



Yerra Unit Term 2, 2016 Overview

Personalised Learning in Yerra

Students are grouped based on needs, abilities and preferred modes of learning. This allows students to learn from their peers and to verbalise their understandings and process to complete questions in targeted groups specific to their individualised learning needs. The composition of these groups may change throughout the school day as the explicit teaching focus and content changes. Students in Yerra have personalised learning groups for Writing/Spelling, Guided Reading and Mathematics between their learning 'pods'. Students move around the 'pod' throughout the day rather than stay within the one learning space with the one teacher.

Important Days to Remember in Yerra

Library:

Wednesday: 1/2M, 1/2R, 1/2D and 1/2G

Thursday: 1/2F and 1/2P

Health and Wellbeing:

Tuesday: 1/2F

Wednesday: 1/2M

PE:

Tuesday: 1/2R, 1/2M, 1/2 P and 1/2F

Wednesday: 1/2G and 1/2D

Japanese:

Tuesday for 1/2P

Wednesday for 1/2D, 1/2G and 1/2R

Upcoming Events

Assemblies:

- 1/2G & 1/2D Assembly - Friday Week 4 (20 May)
- 1/2F & 1/2P Assembly - Friday Week 6 (3 June)



Literacy

Reading:

Children will engage in reading by:

- participating in reading rotations and big book lessons with opportunities for modelled, guided and independent reading.
- being explicitly taught reading strategies such as creating images, chunking, self questioning and scanning.
- playing games to practise recognising and spelling the Magic Words.
- reading a variety of texts with increasing vocabulary demands.
- participating in rotations that include written tasks, partner games, literacy applications on iPads and hands-on activities.

Writing and Spelling

This term, writing will be carefully linked to our inquiry unit, *Change Happens*. Students will be exploring:

- how to organise and structure their ideas to create a well-written procedure.
- the role of sentence fluency in constructing an explanation.
- the purpose of a range of texts through a range of modelled, guided and independent writing opportunities.
- how to write a self-reflection, with a focus on word choice.
- how to use a self-assessment checklist to edit and proofread their work.
- explicit spelling instruction that focuses on strategies, such as using sound.
- produce lowercase and uppercase letters through weekly explicit handwriting sessions.

Speaking & Listening

Children will have the opportunity to:

- demonstrate basic skills of classroom and group interaction and deliver brief oral presentations to their peers and their teacher listen with reasonable attentiveness.

Parental Engagement

Reading with you child/children is a great way to support your child's literacy development. Asking questions about what happened in the story and why also helps to develop literal and inferential comprehension skills. Regular practise recognising and spelling the 100, 200, 300 Magic Words is another effective way to support their learning. Keeping a family writing journal is a nice way to share writing experiences with your children.



Year 1 Numeracy Concepts: Number, Geometry and Measurement



- **Place Value 10s and 1s and Money** - Counting with tens and ones, writing numbers in different ways, identifying features and values of coins, recognising the values of coins.
- **Shapes and Objects**- Understanding properties of 2D shapes, identifying 2D shapes, understanding orientation of shapes, identifying 3D objects, sorting 3D objects.
- **Addition Strategies** - Counting on, adding 1 more, adding doubles, using near doubles to add, showing addition facts on a ten frame, adding three numbers.
- **Time and Location** - Estimating and ordering time lengths, understanding times of events, understanding hour and minute hands, telling and writing time to the hour and half hour, giving and following directions.

Year 2 Numeracy Concepts: Number, Measurement and Algebra

Subtraction - Students will be learning how to solve subtraction problems using a range of strategies including identifying missing parts, writing subtraction sentences, separation stories and drawing them, using double facts and using addition to subtract.

- **Time** - Students will be learning to tell time to the half hour, quarter to and quarter past. They will continue to take part in identifying seasons and months of the year during their morning routine as well as using the calendar to identify and write the date.
- **Shape** - Students will engage in looking at 2D shapes and 3D objects and learning that when shapes move they remain the same shape. They will also be looking at position and location.

Parental Engagement - Discussing these concepts and asking your child to 'teach' you may help them to grasp these concepts. Making real life connections to vocabulary can also strengthen your child's understanding of mathematical terms. Additionally, working with your child through Mathletics activities provides an opportunity for your child to share their learning with you.

Inquiry Learning—Science & The Arts

This term our Science inquiry unit is called 'Change Happens!' We will be exploring what materials are, how they are used and how they can change. Our essential questions are-What are 'materials' and how are they used? How can different materials change for a particular purpose? How would our lives be different if we couldn't combine or change materials? Students will be taking part in a range of science experiments to answer these questions, students will then be required to design, make, and appraise an object using various materials. If you have any spare magazines, empty plastic bottles, small boxes, lids or any other recyclable items you have at home, please no egg cartons or toilet rolls. **Parental Engagement:** Some questions you may want to begin to discussing with your child: What are items in your household made of? What rubbish can be recycled? What different materials can you see in your neighbourhood?

This term our Arts inquiry unit is called 'Creature Feature'. Students look at the physical attributes (colour, surface texture, line and shape) of insects and spiders. They draw insects and spiders experimenting with various drawing media to show qualities of line and surface texture. Students make sculptures of insects and spiders using natural materials gathered from the local environment or materials that can be found around the home. The essential questions for this unit are; How can we represent physical attributes, such as colour, surface texture, line and shape, using 2D mediums? How do artists express their ideas and feelings through surfaces in texture and sculpture? **Parental Engagement:** Explore some colour choices and texture patterns around your home and discuss their purpose. You may also wish to share some of your favourite artworks with your child and discuss the elements of design the artist used.



Japanese

This term in Japanese students will answer the questions "How are the elements expressed in Japanese?" and "How are such elements valued in Japan?" Students will be learning the Kanji (pictographs) for the elements and developing their recognition of hiragana (phonetic writing), while accessing the Australian Curriculum. We encourage students to share their understanding of hiragana with families, so parents may wish to ask their child to write familiar words and phrases in this dialect and pay attention to the symbol formation.

Friendly Schools Plus

In Literature lessons, students in 1/2 will be learning about the school values through a range of high quality books. In addition, students will participate in weekly Friendly School's Plus lessons which aim to develop their self management and self awareness skills. Students will reflect on how to build resilience and show honesty. Students will also take an in depth look into NAIDOC week and explore activities which develop their understanding of Indigenous culture. We encourage you to discuss the school values with your child and help them understand how these values may be applied outside of the school context. This may support students in developing a meaningful understanding of these important values.



Health and Wellbeing

This term students will be investigating the importance of eating healthy foods pertaining to the 'Five Food Groups' while at the same time learning to differentiate between healthy foods and the less nutritious 'sometimes foods'. Students will also be learning how they can make the right health choices to avoid less nutritious foods in order to maintain the most nutritional diet they can. The Essential Questions for this unit are; Why is healthy food important? and How can I make the right food choices? Discuss with your child the different types of foods that fall under each of the 'Five Food Groups' and investigate the difference between some fruits and vegetables.