum in contexts of:

- connecting authentically with their world,
- allowing more efficient direct and specific feedback,
- delivering individualised, relevant, and rich information to the individual student,
- and offering a very wide spectrum of digital authoring choices, allowing our students to demonstrate their knowledge in exciting and new ways.

The Digital Capabilities aim to help our students develop their skills within the 4 C's - **Collaboration, Communication, Creativity and Critical Thinking.**

CORE TECHNOLOGY:

<p style="text-align: center;">Showbie</p> 	<p style="text-align: center;">SeeSaw</p> 	<p style="text-align: center;">Book Creator</p> 	<p style="text-align: center;">PicCollage</p> 
<p>Send, receive, manage learning (@ school)</p>	<p>Create, explain, and share learning (with home!)</p>	<p>Create, receive, share, publish learning</p>	<p>Create, receive, share, publish learning</p>

DIGITAL CURRICULUM:

- Semester 1 - Digital Technologies
- Semester 2 - Design & Technologies

DIGITAL CITIZENSHIP: Digital Citizenship is a growing and an important learning area for students. The curriculum covers 'learning to be a engaged and positive' digital citizen, while having an understanding of the dangers and 'pitfalls' of being connected.

At Churchlands Primary School, we include it in both our Digital Technologies, and Health planning, and maintain 'at-need' learning throughout the year.

For further information on the Digital Learning Program at Churchlands PS, including Digital Citizenship and e-Safety please refer to the school's website.

<http://www.churchlandsp.s.wa.edu.au/class-news/byod-ipad-program/>

iPADs: We request that students bring their iPad fully charged, to school every day. It must be in a protective cover with their name clearly marked on it. It is highly recommended that the iPad is stored in a book bag and placed in the child's school bag away from drink bottles and other liquids. When the classrooms open at 8.35am, students will place their iPad in a tub that is in the box. The iPads will be assessed for learning tasks as required and will be locked at break times and when students are out of the classroom.

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, and in collaboration with the Year 2 teachers we plan targeted programs addressing point of need.

HOMEWORK: Homework will consist of reading each night (home reader) and completing Mathletics and Lexia core tasks. Homework should not exceed 20 minutes which follows the School Policy. Term 2 spelling homework will be introduced.

*Please note following the school homework policy homework will not be supplied if students are on leave during term.

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

CRUNCH and SIP: This will be in the morning session.

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 stay in the Undercover Area.

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

PARENT HELPERS: Parent help is always appreciated when needed for classroom excursions and literacy groups. Keep an eye out on see saw for messages regarding parent help.

LIBRARY TIME: Library day is Friday. It is expected that students will have a suitable Library bag and can borrow 2 books on a weekly basis.

TEACHER: CONTACT DETAILS

Lucy McNamara

Lucy.Mcnamara@education.wa.edu.au

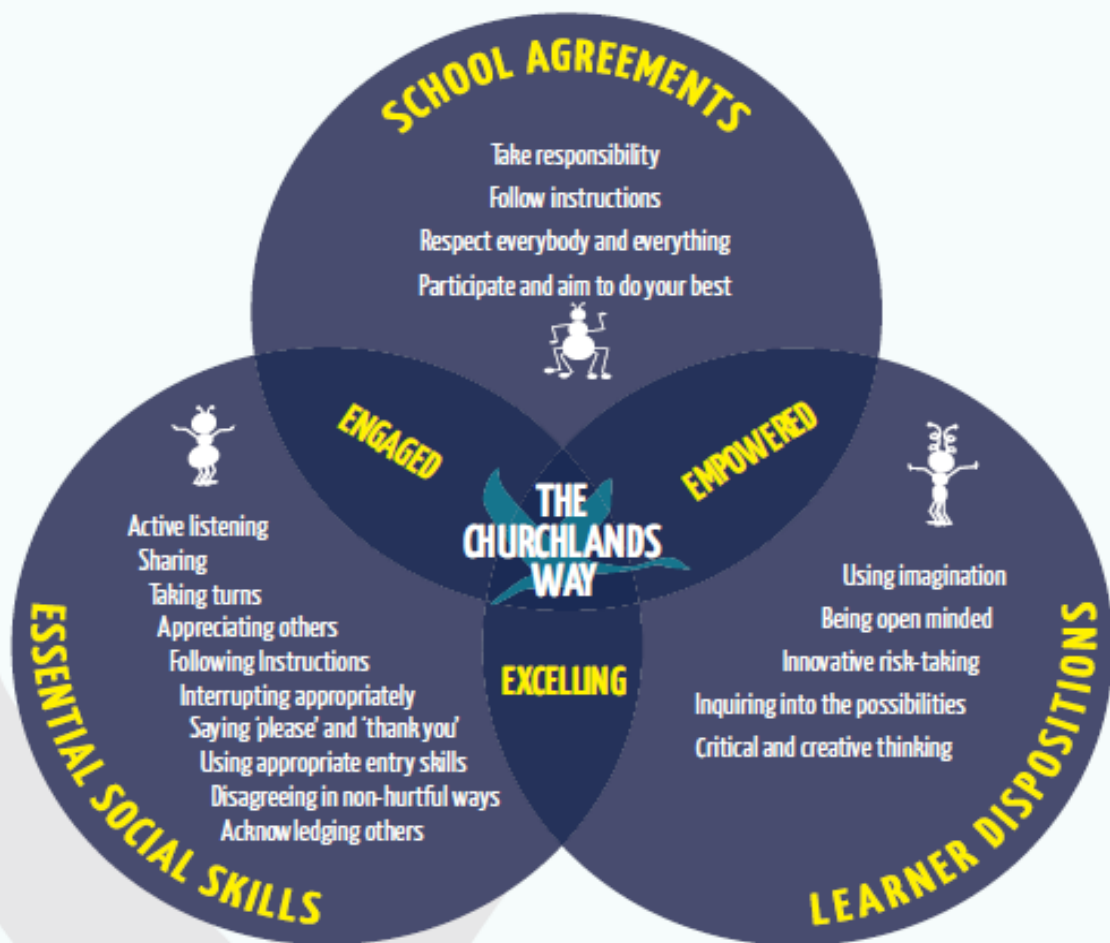


Churchlands
Primary School

...Learning for life

CHURCHLANDS PRIMARY SCHOOL HIGH PERFORMANCE · HIGH CARE

Growing successful students in an inclusive environment.



...Learning for life

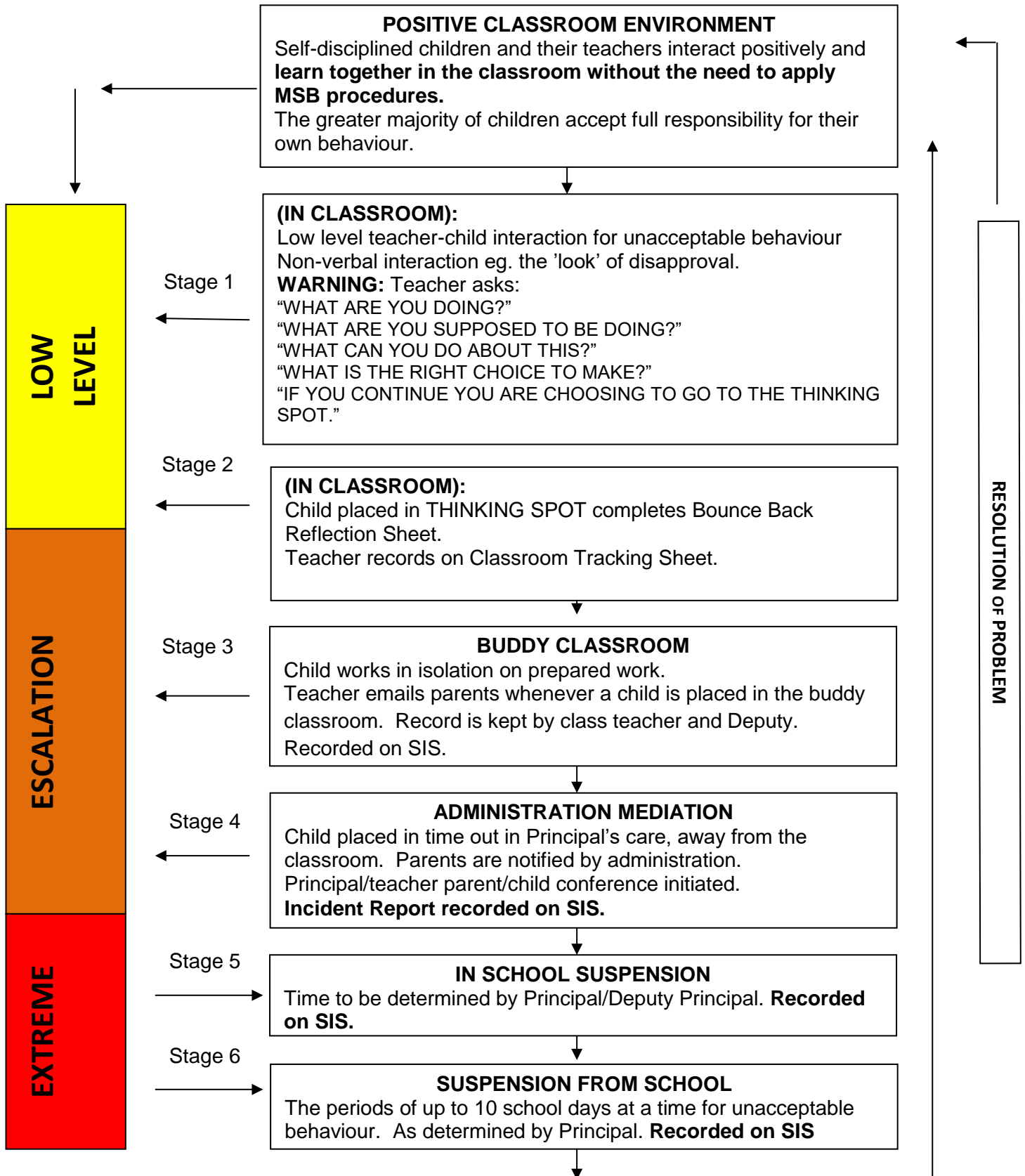
iPad Care @ School

- Hands only on my iPad
- I will bring my iPad to school fully charged each day
- I will be cybersafe
- I will have my name on my iPad
- I will not take my iPad out of its cover
- I need my teachers' permission to take my iPad outside during the school day
- I will not take my iPad outside during recess or lunch
- I will only use educational apps at school
- I will not carry my iPad in the same compartment as drink bottles
- I will have only appropriate music and language stored on my iPad
- I understand that my photos and videos may be checked by my teachers or parents
- I understand that I may lose my iPad privileges if do not follow the above rules.



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-today 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.

Year 2 Physical Education Outline

Every Year 2 student will participate in 1 hour/week structured Physical Education lessons with Mr Marshall. On top of that every Friday they will participate in 1 hour 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 2019 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

EALD – English as an Additional Language or Dialect

CPS has a culturally diverse community and supports students who speak English as an Additional Language or Dialect (EALD). Students who meet specific criteria are eligible for support by the EALD Specialist Teacher, Mrs Sasha Key. This can be in-class, in small groups or one-on-one. Mrs Key also supports classroom teachers and parents to implement strategies to improve learning outcomes for EALD students. A shared support approach at home is also encouraged to maximise student progress and confidence at school. Refer to the school newsletter for information shared by Mrs Key. Translated documents are available on the school website under the Learning EALD tab and will be added to during the year. Sasha Key works on Tuesdays and Thursdays.

sasha.key@education.wa.edu.au

Visual Art 2019

Year PP-6

Students will be participating in a visual art lesson once a week for 60mins from pre-primary to year six 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. 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 2019 school year will bring!

Please ensure your children have an art shirt or even an old t shirt from mum or dad that will protect their uniforms. I like to use good quality paints and art materials suitable for primary classes, but this often means they could contain high pigments that sometimes are prone to staining. During term one the classes will have a focus on sculpture and animals. The year four students will be attending an excursion to Sculpture by the Sea at Cottesloe Beach on the morning of Monday 18 March.

On Friday 5 April we will celebrate visual art with the Annual Sculpture by the School competition, where all students are invited to bring in their family or friends collaborative sculptures. On this day Churchlands will showcase our children's art with the Churchlands Mandagery, an Exhibition of animal art held in the undercover area. Please try to attend this exciting school event at some time throughout the day to vote for student sculpture or admire our talented art work.

On Wednesday this year Ms Amanda Shelsher will be taking the art classes. Amanda and I have collaborated on many art projects and I am excited to welcome her to work in our visual art studio. I am available to discuss aspects of the art curriculum and student progress on Monday, Tuesday, Thursday and Friday morning by appointment. Amanda is available on Wednesday.

melinda.cockerill@education.wa.edu.au

Drama:

Students will be participating in a drama lesson once a week for 60 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 by appointment.

Diane.Idle1@education.wa.edu.au

Music Program Summary 2019 – each class receives 1x 60 minutes of tuition per 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 and Movement Games** - A selection of activities will be used to explore vocal skills and rhythms - Clap your hands, Okki Tokki Unga book, Sol fa hand signs, Who Stole The Penny. Include drama, actions, semi and structured dance
- **HOWESMITH songs** - keep it real with songs composed by me – SHARK song, Chicken Dance Seed in a Packet, Let's Go Dinosauring, and Little Car.
- **Sing (and write parodies)** – 5 Little Monkeys, The Peanut Song, Songs from 65 Songs to Sing
- **Instrument exploration** - basic names for all; Musical Treasure Chest. Simple elements explored (e.g. timbre)
- **Books -Mr. Big, Gruffalo, Thunderstorm Dancing** - explore musical characters and emotions/scenes; Compose and perform
- **Books to explore sound** -Peace at last, Very noisy bear, Night noises
- **Kodaly puppet activities** - Focus on simple rhythmic ostinato and symbol writing by using the puppet or fruit names as stimulus.
- **Play Copy Cats** and other rhythmic games
- **GARAGE BAND** – all kids taken through a structured composition to utilise fully the features available
- **Class band** Xylophone and percussion
- **Listening activities** Respond to a wide variety of songs. Play small sections at a time.
- **Creative Movement activities** – including robots and mice, free emotional and role play moving. Use of Scarves/masks

Michael Howesmith Music Specialist
michael.howesmith@education.wa.edu.au

