Deepdene Primary School

Level 1
&
Level 2

Information Booklet

2016

Ripponlea Excursion 2012
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INTRODUCTION

Welcome to Level 1 & 2 2016!

We aim to provide a happy, safe and stimulating learning environment which values play, co-operation and respect for individual differences, where children:

- value learning
- take increasing responsibility for their own learning and behaviour
- accept challenges and are encouraged to take risks in their learning
- are presented with a wide range of relevant, purposeful learning experiences and a variety of teaching strategies
- are aware of teacher expectations
- are familiar with and observe class and school rules.

We look forward to maintaining regular contact with you throughout the year and are happy to discuss any aspects of your child’s progress or our program with you.

TEACHING STAFF

- Level 1/2B – Mrs Lorraine Buckle
- Level 1E – Mrs Sue Evangelakos
- Level 1W – Mrs Sue Wardrop (Stefanie Barrow)
- Level 2N – Mrs Thomai Noonan
- Level 2M – Miss Emily Muir

COMMUNICATION

Parents are welcome to attend school activities such as performances, sports events and special occasions. Parents will be notified of special events via notices or weekly school newsletter. The school newsletter is available on the school website from Thursday afternoon.

If you wish to have an interview with your class teacher please arrange for an appointment. Teachers are not available on days where staff meetings are held.

If your child is absent on any school day please provide a note of absence upon your child’s return.
CLASSROOM CURRICULUM

ENGLISH
Language is the means by which we communicate with the world around us. It enables us to express our thoughts, ideas and feelings as we interact with others. English language learning is a continuous, lifelong process and is integral to all areas of the curriculum.

The three modes of English are.

Speaking and Listening

The children will be provided with many opportunities to develop speaking and listening strategies so that they can interact confidently in spontaneous and structured situations. e.g. individual, small group and whole class discussions

- listening and responding to others - asking relevant questions
- retelling stories
- giving simple instructions to peers
- presenting information on a known topic
- listening to stories, guest speakers, assembly items, etc.
- participating in role play and drama activities.

Writing

Children are introduced to a variety of writing styles and learn to write for a range of purposes. Areas covered:

- writing in a variety of forms, e.g. letter writing, lists, instructions, reports, stories, etc
- use of descriptive language
- rereading and revising.

Within writing we teach:

- grammar
- sentence structure
- punctuation – capital letters, full stops, question marks
- spelling and word study - a variety of approaches will be used to teach spelling formally and informally
- handwriting - writing patterns for fluency and control, correct formation and relative size of upper and lower case letters and numbers.
Encouraging Learner Writers

When your child writes:

- respond to the message first
- show that you understand and appreciate the content
- notice positives - Handwriting - "What beautiful “m’s”. Punctuation - "How did you know that Deepdene begins with a capital letter?" Spelling - "Friend has six letters and you have four of them right!"

Learner writers will often ask you to spell words. Either provide the correct spelling or ask them to try then provide the rest.

When reading stories talk about the writer’s craft in the books you read together: For example: “This is a circular story”; “I love the way this ends”; “This is like the last one we read”; “What did you like?”. Talk about writers as people.

Setting the scene for learning to write

- READ, READ, READ to your child so that he/she learns how written language is structured and how words are used
- Ensure that your child sees adults writing
- When you are writing encourage your child to write too - letters, shopping lists etc
- Write for your child if he/she doesn't wish to have a go. Ensure that your child can see the writing as you write
- Encourage your child to write at every opportunity - birthday cards, letters, stories. Write to your child - notes under pillow, in lunch box, etc
- Give writing materials for presents: pens, pencils, fine felt-tipped pens, note paper pads, envelopes, bull-dog clips, staplers, lettering books, etc
- Advertise writing attempts to visitors, over the phone, on a special writing pin up board.

Reading and Viewing

Reading With Your Child

READ, READ, READ to your child (both fiction and non-fiction) so that he/she learns how books/stories work.

When your child wants to read you can help through:

- talking about the pictures
- reading the book to the child several times
- praising effort, ignoring failure
- reading pages in turns
- showing that you’re enjoying the book.
Strategies for attempting unknown words:
- mention possible problem words when discussing pictures
- encourage the reader to listen to himself or herself reading
- provide word if child is tentative at giving it a go
- discuss mistakes which maintain sense
- encourage child to skip unknown words and read to the end of the sentence, then reread
- sounding out can be used when applicable.

Reading and Your Child
- let your child see you enjoying reading often
- have a bookshelf in the child’s bedroom
- visit the local library
- give books as presents, particularly books about special interests
- read to your child as often as possible (both fiction and non-fiction)
- read with your child regularly - establish the "bedtime story" expectation
- encourage children to borrow from the School Resource Centre
- read signs, packets, car models, traffic directions, letters, recipes etc with your child.

The children will be introduced to a wide range of text to
- foster an appreciation and enjoyment of literature
- develop the skills necessary to read for information
- improve writing skills.

The Reading Program
The school Reading Program includes:
- shared book activities
- guided reading
- strategies for interpreting texts, e.g. self correcting, rereading, reading on, syntactic and graphophonic cues
- reading for personal enjoyment
- retelling and discussing texts
- interpreting and following instructions
- vocabulary development - high interest & high frequency words
- word games
- comprehension activities
- sequencing
- cloze
- listening post activities
- techniques for self selection of reading material.

Take Home Books
Take Home books are used in order to practise reading strategies and develop fluency and confidence. Children will be encouraged to change books regularly, parents are encouraged to listen to their children read each day.
MATHEMATICS

Maths helps us to make sense of the world around us. It is more than sums and learning tables. It involves skills that we use throughout life. The emphasis is on estimation, prediction, problem solving and understanding with a ‘hands on’ approach in all areas.

Number and Algebra
- using place value to recognise, order and record numbers
- skip counting
- ordinal number
- number words to 100
- pattern work using colour, shape and number
- basic number facts
- strategies to develop automatic response - counting on, counting back, doubles / near doubles
- addition and subtraction; counting on, partitioning and rearranging
- multiplication - making equal groups
- division – sharing and arrays
- simple fractions
- Australian coins; recognition and value

Measurement and Geometry
- use of informal units to measure and compare attributes of everyday objects (length, mass, capacity)
- estimation – checking estimates using informal units
- sequential nature of time
- use of calendars
- time and clocks
- direction and location
- 2D and 3D shapes

Statistics and Probability
- identifying chance of events (impossible and possible)
- representing and interpreting data
- collect, check and classify data
- creating graphs
INTEGRATED CURRICULUM

In line with current educational thinking on how children most effectively learn, links across the Domains in the AusVELs curriculum are made through the implementation of integrated units of work.

Integrated units focus on a variety of Domains. These Domains are English, Mathematics, Information and Communications Technology, Civics and Citizenship, Humanities, Interpersonal Development, Science, Design Creativity and Technology, Thinking, Personal Learning and The Arts.

In the development of these units teachers consider individual needs and experiences of the students and the content and processes related to each learning area.

Children are encouraged to apply various thinking strategies. Partnership work, co-operative groups, problem solving and the development of independent work habits are emphasised at this level.

Children will have the opportunity to develop computer skills across all areas.

**Odd Years**
Beside the Seaside
On The Move
Up Above
Wonderful Plants

**Even Years**
A Safe, Healthy and Special Me
What’s at the Bottom of My Garden?
Australian – ‘Now and Then’
Mixing and Moving

INFORMATION COMMUNICATION TECHNOLOGY (ICT)

Weekly sessions will enable the children to learn basic ICT skills. Children will learn general concepts such as naming, saving and opening files. They will be introduced to basic formatting skills. They will insert graphics and tables and publish some work. Children will explore a variety of multimedia programs and will learn how to navigate some websites and use hyperlinks.
SPECIALIST CURRICULUM

PHYSICAL EDUCATION
Knowledge and skills in this area are developed through play, games, gymnastics, movement awareness, ball handling skills and swimming.
During these activities the emphasis is on development, participation for all, the development of healthy attitudes and an enjoyment of physical activity.
Children in Level 1 and 2 attend a weekly 50 minute P.E. session. Extra sessions are also taken by classroom teachers. Children are expected to wear runners for their P.E. sessions. For girls, shorts are less restrictive than a school dress. A school hat must be worn during Terms 1 and 4. During the hotter months it would also be a good idea to apply sunscreen before school. During Term 4, Level 1 and 2 children participate in a Tabloid sports day. Parents are most welcome to attend and assist on the day. The children will also participate in a swimming program during Term 4.
If children are unable to participate in their P.E. session due to injury, or illness please send a note to the class teacher.

LOTE (French)
The purpose of French classes will be to engage the students in meaningful French communicative activities, encouraging a positive attitude towards learning languages as well as an appreciation of and a curiosity to learn about other cultures.
Students in levels 1 and 2 will participate in activities to assist them to be able to
* greet or farewell another person
* express likes and dislikes
* participate in simple dialogues
* work with numbers
* use language related to the class unit of work for each term where appropriate
Features of the program will include
* speaking, listening, reading and writing activities using the French language most lessons.
* ‘Ice Breakers’ at the beginning of each lesson to assist recall of language in a meaningful way
* activities to foster awareness of language learning strategies
* encouragement of risk-taking and having the confidence to speak in front of others
* student reflection on learning
* the use of ICT to consolidate and extend language learning
Students will attend a French performance and participate in a ‘Fêtes de la Musique’ celebration.
VISUAL ARTS

Creating
Children will explore and develop visual concepts of space, pattern, contrast and form while experimenting with a variety of arts media. Children will invent and use images to communicate ideas.

Making and Presenting
Children will learn and use skills, techniques and processes to make art works through a range of activities such as drawing, painting, textiles, collage, modelling, construction.

Arts Criticism & Aesthetics
Children will be given the opportunity to respond to visual arts works in a personal way by looking at and talking about their own work and the work of others.

Past & Present Contexts
Children will be given the opportunity to view and discuss the works of a variety of artists from the past and from the present.

NB. Children will need to wear an art smock at each art lesson. A school set of art smocks will be kept in the art room for all children to use.

Throughout the year parents will be asked to collect items for art use. Please store these at home until they are needed as the art room has very limited storage space.

CLASSROOM MUSIC

Level 1 and 2 students enjoy singing activities using the Kodaly ear training method. They learn to play tuned percussion instruments using the Orff ‘listen, watch and play’ style. Speech patterns are used as Ostinato rhythms in musical stories.

Choral Program
Children learn to sing a range of repertoire throughout the year. They are introduced to harmony though singing rounds. Their singing is highlighted at assemblies and their class concert.

Performing Arts
We have begun work on material for our Carnivale concert to be held during the final week of Term 1. This concert will involve students in a variety of activities including Ensemble playing, song and dance items as well as drama and circus skills.
**Instrumental Music Program**

The Instrumental Music program provides opportunities for students from Levels 1 to 6 to have private instrumental tuition at school. Lessons are conducted throughout the school day at a fixed time. Parents pay tuition fees set by the school directly to the tutors.

Enrolment forms can be obtained from the school office. If you require further information, the instrumental music coordinator is available in the Music Room after school between 3.30pm and 3.45pm and can also be contacted through the music email address: dpsmusic@deepdeneps.vic.edu.au.

**LIBRARY**

**Library Sessions**
Level 1 and 2 classes receive a library lesson of 50 minutes each week. Children are encouraged to borrow regularly and may change their books daily if they wish. Children must remember to bring their Library bags and to return their books.

The Library is also a resource centre for parents who are encouraged to borrow books from the Parent Library, located in the upper level of the building.

**ASSESSMENT AND REPORTING**

Assessment is an integral part of the classroom program and will be ongoing throughout the year. It will take many forms including observation, formal and informal testing and student self-evaluation.

Parent teacher interviews will be held during February and at the end of Term Two.

Written reports will be distributed in June and December.