

# Level 2 Information Handout 2020

At Vermont Primary School we aim to be nut free.  
Please ensure that all food coming to school is free of nuts.

## **Year 1 Teachers:**

Alexandra Monypenny (Level Coordinator), Sarah Battle, Jaclyn Raditsis, Hsien Tran and Lisa Shoebridge

## **Year 2 Teachers:**

Paul Souter, Kath Jones, Lauren Strachan and Eli Dahlenburg

## **Responsibilities:**

- It is our aim to encourage students to be responsible for their learning by completing their tasks on time.
- Children should take everything they need to class at the beginning of the day, after recess and lunch time.
- Students are required to be punctual and arrive at school by 8:55am.
- A teacher is on yard duty from 8:45am.
- Please do not drop your child off at school before 8:30am and leave them alone in the playground. If your child is dropped off at school before 8:30am they will be asked to go to OSHC and you will be invoiced for their time.
- We would like to encourage parents to say their 'goodbyes' and then send their children to the line up to develop independence.
- If a child arrives after 9am they are to be signed in through the office. If a child is leaving school before 3:30pm they need to be signed out through the office.
- It is important that students are picked up soon after dismissal at 3:30pm. If a student is not picked up by 3:45pm they will be taken to the office and a phone call made to the family. Depending on the outcome of that phone call, they will be asked to go to OSHC and you will be invoiced for their time.

## **Communication:**

- Take-home readers must come to school every day in your child's blue satchel. Even if readers have not been finished it is important that they come to school as they are used during school time.
- Parents may use email to communicate with teachers where required and vice-versa.
- All notes that need to be returned to school will be sent home on pink paper. It would be appreciated if all pink notices sent home could be returned as soon as possible. Please note, it is imperative that excursion and incursion notices are returned no later than two days prior to the excursion/incursion day or else students will be unable to attend. Students who do not attend an excursion/ incursion will still be expected at school where they will join another class.
- Children need to be a reliable source of information about school activities. We ask parents to please inform your child if there is a notice or letter to be submitted so that they can ensure it gets passed on to their classroom teacher. Please also communicate with them clearly if they are to attend OSHC.
- Level 2 Newsletters are emailed by your child's classroom teacher every fortnight on a Tuesday.
- Medical or absence notes need to be logged on to Sentral.
- Children need to learn to deal with problems that may arise from time to time. Please talk with your children if they have issues and try to foster their resilience, however if the problem can't be easily resolved please contact your classroom teacher.
- If you are not receiving the link for the Vermont Primary School Newsletter, please ensure that the office has your correct email address. Copies of the Whole School Newsletter can be located on the school website <http://www.vermontps.vic.edu.au>.
- The Whole School and each Level use Sentral as another means of communicating with our school community. This may be used to send notifications about special events such as excursions, incursions, free dress days etc.

### **Eating:**

- Please ensure your child has a packed lunch and small play lunch consisting of healthy food choices such as fruit or vegetables. We encourage students to have a drink bottle filled with water on their desk.
- Vermont Primary School promotes Nude Food Days and the use of reusable containers to minimise waste produced by the school.
- The children are given 10-15 minutes of eating time before recess and lunch play. It is the child's responsibility to take any uneaten food outside to the Eating Area (pirate ship) during play time and finish it before playing with friends.
- Please ensure that there are no nut products in your child's snacks or lunch. Please also keep this in mind if supplying a birthday treat for the class.
- Subway orders are available for Friday lunch only. Subway orders are done through QKR and need to be placed by the Wednesday before.
- Classroom Cuisine is available on a Monday and Wednesday. Orders need to be placed no later than 8:30am the morning of the day you wish for your child to receive a Classroom Cuisine lunch. Orders are placed through the website [www.classroomcuisine.com.au](http://www.classroomcuisine.com.au)

### **First Aid and Playground Information:**

- Vermont Primary School has a Hot Day and Wet Day timetable. The children will play inside their classrooms if it is too hot or too wet at recess or lunch time.
- In the playground, teachers wear bright orange vests and carry red yard duty bags that hold the basic first aid necessities for minor scrapes or grazes. If a child requires further attention they will be sent to the school First Aid area.
- If your child goes to First Aid for any injury, they will receive a white notice that will have all the details of the injury noted. Students will put this white notice in their blue satchel or school bag to take home so that you are aware of what occurred. If the injury is serious you will be contacted.
- All staff at Vermont Primary School are First Aid trained and the majority have acquired Level 2 First Aid training. We also have registered nurses on staff.

### **Uniforms:**

- Please clearly label all your child's belongings. This includes smaller items such as hats, head bands, lunchboxes and drink bottles. This helps ensure that if found out in the playground items can be returned to their rightful owners.
- Jewellery needs to be kept to the bare basics. Please do not allow your child to wear dangly earrings, long necklaces or bracelets as it could be a safety concern.
- School hats are compulsory in Terms 1 and 4.
- Any uniforms that are left outside or around the school will be placed in little blue storage containers that are located outside the staffroom. If items are clearly named they will be returned to your child.
- Shoulder length hair needs to be tied up. This is for your child's safety and to prevent head lice.
- A reminder that all headbands and hair ties are to be blue or the same colour as your child's hair, as they form part of the school uniform.
- Children must wear runners to school so they can participate in sporting activities and play on the playground equipment safely.
- If possible, it may be a good idea to keep a spare set of clearly labelled underwear and shorts/pants in your child's bag just in case there are little accidents.

### **Additional Programs available at VPS:**

- **Swimming Program** – The Swimming Program is a terrific opportunity to build on your child's swimming ability. It is also a time where we can assist children in developing their independence and experience leaving the school to spend time with other Level 2 children. Parent helpers will be required to assist with the Swimming Program, however further information will be provided closer to the date. This year's Swimming Program will be held at AquaLink Nunawading in early Term 2.

- **Footsteps Program** – The Footsteps Dance Program is another Physical Education and Arts program. Dance is now a separate component on the Victorian Curriculum that is formally assessed once a year so all children are encouraged to participate in this program to obtain a mark. It also gives the children an opportunity to participate and experience something different and develop their gross motor skills. This year's Footsteps Dance Program will be held in Term 4.

### **Class Parent Program and Parent Helpers:**

- Each Year 1 and 2 class endeavours to have a Class Parent who will be a contact point for the Community Network and will also work with the classroom teacher to organise reading rosters and assistance for excursions and incursions when required. If teachers do not have a Class Parent, a notice will be sent home in Term 1 asking for volunteers.
- Any parents who would like to come into the classroom to assist the children or attend an excursion/ incursion need to have a current Working with Children Check (WWCC). A photocopy of your card must be presented at the office to keep on file. Your WWCC card must be displayed when you are working with students, this includes when listening to reading, as well as on excursions, etc.
- Any parents who would like to assist with Silent Reading need to attend both 'Parents and Literacy Nights', as well as have a Working with Children Check. This year the Parents and Literacy Nights will be held on Thursday 14<sup>th</sup> February and Thursday 21<sup>st</sup> February.

### **English – Reading**

#### ***At School:***

- In the morning students will do the following routine:
  - Change their reader book
  - Write the date and title in their reader cover (an adult will initially do this for Year 1 students)
  - Complete 10 – 20 minutes of Silent Reading
- Whilst students are following this classroom routine, teachers will be reading with individuals to complete various reading assessments.
- We ask parents who have attended both Parents and Literacy Nights and have a Working with Children Check to assist (if possible) with listening to students read in the morning during Silent Reading.
- At Vermont Primary School we pride ourselves on having high parental involvement in supporting our reading program. Class parents organise rosters for parents to assist with Silent Reading in the classroom. This includes listening to students read a few pages of their take-home reader, ensuring that the child has selected a book at their correct level, writing the child's book in their reading log (if needed) and asking the students 2 – 3 questions about what they read.
- Vermont Primary School uses the Literacy Pro reading program for students reading above Level 30. At the end of each term, Year 2 students will sit an online reading test at school that will provide them with a Lexile reading level. They will then be able to more accurately target the books they borrow from the library for their take-home readers, as well as for enjoyment. Most books in our library have been allocated a Lexile level where possible.

#### ***At Home:***

- Take-home readers are a very important partnership between home and school. It is important to hear your child read each day. When listening to your child read please note the following.
  - Encourage word attack skills – use the picture, sound it out (Fred Talk), break the words into syllables and read on for meaning.
  - Fluency is important – you can model this (My Turn, Your Turn) or get the child to read the passage silently before reading it aloud if necessary.
  - Discuss the book with your child – ask questions that are literal (the answer is clear in the text) and inferential (where you need to read between the lines), for example asking who, what, where, when and why questions.
  - Most of all, it is important to make these reading sessions at home a fun and an enjoyable experience. If it becomes onerous or an ordeal in any way – abandon that session. Good readers are people who love reading.

- Take-home reading is meant to be easy so that the students can continue to develop a love of reading for entertainment and practise/achieve their goals.
- As reading material becomes more complex, it is very important to make sure that your child reads for meaning and not just the words. It is still very important to discuss texts with your child even though they may be quite capable of reading independently. It is beneficial to engage your child in conversations about what they have read, which requires justified opinions, interpretations and predictions. For example: Who is your favourite character? Why do you like that character? What do you think it would be like to be that character? What do you think will happen in the story? If you have read the book or shared it, then this questioning process will become more meaningful.

### ***Reading Recovery & Reading Support:***

Reading Recovery and Reading Support are programs that are available to Year 1 students. Students who are asked to participate in the Reading Recovery Program or the Reading Support Program work one-on-one with our Reading Recovery teacher Mrs Noelene Iacovangelo or our Reading Support teacher Mr Derek Sweatman. The program targets students who, after a solid year in Foundation, are still experiencing Literacy difficulty. Extensive assessments are completed on all students and 'at risk' children are identified. Students accepted on the Reading Recovery Program participate in four one-on-one lessons Monday – Thursday and students accepted on the Reading Support Program participate in 2-3 lessons Monday – Wednesday. The lessons are individually designed to target acceleration for these students in reading, writing and spelling. The program runs for 20 weeks, or part thereof, depending on the student's acceleration rate. At the completion of Reading Recovery or Reading Support the students are placed on an ongoing monitoring program. The monitoring program runs alongside the classroom curriculum with close liaison between the teachers and parents.

### **English – Literacy Groups in Grade 1**

As part of Literacy Groups, students participate in the Read Write Inc. program, a phonics based Reading and Writing program that originated in the U.K and was developed by Ruth Miskin.

This program is designed to help children learn how to read whilst developing a wide range of vocabulary and comprehension skills and encouraging a love of stories. Read Write Inc. teaches children sounds in a particular order.

- **Set 1 sounds** – teaches children the most common way to say sounds. These sounds are referred to as bouncy or stretchy. The students are also taught Set 1 'Special Friends'. We call two or more letters that join together to make one sound 'special friends' (eg. 'ch' or 'th').
- **Set 2 sounds** – Long vowel sounds and Set 2 'special friends'.
- **Set 3 sounds** – Set 3 'special friends', split diagraphs (eg. a\_e makes the ay sound, i\_e makes the igh sound) and multi-syllabic words.

The books that children read during their Literacy Group sessions are carefully matched to the set sounds they have been taught. Children then complete a range of Writing Activities that relate directly to the text they have read that week.

At Vermont Primary School students are assessed and start the program at their point of need. They are then regularly assessed throughout the year to monitor and advance their learning. The program follows a very detailed and set structure allowing the children to succeed in both Reading and Writing. We are currently running a five-day program.

A typical Literacy Groups session begins with a Speed Sounds/Word Time lesson. This is where children revise previously taught sounds, are introduced to a new sound through a variety of activities, work on blending known sounds using 'Fred Talk' and 'Fred in your Head' and make or write words using known sounds using 'Fred Fingers'.

The lesson then progresses to Reading and finally Writing.

During the Reading sessions, students have a focus story book that will last them the entire week. Students complete a variety of reading activities across the five-day timetable, reading the book several times with different focuses. Students build their vocabulary, confidence and comprehension as they progress through the week.

During the Writing sessions, students complete activities such as 'Hold a Sentence' – where they practise a sentence orally and then write that sentence down, 'Proofread' – involving recognising and correcting errors in a given sentence and 'Write About the Story' – where students are guided to complete a writing activity about the book they have read.

## **English – CAFE Literacy Groups in Grade 2**

In Grade 2, students progress from the Read Write Inc. program to 'Café' Literacy Groups. The 'Café' acronym represents the four key skill areas of reading that are practiced in the program:

1. **Comprehension:** Students understand the literal and inferential meaning of what they read.
2. **Accuracy:** Students can confidently pronounce words in their chosen and level-allocated texts.
3. **Fluency:** Students read with expression.
4. **Expand Vocabulary:** Students are able to use an expanding knowledge base of words in both their reading and writing.

The program is conducted over a five-day timetable, with one reading strategy being explicitly taught throughout the week. This strategy is then placed on a visible display board so that the students can keep track of what they have learnt over the course of the year. Typically, a Café session begins with a whole-class introductory lesson on the reading strategy or literary focus of the day. The students then work in small groups that are carefully formed according to their needs.

A variety of differentiated tasks are set over the course of the five days that target comprehension and grammar skills. The students also work on a 'book response' each week that relates to a focus book the class has read during that week. Additionally, a different group takes part in a guided reading session each day with the teacher. This allows for the teacher to target the specific needs of students, offer immediate feedback and conduct ongoing assessment of the children's progress.

## **English - Grade 2 Spelling Mastery**

Spelling Mastery is a 6 level spelling series designed primarily for students in Grades 2 through to 6. It is designed to develop students' spelling skills through 3 strategies (interwoven)

### Phonemic

For beginners. Teaches students predictable spellings for different sounds eg. mat, sat, fat

### Morphographic

For more advanced spellers. The program teaches them to spell meaningful units of words (prefixes, bases, suffixes) and combine them to make multisyllabic words e.g. Prefix – re, dis, un // Base – cover pute // Suffix – ed, able = many combinations of those combine to make over 20 words e.g. coverable, covered, discover, discoverable, discovered

### The Whole-Word approach

This approach is used at all levels to teach common words that cannot be taught with phonemic or morphographic strategies e.g. thought, through

### How it runs

Students are assessed and placed into groups based on their current spelling ability.

Each group meets for approximately 30 minutes for 4 days a week and there is a Spelling Test used to monitor their progress every 5th lesson. Their spelling tests are sent home for your perusal. Activities for words they get incorrect from their spelling tests will be incorporated as part of their homework activities.

## **English – Speaking and Listening:**

- Children practise speaking to the class regularly through Show and Tell and sharing their learning.
- We encourage parents to ensure that their child is prepared for their Show and Tell day. Students will have 'Show and Tell' once every 2-3 weeks. Sometimes it is a good idea to practise at home.
- Throughout the year the students will be required to present at least one talk to their grade.
- There is also a Speaking and Listening focus during reading activities – the ability to retell what they have read in sequence, answer questions, explain their point of view, etc.

- Speaking and Listening focuses on turn-taking, listening to teachers and peers, retelling in order, linking events, cause and effect, expressing ourselves clearly, following instructions, eye contact, fluency, expression, body language and changing the way we speak depending on who we are speaking to.

## Mathematics

- The Australian Curriculum Strands for Mathematics in Year 1 and 2 are:
  - **Number and Algebra** – *Number and Place Value, Fractions and Decimals, Money and Finance, Patterns and Algebra*
  - **Measurement and Geometry** – *Units of Measurement, Shape, Location and Transformation*
  - **Statistics and Probability** – *Chance, Data Representation and Interpretation*
- Through lots of research we know a few fundamental truths about how students learn. The Early Years Numeracy Program is based around these ideas and as a level we incorporate it into our lessons.
- All students in Year 1 and Year 2 will be placed in targeted learning groups for 'Number and Algebra' within the grade level. These Maths Groups enable their learning to be targeted and extended more efficiently. Each teacher in the level will be assigned to one group that they will be teaching for the semester. Students will have three lessons a week addressing 'Number and Algebra'.
- Two lessons per week will be allocated to the learning of Mathematics in the classroom, encompassing 'Measurement and Geometry' or 'Probability and Statistics'. These lessons will take place in the students' own grade with their usual classroom teacher. The teachers will continue to work closely together to ensure each students' needs are met.
- Each student at Vermont Primary School will have the opportunity to purchase and sign up to a Mathletics account. This will further the integration of Learning Technologies into the Mathematics curriculum.
- In Mathematics, the focus is on partner and group work, as research shows that students learn from and with other students. They can share strategies, successes and failures. They see that there are lots of ways to solve similar problems. Through explaining their strategies, they are consolidating their own understanding.
- Students learn when they feel good about themselves. We place a large emphasis on games and open-ended problems where all students can achieve success regardless of ability. For example: If asked, "What is 10 + 2?" students would respond that the answer is 12. An open-ended question has more than one answer, such as asking, "What ways can you make 12?"
- Don't worry if you see your child's Maths book and it doesn't have too much writing in it. We are still doing lots of Maths, but a lot of it is using hands-on materials such as counters, blocks and MAB.

## Inquiry

- Inquiry includes History, Geography, Sociology and Science.
- The topics that we will be covering this year are:
  - **Term 1 = Bucket Filling/Values**
    - **Year 1 = Bucket Filling**  
This unit of work is based on the book 'Have you filled a bucket today: A guide to daily happiness for kids' by Carol McCloud. The program encourages positive behaviour as children see how rewarding it is to express daily kindness, appreciation and love. Bucket Filling and Bucket Dipping are effective metaphors for understanding the effects of our actions and words on the wellbeing of others and ourselves. Students will learn the concept of 'Resilience' by using their lid and not letting minor incidents upset them.
    - **Year 2 = Values**  
This unit of work specifically focuses on our school values. This unit aims to teach the students about what it means to be responsible, respectful, to care and to strive. These values are linked with student's daily lives and routines.
  - **Term 2 = History: The Past to the Present**
    - **Year 1:** students will be looking at how families, leisure activities, childhood/ home life (houses, chores etc.), schooling and clothing have all changed over a period of time.
    - **Year 2:** students will be looking at our school and local area and how it has changed over time.

- **Term 3 = Celebrations & Multiculturalism**
  - This Unit specifically focuses on various celebrations that are celebrated within a variety of cultures. Throughout this unit students will be able to explore and distinguish what is familiar and different in the ways culturally diverse individuals and families live. They will have opportunities to describe their experiences of intercultural encounters and identify cultural diversity in their school and community. This year we are also able to explore the 2020 Olympics.
- **Term 4 = Water**
  - Students will be exploring the big question 'How can I protect my future?' During this Unit of Work students will have the opportunity to develop an appreciation of their responsibility as consumers and citizens to conserve and manage our environmental resources that are both fair to both present and future generations.

## Science

The Victorian Curriculum focuses on two main areas:

- 1) Science Understanding
  - a) Science as a Human Endeavour
  - b) Biological Sciences
  - c) Chemical Sciences
  - d) Earth and Space Sciences
  - e) Physical Sciences
- 2) Science Inquiry Skills
  - a) Questioning and Predicting
  - b) Planning and Conducting
  - c) Processing and Analysing data and Information
  - d) Evaluating
  - e) Communicating

Science is run as a subject within the classroom, where students develop their scientific understanding and take part in experiments every fortnight. In addition to this, Science areas are regularly explored within our Inquiry units.

## Resilience Project

The Resilience Project is an engaging program that provides practical strategies to build resilience and happiness. It covers the key principles of gratitude, empathy, mindfulness and emotional literacy. Teaching resilience has been shown to have a positive impact in all aspects of the classroom. Each student will receive a handbook to complete various activities in class. These activities will be focused around the 4 areas of resilience, outlined below, with each lesson generally being broken up with a mix of each category.

- **Gratitude**
  - The act of being thankful and appreciating what you have in life.
  - Research shows in 21 days of practicing gratitude, you become 3 times more likely to notice a positive.
  - In 42 days, you are likely to be more focused and determined, and have higher levels of energy
- **Empathy**
  - Capacity to understand what another person is feeling.
  - Every time you do something kind for someone else, your brain releases oxytocin, leading to increased levels of happiness.
- **Mindfulness**
  - The practice of attention regulation.
  - It improves decision making, relieves stress, improves sleep, makes you less nervous and improves ability to focus.
- **Emotional Literacy**
  - The ability to understand and express emotions.
  - Emotional literacy skills are needed by students in order for them to cooperate, manage conflict and make friends.

## Homework:

- Take-home Readers are to be read aloud to an attentive adult for at least 20 minutes every school night. Please ensure that your child reads every night, their reader cover is signed and sent back to school each day. Please ask your child to retell the story and/or ask them questions about the text to check their comprehension.
- Please note that if your child brings home a long book, it does not need to be completed in one night. Students can hold onto the book and read a little bit each night until finished, however it must remain in their Reader Folder and be returned to school each day.
- Inside students reader covers there may be a list of previously taught phonic sounds and common words. If you would like to reinforce what your child is learning in class, please practise these lists at home using the Read Write Inc. reading strategies: 'Fred Talk' or 'Fred in your head'.
- Other than readers, students may be required to complete work at home when they have not completed their work in class. Please consult with a classroom teacher if necessary.
- Each Year 1 and Year 2 class has a class mascot that the students can volunteer to take home for a weekend. Each mascot comes home with a diary that can be filled with writing and pictures about what the mascot did on their weekend with the children. This is not an additional homework task, but simply an opportunity for students to engage in a fun reading and writing experience.
- If you are interested in having your child complete extra tasks at home, there are a couple of options:
  - Students who have paid the annual fee of \$11.00 will have access to Mathletics. They can log in and play games or challenge themselves in mental arithmetic against other students around the world. The class teacher may set tasks for students to complete.
  - Parent/Student/Teacher interviews are an opportunity to talk about areas of improvement. Your child's teacher may suggest an activity that can be completed at home to help your child in this area.
  - Link Education in Mount Waverley has a wide range of resources that you can purchase.
  - The Level 2 Newsletter states what curriculum tasks we are covering during the coming weeks in class. This may assist in creating follow up activities for your child.



# Level 2 Specialist Information

## **Physical Education– Mr Clinton Walsh**

### **National Curriculum Overview**

The curriculum for Years 1 and 2 builds on the learning from Foundation and supports students to make decisions to enhance their health, safety and participation in physical activity. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older.

In addition, students develop personal and social skills such as cooperation, decision-making, problem-solving and persistence through movement settings. They also learn how to select, transfer and apply simple movement skills and sequences individually, in groups and in teams.

### **The Physical Education Program aims to:**

- Provide equal opportunities in sport for all children.
- Ensure that as many children as possible are involved in sport.
- Provide an environment that encourages maximum participation.
- Encourage children to work as part of a team.
- Teach children the benefits of sport and keeping healthy, and
- Provide positive experiences that will lead to lifelong participation in physical activity.

### **Components of the Physical Education Program**

- Fundamental Motor Skills: Bouncing, catching, kicking, throwing, striking & dodging.
- Ball handling
- Games
- Dance
- Gymnastics
- Athletics
- Aquatics
- Sport Education

### **Swimming Program**

This year's Level 2 Swimming Program will be held at AquaLink Nunawading from Monday 20<sup>th</sup> April to Friday 24<sup>th</sup> April. This is a 5 day intensive Swimming Program, incorporating one 40 minute lesson per day. The 'Swim and Survive' program will be taught by Nationally Qualified swim teachers from the Nunawading Swimming Club.

### **Parent Assistance**

Many aspects of the Physical Education program require the assistance of parent helpers. Programs and events such as the Perceptual Motor Program and the Junior School Tabloid Sports Carnival would not be possible without the support of parents. Your support and assistance is greatly appreciated.

### **Helpful Information**

- Students are encouraged to bring a drink bottle to Physical Education.
- Students are required to wear non marking runners in the school stadium.
- Please inform me of any medical or health related issues that may impact your child's ability to participate in Physical Education.

### **Working with Children Card**

Parents wishing to assist with the programs outlined above will require a current Working with Children Card. For further details on how to apply for a Working with Children Card please contact the school office.

## **Level Two Digital Technologies - Mrs Julie Hall & Mrs Alisha Tarenidis**

Students in grades 1 & 2 have a 40 minute dedicated session in the ICT lab each week. They will continue to work from the Digital Technologies (Digi Tech) curriculum. Digi Tech will be closely linked to the enquiry topic for each term as well as being integrated with the literacy and numeracy program.

Learning from Level 1 is reinforced and extended, so that students learn the safe use of digital systems, for example the correct way to sit at the computer and to handle equipment appropriately. They learn the correct names of ICT equipment and become familiar with the computer desktop. By using programs, such as PowerPoint, Word and Excel, they continue to develop hand-eye coordination through using the mouse.

Digi Tech places a greater emphasis on computational thinking (problem solving) and algorithms (a sequence of steps for carrying out instructions). To this end, the students will also be involved in game making and basic programming using 2 Do It Yourself and Microworlds Jnr (Grade 2). They will go through the process of defining, designing, implementing and evaluating their products.

Through cybersafety activities, students will learn how to behave in a safe and ethical manner to help protect both themselves and others when working in an online environment.

By the end of Year 2, the aim is for students to create a range of digital solutions, to organise, manipulate and present data (this includes number, text, image, audio & video)

Students will continue to develop the practice of creating, naming, retrieving and organizing files in a meaningful manner, which shows clear ownership of files. They will learn simple formatting techniques, such as bolding, centring and changing fonts to improve the presentation of their work.

Each family in F-2 is asked to sign an Internet user agreement in Foundation or when they first commence at Vermont Primary. When you receive this, please **discuss** it with your son/daughter and when signed, return it promptly to your class teacher

Digi Tech is a dynamic and ever changing area and we look forward to working with your child to assist them to become safe, creative, efficient and ethical users of digital technologies.

## **Performing Arts – Mr Travis Fraser and Mrs Peta Jenkin**

The curriculum for Level 2 students will cover the following aspects:

- Students will learn to play various percussion instruments and a few tuned instruments (e.g. xylophone, ukulele, keyboard, guitar etc). They will be taught the appropriate use and handling of these instruments.
- Students will learn to read, write and perform basic rhythm charts
- Students will be introduced to new forms of musical notation and reading treble clef notes
- Students will study the building blocks of music such as beat, rhythm, pitch, melody and tempo
- Dance and drama will also make up the curriculum. Student will participate in dance routines, improvisation in both dance and drama and role playing activities

Soiree Concerts which highlights the musical talent of our students will be showcased in the school stadium. This year the Junior Students (Foundation-Yr3) will hold their Soiree in Term 2 and the Senior Students (Yr4-6) will have their concert in Term 3. These concerts will feature music groups such as the Choir, Orchestra and Rock Band. There will also be various solo and small group performances.

## **Visual Arts –Mrs Meredith Simpson**

Students attend a forty minute Visual Arts Lesson in the art room each week. They need to wear their own smock to protect their uniform when working in the art room. Their **name needs to be clearly visible on the front of the smock.**

In the younger classes the emphasis is on experimentation. The children use their imagination and learn to safely manipulate a variety of materials and tools. They discuss and extend their knowledge of the Visual Arts elements and principles and they begin to plan their work by selecting, arranging and explaining their choices. They learn how art works can be designed and made to fulfil a particular need and where art works can be found. They create artworks extending either the class theme or the overall school theme of Resilience.

The role of Visual Arts Specialist is again being shared between Mrs. Mulvany, who works Mondays, Tuesdays and Thursdays and Mrs. Simpson who works Wednesdays and Fridays. Grade 1 and 2 classes will be taught by Mrs. Simpson.

## **Indonesian LOTE Teaching Program – Bu Smith**

Selamat datang welcome to our new students who are learning Indonesian for the first time. Students undertaking Indonesian lessons will begin to acquire the skills of listening, speaking, reading and writing through a wide range of communicative activities and authentic sources. This will enable our students to not only learn about the language but also to develop an intercultural understanding and foster global communication which in turn develops greater tolerance and appreciation of others.

Learning a language fosters students' ability to think and reflect, develop mental flexibility and problem solving strategies. It offers students the opportunity and the ability to develop interpersonal skills and to practise higher order thinking skills in a meaningful context.

Students from Foundation through to Year 6 attend one 40 minute lesson of Indonesian each week.

Students start to understand and use the Indonesian language in structured situations and activities related to their local environment: self, family, home, greetings, numbers 1 to 20, colours, days of the week, months of the year and stories about families and animals. To develop comprehension they respond by using key words, then phrases and progress to sentences. Students learn to recognise the printed form of familiar words, phrases or sentences that they have memorised. They begin to identify patterns and common elements in the language, and experiment to express themselves.

Students are immersed in hearing the language, through singing, dancing, acting, completing activities, participating in games, conversing, reading, writing and viewing. Students identify features of communication, and where relevant, differences in dress, eating, greeting routines, ways of being polite and other obvious cultural practices. They participate in the processes of reading, interpreting and translating. They continue to communicate with ongoing teacher support and scaffolding. They experiment with written and oral communication to express themselves.