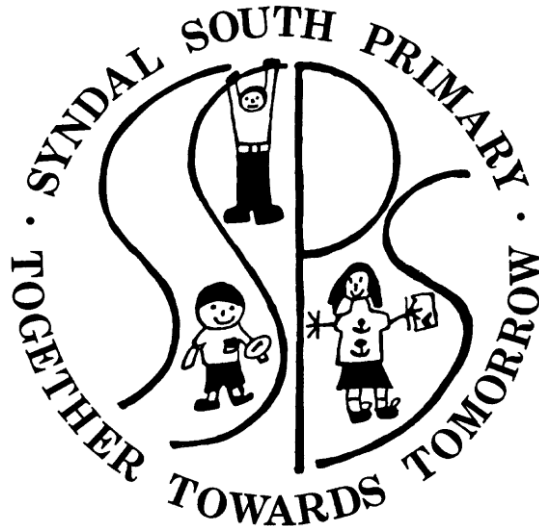


Information Book 2016



Level 1 and 2

Georgette Monaco
Leanne Chidgey
Janine Stockdale
Radhika Dixon
Gabby Hutchison
Faith Teh
Jackie McArdle

Parent Information 2016

Curriculum

The curriculum at Syndal South Primary School this year is the Australian Curriculum in Victoria (AusVels) which incorporates the Victorian Curriculum and reflects Victorian priorities and standards.

At Level One and Two, the focus is on further developing Literacy and Numeracy skills and the development of physical, personal and social capacities.

English *Early Years Literacy*

The doors open at 8.45 and students are allowed to come in and hang-up their bags and change their readers. They may then go into the classroom only if their teacher is in the room. Please ensure that your child is at school on time daily. Any students arriving after the 9.00am bell must go past the office and get a 'Late Pass' which they need to present to the teacher.

For two hours each day, the Level One and Two students participate in Early Years Literacy.

The Reading hour involves a shared time at the beginning of the session during which the class shares a story, exploring concepts and ideas in texts. The children continue the hour period by focusing mainly on reading and comprehension strategies. During this time the children will be working in small groups on a specific task related to the class focus. The teacher will usually work with one of the small groups in a Guided Reading session. Throughout the week, each group will have the opportunity to participate in a Guided Reading session.

The writing hour focuses on developing various writing skills. During this time the children will participate in a shared learning experience focusing on a specific genre (recount, narrative, procedural, etc.). Again, the children will then be working in small groups on a particular task related to the class focus (including handwriting and spelling). The teacher will work with one of the small groups in a Guided Writing session. Throughout the week, each group will have the opportunity to participate in a Guided Writing session, using their Writers' Notebook for inspiration.

Another focus during the Literacy session is Speaking and Listening. The children will be able to share their work with the grade and have an opportunity to discuss their learning with others in the group. This provides a chance to focus on skills such as voice projection, eye contact and the behaviours of a good listener.

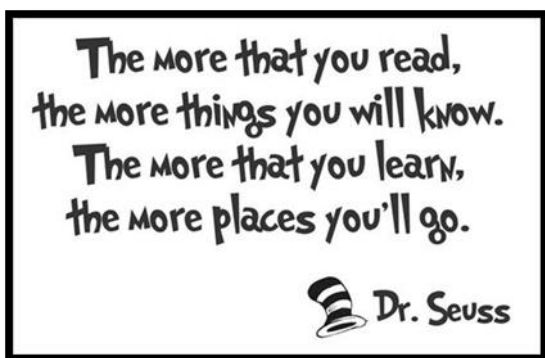
A take home reader will come home from school each afternoon. Please take the time to enjoy reading with your child each day. The purpose of the take home readers is for children to practise FLUENCY and PHRASING in their reading. Your child may read through this book quite quickly and it may appear that they are finding the words 'easy'. These books are not designed to be a difficult task for your child. It is very beneficial to sit and look at the book together and share a CONVERSATION about

what is happening in the book, how the characters may be feeling, and relating the ideas in the book to familiar experiences

We encourage parents to participate and help out in the classroom. During this time parents work with a small group on a task such as a literacy/word game or listening activity.

Reading Recovery

Reading Recovery is available for those students in Level One, who require assistance in developing effective reading and writing processes. Children are assessed at the beginning of Level One and are monitored throughout the year. Those children with the greatest need are selected to have 30 minute individual, daily lessons specifically designed to strengthen their literacy skills.



Some ideas to help children with spelling

At school we will be teaching students how to use five key spelling strategies i.e. sound, visual, meaning, connecting, checking.

Your child should try to spell words for himself/herself by 'having a go' and then checking with adults, dictionaries, thesaurus, word lists or any other accurate source. Encourage your child to use the LOOK, SAY, COVER, WRITE, CHECK method to learn new words.

Encourage your child to look at the shape of the word, for patterns in words and for words within words.

Mathematics

Early Years Numeracy

Level 1 and 2 participate in Maths Games each week which help students develop skills and confidence in Maths in a fun way.

The students will be participating in many hands-on tasks, designed to develop competency in:

- Number and Algebra
 - Place value of numbers up to 1000
 - Skip counting by 2s, 4s and 5s
 - Odd and even numbers
 - Dollars and cents
 - Simple fractions
 - Addition, subtraction and simple multiplication and division

- Measurement and Geometry:
 - Lines, surfaces, planes, corners and boundaries
 - Two and three dimensional shapes and objects
 - Symmetry
 - Location and maps
 - Measuring length, area, volume, mass and time
 - Informal and formal measurement

- Statistics and Probability:
 - Sequencing time such as months of the year
 - Chance
 - Simple graphs
 - Making and testing simple conjectures
 - Working with calculators

Mathematics takes place in a supportive learning environment, where we will provide concrete materials to enhance learning.

Some ideas to help your child with Mathematics

There are countless ways to help your child grasp mathematical concepts and skills. Number understanding is not the only mathematical skill necessary at school. Space and Measurement, Chance and Data are all part of the Mathematical Curriculum and opportunities for experiences in these abound.

- Games – many children’s games are mathematically based.
- Jigsaw puzzles provide early experience for visual planning skills to develop.
- Dice Games give opportunities for number use and understanding.
- Logic and strategy games sharpen young minds for thinking and planning ahead.

Apart from the social language opportunities inherent in these games, the mathematical thinking involved is of a huge value and cannot be taught in a formal sense.

- In the kitchen – cooking and preparing food involves numbers and measures. Ask your child to contribute at an early age, from counting how many people and how many potatoes, to measuring ingredients. Temperature, weight, mass, time and length are all part of life in the kitchen.



Inquiry Learning

Throughout 2016 the Level One and Two students will be exploring the following Inquiry Units.

What makes our place special?

In this inquiry students will investigate what makes up a community and why we have them. The focus will be on different aspects of a community, both natural and manmade, how communities are interdependent and what our role is in the community.

Some of the ways students may investigate this question are direct experience through going on local community walks, surveying how families use places in the community, examining and using maps, interviewing people in the community, investigating life in another community and comparing it to ours.

What makes it move?

In this inquiry student will investigate what makes simple everyday machines work. They will develop an understanding that :

- mechanisms cause movement in everyday objects
- many different objects use the same basic mechanism
- there are many parts that work together to make objects move

Some of the ways students may investigate this question are hands on experience (pulling things apart), reading or hearing explanations about how things move.

It also may include a Design, Creativity and Technology learning focus, where students develop a basic design idea for a simple machine, construct and reflect as to whether their machine worked appropriately.

How are Earth's resources used?

In this inquiry, students will investigate what the Earth's resources are i.e. soil, sun, minerals, wind, etc... They will also study the phases of the moon and the water cycle and look at how these changes are part of a natural cycle.

By the end of this inquiry they will have an understanding that:

- we are all responsible for conserving and looking after Earth's resources
- resources can be natural or man made
- some changes in the environment are a part of a natural cycle
- environmental changes can be natural or man made
- environmental changes affect us

Passion Project

In Term 4 our Inquiry topic is 'How can we learn about our Passion'. This is very different to other terms as students are asked to choose a topic of study and take on more responsibility for their own learning.

The understandings for this Inquiry are:

- Setting goals and asking questions help us to build new understandings
- There are ways to check if information is reliable
- We can share our learning and influence others
- Reflecting on our learning helps us to see how our thinking has changed

In Inquiry learning, students have many opportunities to investigate their own interests and questions related to particular concepts.

Reflection is an important component in Inquiry based learning.

Specialist Programs

➤ Visual Arts

Students at Level One and Two have a one hour lesson in the Art Room with Miss Petrucci each week. During the year they have the opportunity to use a range of art materials and equipment to communicate their ideas, observations and feelings. Students will work both independently and collaboratively to experiment with two and three dimensional materials. Painting, drawing, photography, print making, modelling, construction and textiles will be explored by the students at these levels. Wherever possible the Visual Art Program works to link art lessons with the classroom curriculum.

Due to the range of materials used during art lessons, it is most important that the students wear protective clothing to all art lessons. A long sleeved shirt or smock will help to reduce the chance of getting paint on school clothes.



➤ Performing Arts

Music Education develops in the student enjoyment, appreciation, creativity, skills and understandings.

Some of the goals that the music program seeks to develop are:

- To develop skills and techniques as a musician.
- To sing, play, create, move and listen to a variety of music.
- To experience and use musical instruments: including percussion instruments, xylophones, glockenspiels, recorders and drum stick rhythms.
- To introduce students to formal music notation.
- To be disciplined to practise and polish pieces for performance.
- To listen, form opinions, discuss and analyse music.
- To appreciate music from other cultures, times, and contexts.

➤ Information and Communication Technology (ICT)

We use a variety of different computer programs and iPad apps to support and enhance learning in all curriculum areas.

There are computers, laptops and iPads available in the classroom for use during Literacy, Maths and Inquiry. During these times there is an emphasis on the responsible use of ICT.



➤ Physical Education

The Physical Education Program for each class is composed of daily and weekly activities taken by the class teacher and the physical education teachers Mr Kenez.

The weekly timetabling for year levels in the school are shown below, satisfying the requirements as identified by the Department of Education and Early Childhood Development.

The Physical Education Programme for Level One and Two includes sessions in PMP, swimming, gymnastics, dance, fundamental motor skills, fitness

- 30 minute lesson with Mr Kenez
- 1/2 hour session of Perceptual Motor Program (PMP)
- An intensive swimming program in Term 4

Students also take part in a daily oval run and 'Just Get Active' session.

After School Sport

During Term, a Federal Government Funded After School Sport initiative gives students an opportunity to try new sports. [View the current timetable in the calendar.](#)

Additional activities include:

- Community Joggers & Cycling Club (every weekday morning before school)
- Milo Cricket (Summer)
- Auskick Football (Winter)
- House Athletics Sports (Term 1)
- Active Transport to School Days
- Participation in Jump Rope every second year
- Fun Run every alternate year
- Physical Education Week activities during Term 4
- After School Basketball & Tee Ball teams



➤ Japanese

The Japanese program allows students to experience the Japanese language and culture. Each week, the students have one hour sessions with Sensei. During these sessions, the Level One and Two students will continue to learn Japanese words and greetings, as well as simple hiragana (Japanese alphabet).

General Information

- Allergies
 - Some children have allergies to different foods. We ask that where possible you avoid sending nuts and foods containing nuts (such as Nutella) to school.
- Birthdays
 - Some parents *choose* to bring in a special cake or lollies on their child's birthday. These will be given out at the end of the day. Children are asked to check with their parents before eating any food given out at school.
- Brainfood
 - Each morning brain food is eaten at 10am. We ask that students bring along a small amount of fruit that is chopped up to eat at this time.
- Hat
 - Hats need to be worn at school until May and again in Term 4.
 - Sunscreen is available in the classroom (parent permission required – blue standard permission form).
- Homework
 - Each night children are asked to share their take home reader with a parent or guardian. Additional activities will be sent home as required.
- Library
 - Each week all grades visit the library. This is an opportunity to borrow books to take home and share. Please make sure library bags come to school each week.
- Lost Property
 - Lost property is located in the breezeway at the hall end of the North building. Please feel free to take a look if something goes missing.
- Parent Helpers
 - Parents are welcome to join in with any classroom activities. Parent involvement is a vital part of our Early Years Literacy and PMP program, where parents work with small groups of students.
- Reporting to Parents
 - Parents will have the opportunity for an informal interview during Term 1, allowing teachers to 'meet the parents' and find out relevant information about each child. Parents will receive a written report twice a year. Parent/Teacher interviews will be conducted early Term 3. All teachers are happy to arrange interviews at any time throughout the year, if you have anything you need to discuss.

Just a reminder that the door is always open for you and your family to come and see us at any stage. Please don't hesitate to make an appointment to see your child's teacher if you have a concern, query or even for a friendly chat. We look forward to having a fantastic year with you, your family and of course, your child!