



# Yerra Unit Term 1, 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

Tuesday: 1/2F and 1/2P

### Health and Wellbeing:

Wednesday: 1/2M and 1/2F

### PE:

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

Wednesday: 1/2G and D

### Japanese:

Tuesday for 1/2P

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

### Upcoming Events:

- Swimming Carnival (Year 2): Wednesday 24th February
- Parent/Teacher Interviews - Monday 29th February to Thursday 3rd March
- Canberra Day- Monday 14th March
- Harmony Day- Monday 21st March
- Easter Long Weekend Friday 25th March—Monday 28th March



## Literacy

### 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.

### Reading

Children will engage in reading by:

- engaging in reading rotations and big book lessons with opportunities for modelled, guided and independent reading
- being explicitly taught reading strategies such as predicting, summarising and inferring
- 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

Children will be exposed to:

- a range of text types that are integrated with our inquiry, such as writing speeches
- modelled, guided and independent writing opportunities
- explicit spelling instruction that focuses on strategies, such as using sound
- structural components of texts
- the purpose of written texts
- activities supporting punctuation
- produce lower case and upper case letters through weekly explicit handwriting sessions.

### 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 practice recognising and spelling the 100, 200 and 300 Magic Words is another effective way to support their learning.



In Numeracy this term Year 1 students will be focusing on:



- **Numbers and Place Value to and Beyond 20**

Counting and writing 0-20, ordering number on a number line, counting beyond 20, comparing two and three numbers.

- **Addition Concepts**

Drawing addition stories, adding to 10, using the plus sign, writing addition number sentences, making number in difference ways.

- **Length, Capacity and Mass**

Comparing and ordering length, measuring length with informal units, estimating and measuring length, comparing and ordering capacity and mass.

- **Place Value 10s and 1s**

Representing numbers on a ten frame, understanding parts of ten, using number made with tens and ones, counting with tens and ones, writing numbers in different ways.

In Numeracy this term Year 2 students will be focusing on:

- **Numbers and place value beyond 100**

Counting, reading and writing numbers to 99, counting by 10s up to and past 100, and using models to compare numbers.

- **Addition concepts**

Writing addition number sentences, understanding addition stories, adding in any order, adding using doubles and near doubles, bridging and adding three numbers.

- **Subtraction concepts and strategies**

Using different models to represent subtraction including number sentences, using double facts and base 10 to subtract.

- **Patterns**

Skip counting and odd and even numbers.

**Parental Engagement-** Discussing these concepts and asking your children to 'teach' you may help them to grasp these concepts. Additionally, working with your child through Mathematics activities provides an opportunity for your child/ren to share their learning with you.

### Inquiry Learning

This term students will have the opportunity to use the Australian Curriculum to explore Historical and Geographical Knowledge and Understanding, through key concepts including significance, continuity and change, place and perspectives. Students will explore these key concepts through establishing the connections between the past and present, and between people and places. Throughout the unit, students inquire to see how places have meaning to people and the connection Aboriginal and Torres Strait Islander Peoples have with Country/Place. Our essential questions are:

- What does my place reveal about the past and present?
- Why are the remains of the past important to our local community?
- How should we help preserve significant cultural and heritage sights in our community?

**Parental Engagement-** Encouraging questioning and wonderings at home may support your child/s learning throughout this inquiry. You may also like to engage in discussions about the past and present, as well as talking about places that hold personal significance with your child/children.

### Japanese

*Japanese Families and Students, Past and Present.*

Students will explore families and student life in Japan, and how this has changed over time. Students will learn the names of family members, count, introduce themselves and use counters.

The essential questions are:

- *What does a Japanese home and family look like, both present and past?*
- *What do students in Japan do?*

Parents/carers are encouraged to discuss Australian and Japanese families with children.

### Literature

This term during library the students will be participating in a Literature inquiry unit 'No two books are created equal'. This unit will be focused on two essential questions: 'How do people tell their stories?' and 'How do we as reader's respond to the way people tell their stories?' The students will be using a selection of different picture books throughout the inquiry to help them answer these questions. Parents are encouraged to discuss the essential questions when reading your child's home reader or a book chosen by them from the Library.

### Health and Wellbeing

This term students will learn to identify their own strengths and achievements, as well as those of others. Students will also practise strategies of which they can use when they find themselves in uncomfortable situations. Students will also be involved in 'Clean Up Australia Day' in order to better understand positive actions that promote health, safety, and wellbeing of the school and surrounding community. The essential learning questions are:

- *How do we safely react to uncomfortable situations?*
- *How can we be a positive influence for our school?*

**Parental Engagement:** Discuss with your child strategies they may use when they find themselves in new exciting and/or uncomfortable situations. When available investigate with your child the waste/rubbish used in the household and how you properly dispose of certain wastes. Eg. recycling, green wastes, composting, etc.