Year 1 and Year 2
Junior School Teachers

1/2 B - Sea Turtles
Teacher: Mrs Tam Barden
tamarah.barden@ed.act.edu.au

1/2C - Starfish
Teacher: Mrs Karen Cossins
karen.cossins@ed.act.edu.au

1/2D - Sharks
Teacher: Ms Helen Del Guzzo
helen.delguzzo@ed.act.edu.au
Flexible Learning Groups

1:1 Teacher conference

Individual learning

Small Groups
- Strategy based
- Mixed ability- peer teaching for learning
- Collaborative or cooperative focus

Whole class

Classes together
Response to Intervention (RTI)

At a time every day, part of the RTI team is working in the 1/2 unit to:

• work with individual students or small groups to achieve a short term goal
• Teach the whole class to allow the teacher to work with individuals or small groups of students
• Conduct testing for to inform teacher decisions

Most students will be familiar and comfortable with the presence of Mrs Nicholson, Mrs Thornton, Ms Robson and Mrs Holloway.
Specialist Teaching Programs

Japanese
Mrs Georgia Watson (Watson Sensei)

Digital Technologies
Ms Penny Day

Art
Ms Christina Dunn
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>1/2D Japanese</td>
<td>1/2B Art, Digital Technologies and Japanese</td>
<td>Passions and Pursuits (Starting week 4)</td>
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<tr>
<td>1/2C Digital Technologies</td>
<td>1/2C Japanese and Art</td>
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<tr>
<td>All classes Music Education</td>
<td>1/2D Art and Digital Technologies</td>
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<td>Program singing</td>
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<td>Library Borrowing Day All Classes</td>
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Routine

Food and drink bottles
Brain boost, recess and lunch
Only water at school in labelled drink bottles

Hats
Labelled, kept in tote trays

Morning routine
Most mornings the classes have PE before morning administration
<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Speaking and listening</th>
<th>Viewing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily 5- Read to self, Read to someone,</td>
<td>Daily 5- Work on Writing, Word work (spelling)</td>
<td>Circle Time</td>
<td>Read-alouds</td>
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<tr>
<td>listen to reading</td>
<td>Handwriting (letter formation)</td>
<td>Star of the week</td>
<td>Educational programs</td>
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<td></td>
<td>Star of the week and writing workshops</td>
<td>Class pet journal</td>
<td>Picture and artwork discussions</td>
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<td>Collaborative groups</td>
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- **English**

- **Daily 5**: Read to self, Read to someone, listen to reading
- **Writing**: Daily 5- Work on Writing, Word work (spelling)
  - Handwriting (letter formation)
  - Star of the week and writing workshops
- **Speaking and listening**: Circle Time
  - Star of the week
  - Class pet journal
  - Collaborative groups
- **Viewing**: Read-alouds
  - Educational programs
  - Picture and artwork discussions

- **Star of the week and writing workshops**
- **Circle Time**
- **Class pet journal**
- **Collaborative groups**
  - **Read-alouds**
- **Educational programs**
- **Picture and artwork discussions**
Daily 5

- Read to self
- Read to someone
- Work on writing
- Word work (spelling)
- Listen to reading

CAFE (reading strategies)

- Comprehension
- Accuracy
- Fluency
- Expand Vocabulary
Mathematics

Term 1 - targeted learning of number

- Counting forward and back, from different starting points, by 1s and 10s
- Place value of numbers up to 100 (year 1) and 1000 (year 2)
- Single digit addition and subtraction
- Graphs and Data
Inquiry Learning

People's relationships with each other can have an impact on wellbeing.

How do we look after the wellbeing of self and others?
Why do we need different types of relationships?
How and where do we seek help in times of need?
Family Reading

- Family reading boxes outside classrooms in shared spaces
- Reading journal is used to track reading and book favourites. We may periodically make comments.
- Important to foster a love of reading!
Home Learning

• Home learning grid sent home each fortnight- First one sent home Monday week 4. Due back in Thursday week 5.
• Complete what you can to start a routine
• Home learning activities complement what we are learning in class
### Homework Grid
**Weeks 5 - 7**  
Due back to Mrs Barden, Ms Cossins and Ms Del Guzzo on Wednesday 9 March 2017

<table>
<thead>
<tr>
<th><strong>Family Reading</strong></th>
<th><strong>Spelling</strong></th>
<th><strong>Writing</strong></th>
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<td>Read your family reading book with your family every night. Keep a record of your family reading.</td>
<td>Write a list of common words that you use the most in your writing</td>
<td>Write or draw a letter to your teacher introducing yourself to them. Write about your family, the things that you like to do at home and what you are excited about school this year.</td>
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<th><strong>Physical Activity</strong></th>
<th><strong>Relaxation</strong></th>
<th><strong>Mathematics</strong></th>
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<tr>
<td>Get active at least 3 times in the next fortnight. Any type of physical activity such as individual/team sport, walking, riding, swimming.</td>
<td>Put on your favourite song at the moment and listen to the lyrics. Write about what the song is about and how it makes you feel when you listen.</td>
<td>Create a poster for numbers to 100. Think of different ways to show the numbers Eg numerals, tens and ones, words</td>
</tr>
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<th><strong>Creative</strong></th>
<th><strong>Cooking</strong></th>
<th><strong>Kindness</strong></th>
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<td>Create a picture of your family; you may choose to paint, draw, model or do a collage.</td>
<td>Cook something for a meal or part of a meal. Keep a record of the recipe and ingredients. Take a photo and collate reviews of your culinary skills.</td>
<td>Do at least 1 act of random kindness for a member of your family eg. putting away the dishes or saying kind words to someone/ Record how this made you feel and how the other person felt.</td>
</tr>
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Social Emotional Learning

- Circle Time check in and check out
- Getting to know each other and our environment
- A big focus in our current inquiry
Positive Behaviours for Learning (PBL)

ALL SETTINGS

GROWTH MINDSET
We do our best
We participate
We are all learners

RESPECT
We speak and act respectfully
We care for property and the environment
We care for the people in our school
We respect personal space

ORGANISATION
We are prepared
We set goals
We are focused

WELLBEING
We move safely
We are in the right place at the right time
We are welcoming and inclusive
We keep hands and feet to ourselves

Great Work = Points

epraise
P.E

- Fundamental Motor Skills of kick, catch and throw are the current focus. We each work on one skill for two weeks. Monday to Thursday lessons approximately 15 minutes for skill building and increasingly complex games.
Star of the Week and Class Pet

• Star of the week (or shark of the week)- tell the class about yourself, be the subject of the next page in our class book of shared writing.

• Class pet- Student takes class pet home and writes or draws about their time together, to be shared with the class the following day.
Seesaw

Allows teachers to safely share student learning through individual online journals.

Promotes positive discussion at home.

Easy to access on mobile devices and computer browsers.

Creates a strong community around learning between school and home.

1. Download “Seesaw Parent Access” in the Apple App Store or Google Play Store -OR- Go to https://app.seesaw.me using Firefox or Chrome and choose "I'm a Parent".

2. Choose "Create Parent Account" and scan the QR Code with Seesaw’s built-in QR Code Scanner.

3. Finish creating your account to view your child’s journal.
Third Party Permission Forms

1 form to cover permissions for:

- Seesaw
- ePraise
- Scratch
- Oxford Literacy Assessment
- ACER (PAT testing)

Permissions need to be signed for the school child’s name and/or photos on our systems.
Canteen

- Open on Fridays
- Orders by Thursday 12pm
- Open first break for cash sales
Parent helpers

- We want you!
- As little as 15 minutes a week
- A range of great opportunities!
  - reading with students
  - book covering
  - cutting and/or laminating
  - creating resources
  - coming on excursions
  - sharing your knowledge/skills
  - And many more...
Communication

Term overview - week 1

• Learning Journeys when relevant

• 3 way goal setting meetings - week 6

• Written report - end of term 2

• Student led conferences - term 3

• Written report - end of term 4
Questions?

Feel free to speak to us tonight if you have any questions.

• Call and make an appointment
• Send your classroom teacher an email
• Come in and speak with us (after school is best)