

What We
Learn
BECOMES A PART OF
WHO WE
ARE

they may
forget what
you said
But they will not
forget how
you made
them feel

curt. w. boechner

Welcome To The
Year 2
Community

What will be covered tonight

Philosophy of Teaching and Learning

Team Teaching and Buddies

The Learning Environment

Morning Routine

Teacher/parent Communication

Walker Learning

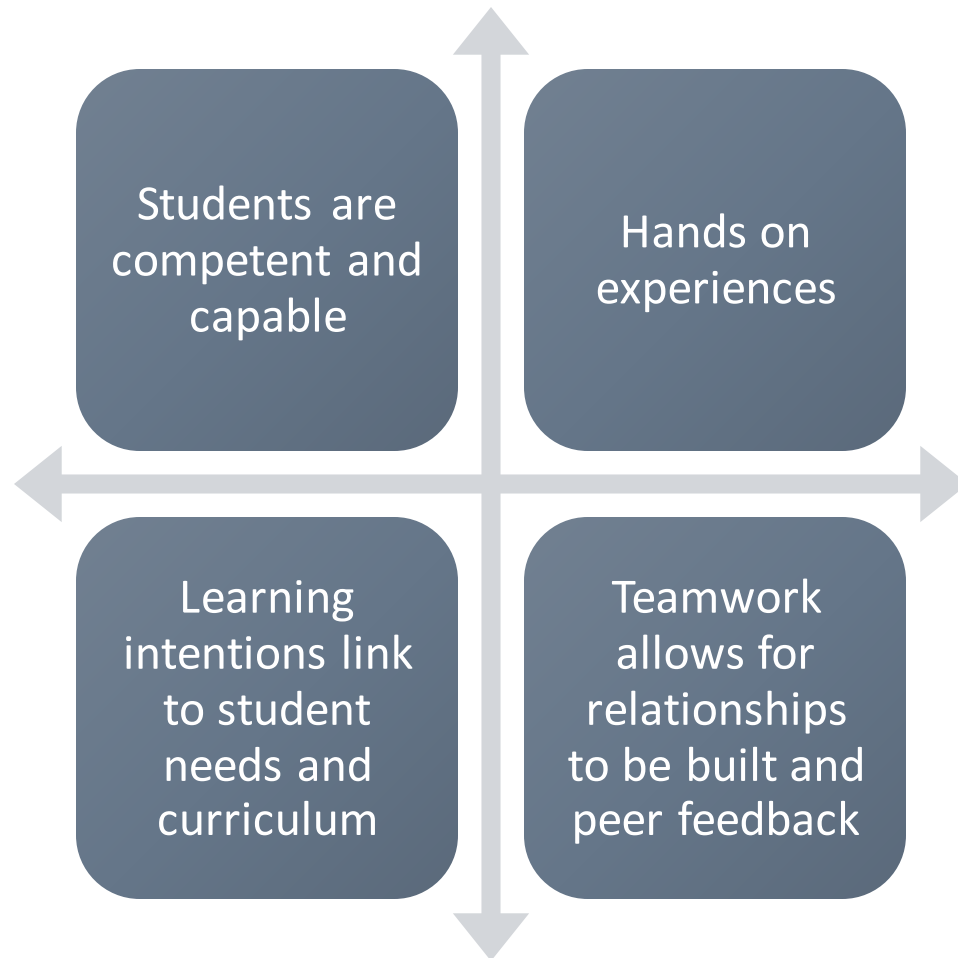
Behavioural Expectations

Specialist Programs

Reports

Curriculum Topics

Philosophy of Teaching and Learning



Term: 1

Week: 1 & 2

Year 2 Student Learning Intentions

English



Maths



Science



HASS/ART



Create short texts



Being a mathematician

Forces



Significant events



Letter sound combinations



Number revision



Identity

Social



Physical

Thinking skills/
Language



Emotional



Create a POSITIVE Classroom



Classroom community

New class routines



Feeling safe and comfortable

Team Teaching and Buddies

Planning and Moderation

Curriculum – shared responsibility

Shared Environments

- Investigation
- Shared tasks/activities

Streaming students

Buddy Classes



The Learning Environment

Students can
choose where
they sit

Evolves to
meet student
needs

Students take
responsibility

Calm Rooms
are for self-
regulation

Morning Routine

- Warm Up Task – maths, comprehension or reading
- Morning Circle – Berry Street Model/wellbeing focus
- Tuning In – daily schedule & Focus Students
- Handy Helper
- Brain Break – fruit, veggies and dairy



Investigation

Play Based Learning

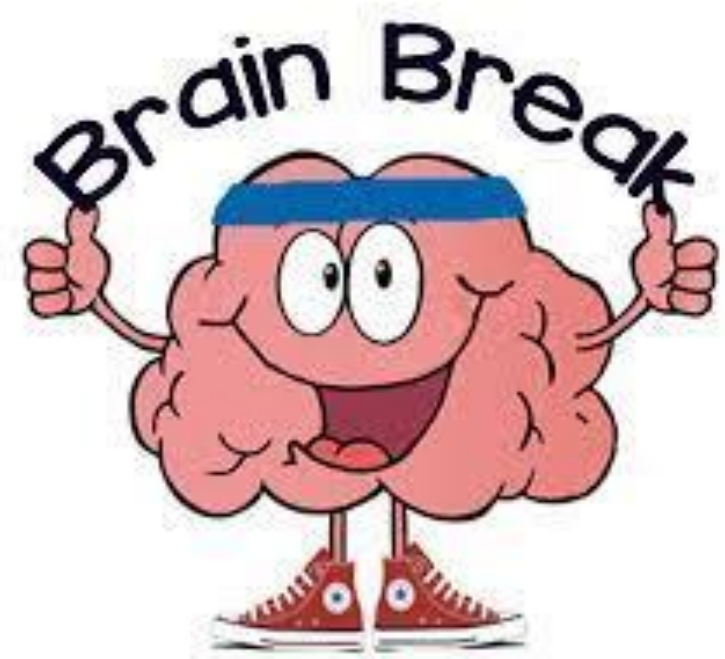
Walker Learning
Approach – encourages
intrinsic motivation,
problem solving and
independence

- Thinking deeper about our investigations
- Connecting to our learning through questioning
- Not doing the same thing over and over, challenging ourselves to develop learning
 - Developing inquiry questions



Behaviour Management - Restorative Practices

1. Prompt - whole class reaffirm expectations
2. 2x warning
3. Class reflection (removal from barrier/distraction)
4. Restorative conversations – complete ready to learn plan if required
5. Buddy Class – will be communicated to you
6. Time in the office



Blue Reader Folder/Wallet



Take home reader
(Students welcome to change this
anytime).

P1 - Friday

P2 – Monday

Homework Book

Library books

Parent notes

Reading is most important

Writing about what has been read strengthens comprehension

Spelling words will be sent home via Seesaw

Mathletics log ins are in the homework books and tasks will connect to current learning

- *Homework Books to be brought back to school on Fridays*

HOMework



Every Night

Read a book and record your reading on the reading log

Once a Week

- Write a reflection about a book you read. Include what happened, your favourite part and if you liked it
- Write out your spelling words



Other Ideas

- Write your spelling words into sentences
- Complete a Seesaw activity only when set by the teacher
- Complete Mathletics tasks

Important

Homework only needs to be 15 minutes a night. Reading and filling out the reading log are the most important tasks. Anything else is a bonus and not an expectation.



Physical Education

Cameron Williams



Performing Arts

Vanessa Stokes



Health

Desy Pantelos



HUB / Book borrowing

P1 Tuesday

P2 Thursday

Japanese (P2 – Tues)

Belinda Brenen



STEM (?)

Sandra Clarke



Specialist Subjects

Reports- Term 2 & 4



Reports: Year 2 students will be graded



A - consistently and independently shows excellent achievement at year level



B - independently at year level achievement standard



C - achieving year level achievement standard



D - still developing required skills and knowledge

CURRICULUM TOPICS

ENGLISH:

SEVEN STEPS TO WRITING SUCCESS

BOOKMAKING

READING COMPREHENSION - DIBELS ASSESSMENT, DECODABLE READERS, EPIC BOOKS AND GUIDED READING SESSIONS

GRAMMAR

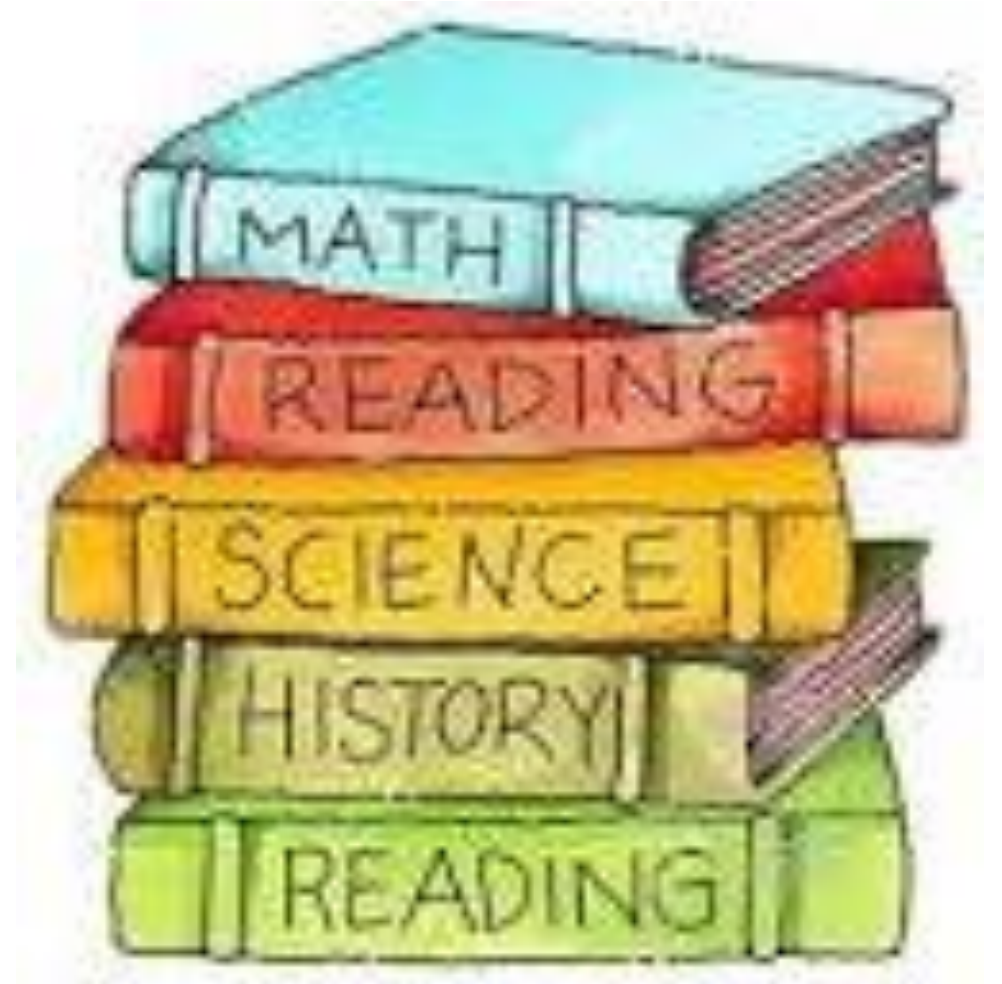
BRIGHTPATH MODERATION

SPELLING:

FOLLOWS A SPELLING CONTINUUM

FOCUS ON SPELLING RULES

CONNECTS TO PHONOLOGICAL AWARENESS



Many Strands Are Woven into Skilled Reading

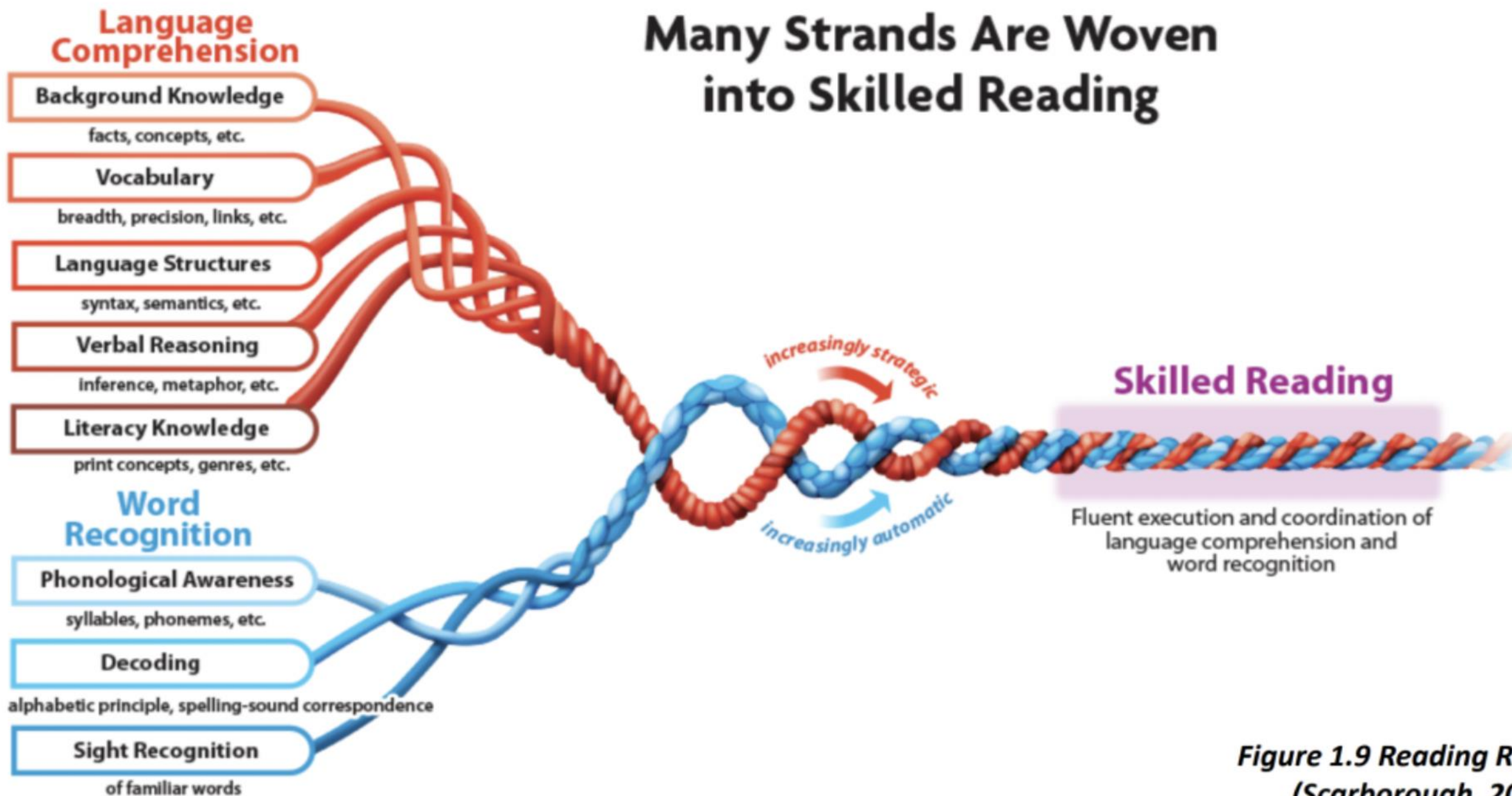


Figure 1.9 Reading Rope
(Scarborough, 2001)

Thank you so much for listening!!

Parent
Communication

Donations

Q & A

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