**Boroondara Park Primary School** 

**Team 1/2 Classroom Open Session 2025**

**Team 1/2 Staff**

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| **1-2TA** | **Lyndsey Thwaites/Sarah Amiconi - Rooms 6/7** |
| **2AO** | **Bella O’Hoy - Rooms 4/5** |

**Specialist Teachers**

**PE Carlos Milan (Tuesday, Wednesday, Thursday and Friday)**

**Performing Arts Zoe Tsai (Monday, Tuesday and Friday)**

**Art Maryanne Cozzio (Monday, Tuesday, Wednesday and Thursday till 1.30pm)**

**French Marylou Higgins (Monday, Tuesday, Wednesday)**

**EAL Sujatha Chaturvedi (Monday, Tuesday)**

**Learning Support Teachers**

**Tutor Bridget Grundy (Monday and Tuesday)**

**English**

**In Level 1 and 2,** students communicate with peers, teachers, known adults and students from other classes, and community members.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.

**Reading**

Our reading programs are developmental across the school, with the upper years building upon the skills and concepts established in the lower years. The focus of the junior years literacy program is to develop the reading skills of all students from Foundation through to Grade 2. This provides the building blocks of skills, strategies and attitudes for future learning. Ongoing monitoring and assessment by all our teachers assists the classroom teacher to plan a program that meets the needs of every student.

In the classroom our differentiated reading program uses the Gradual Release of Responsibility model – I Do (Teacher) / We Do (Teacher/Student) and You Do (student). During our daily reading lessons the following scaffolds are used to teach reading strategies, comprehension skills, grammar, text structures and how reading should sound:

* Modelled Reading – Teacher reads aloud to students modelling the strategy
* Shared Reading – Teacher reads and students join in
* Guided Reading – Teacher supports a group of students of similar competency to read an appropriate levelled text
* Independent Reading– Students engage with a range of texts, practising the strategy themselves.

A designated reading block is undertaken by all classes. Students are explicitly taught reading strategies using Sheena Cameron’s Reading Strategies and then given the chance to practise them. They explore a variety of fiction and non-fiction texts independently, in small focus groups and as a class. They are encouraged to ask questions as they read, make predictions and inferences and evaluate their thinking.

Ongoing monitoring and assessment by all our teachers assists the classroom teacher to plan a program that meets the needs of every student. Each child is carefully monitored and provided with explicit teaching so that they can be suitably challenged. Our junior years program includes a structured reading program which involves small focus groups, whole class participation and opportunities for students to work individually as well as collaborate with their peers.

In Grades 1 and 2 students participate in a variety of literacy activities including guided reading, reading games, vocabulary activities and independent reading tasks.

An important component of the junior school reading program is “guided reading”. This is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviours and can read similar levels of texts. Teachers select books that students can read with about 90 to 94 percent accuracy. Students can understand and enjoy the story because it's accessible to them through their own strategies, supported by the teacher’s introduction. They focus on meaning but also use problem-solving strategies to figure out words they don't know, deal with difficult sentence structure, and understand concepts or ideas they have never before encountered in print. The teacher supports the group of students to read a text independently, guiding or ‘scaffolding’ the students as they read, talking and thinking their way through a text. Guided reading gives students the chance to apply the strategies they already know to new texts. The main goal of guided reading is to help students use reading strategies whilst reading for meaning independently. Guided reading sessions are made up of three parts: before reading discussion, independent reading, and after reading discussion.

In order to immerse students in a wide range of texts, each grade has a classroom library which is well stocked with books of a range of genres. The classroom libraries have texts catering to all interests and abilities. There is a range of fiction and non-fiction titles.

Each student has their own book box, which contains texts which are carefully selected by the student.

**Writing**

Our writing program includes:

* explicit teaching of form and structure of focus text type – in Term 1 this will be texts that recount experiences
* practice of writing genre, content reflecting aspects of the mentor text for reading program
* group/individual writing conferences
* word study/spelling
* vocabulary study
* grammar

We explicitly teach writing skills and behaviours using The Six Traits of Writing. This approach allows teachers and students to identify and name all stages of the writing process, and actively focus on skills development that falls within each quality or trait. The six traits are Ideas, Organisation, Voice, Word Choice, Sentence Fluency and Conventions. Teaching using the language of the traits allows meaningful tasks to be created at every stage of the writing process, using words and a predictable, familiar structure that students understand. Most importantly, it supports students to develop self-reliance and equips them with writing improvement strategies. This approach is used across all genres of writing studied, and across the school from F-6.

**Spelling program** – Phonics Plus, a structured progression of grapheme-phoneme correspondences using a systematic synthetic phonics approach.

This year BPPS will be using the new Phonics Plus Program developed by the Department in Foundation, Grade 1 and 2. This is a program which provides schools with a comprehensive approach to teaching reading and spelling using the evidence-based systematic synthetic phonics approach.

The Phonics Plus resources include a detailed scope and sequence program that sets out how students first learn simple sound-letter relationships before moving on to more complex letter combinations for reading and spelling.

At this stage, the Department has not released the lessons for Grade 1 and 2. We will begin the Grade 1 and 2 program when made available to the school. Until that time we will be continuing to use the SMART Spelling program, and aligning it with the Phonics Plus overview where possible.

**Speaking &** **Listening**

Students will do a number of oral presentations including formal and informal presentations. Opportunities to develop listening skills are embedded in our programs, as students work with partners and small groups, take part in discussions, reflect and build on the contributions of others, and follow teacher instructions.

Find out more information using these resources:

* [Victoria's approach to teaching reading F–2 (PDF)](https://content.sdp.education.vic.gov.au/media/victorias-approach-to-teaching-reading-f-2-2817)
* [How to build your child's literacy skills from birth to Grade 2](https://www.vic.gov.au/how-build-your-childs-literacy-skills-birth-grade-2)

**Mathematics**

# Our Maths Curriculum is based on the [Victorian Mathematics Curriculum 2.0](https://victoriancurriculum.vcaa.vic.edu.au/mathematics/mathematics-version-2-0/curriculum/f-10) which describes what is essential for students to achieve in maths from Foundation to Year 10 across Victorian schools. The curriculum sets out what students are expected to learn and is designed as a continuum of learning.

Each term we have a number of concepts that we cover which have been developed using an Inquiry Approach to Maths. Each term we have a number of concepts that we cover which have been developed using an Inquiry Approach to Maths. For information regarding what is being taught in Maths in Team 1-2 please refer to our [Maths Overview](https://www.bpark.vic.edu.au/page/205/Curriculum-Planners) on our website.

**In Term 1** we will be focussing **on** addition and subtraction, (including mental strategies and modelling), **place value in number, skip counting, skip counting patterns and patterns with objects.** Within place value, students will be expanding their ability to apply their knowledge of integers through investigations tied to real life scenarios. In measurement, students will focus on time, measuring time (duration) in hours, days, months and seasons. In statistics students will do simple surveys and create simple data displays based on these surveys.

**Goals**

All students have personal reading, writing and maths goals to guide their learning. They are guided through conversations with their teacher to choose achievable goals and to reflect upon their growth as they work towards successful outcomes. These are reviewed regularly by the student and teacher during one to one conferences. Be sure you know your child’s goals so you can support them on staying on track, celebrating successes, and problem-solving as needed.

**Integrated Studies**

Our Integrated Studies program enables children to:

* Understand their world through big ideas
* Work cooperatively with others to develop skills of listening, teamwork, empathy and collaboration
* Continuously reflect on themselves as learners
* Develop a social conscience that enables them to take responsibility for their actions
* Develop critical and creative thinking skills.

**Term 1 unit Community - Managing Self**

Students will learn about the skills required to become effective self-managers and how these skills contribute to our developing identity. They will learn about and practise managing strong emotions, giving, seeking and denying consent and managing conflict in different situations. Students will analyse signs in the community that help to keep them safe. They will offer strategies to a character to help them solve a problem and create their own sign to remind the character of how they can overcome challenges. The essential question guiding the learning is: How can we be effective self-managers?

For more information about what concepts your child is learning at school refer to our **Integrated Studies,** **Maths and Literacy planners** on the BPPS website under curriculum. <https://www.bpark.vic.edu.au/page/205/Curriculum-Planners>

# Home Learning

Students in Grade 1 and 2 are expected to read their Reader they bring home and complete 1 My Numeracy task each week.

As the name suggests, we see your children's education as a partnership. We believe that home learning complements and reinforces classroom practice and is in line with DET recommendations.

Children are expected to read every night from Monday to Thursday. This means not just silently but out loud on a regular basis, no matter what year level they are in. We also encourage you to read to them.

My Numeracy maths tasks are aimed at consolidating what they have been learning in class. Please note, if they are struggling with a question, they are encouraged to copy the question onto a piece of paper and bring it to school in their red reader bag for clarification with their teacher.

Additional home learning tasks may occasionally be sent home by all year levels, such as a Maths warm up game or an Integrated Studies activity. Specialist subjects may also send home a home learning task especially regarding practising skills for school events and/or in preparation for classes.

If there are any concerns please discuss with your child’s teacher.

**Assessment and Reporting**

* Mid year and end of year written reports available in Compass Parent Portal
* Parent Teacher Interviews
* Team expos at the end of each term.

In addition to the above, teachers are available at any time during the year to meet and discuss student progress.

**Sport**

Children participate in a 60 minute sport session as well as their physical education session each week.

**Communication**

A notification is required if your child has been absent, with a reason for the absence.

Please arrange an interview if there is something in particular you wish to discuss (we are likely to have relevant information at hand if you let us know what the issue is beforehand).

We can be contacted by email at any time. We may not respond immediately as we may be teaching but will respond as soon as possible.

**What you can do to help**

Encourage your child to…

* talk about the books they are reading. Reading material does not need to be limited to books taken home from school. Visit libraries, read non-fiction books, read a serial to your child. Newspapers and magazines are also suitable. Children enjoy being read to and modelling reading to them is an important part of the process.
* have a regular home learning time, when they are relaxed and feel ready to complete tasks comfortably.
* play card and board games; participate in shopping; and write lists, letters and stories.
* How to build your child’s literacy skills <https://www.vic.gov.au/how-build-your-childs-literacy-skills-birth-grade-2>
* How to build your child’s numeracy skills <https://www.vic.gov.au/how-build-your-childs-numeracy-skills-birth-grade-2>
* Literacy and Numeracy Tips to help your child every day <https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/english/literacy/LiteracyandNumeracyTipstoHelpYourChild_Final.pdf>

You are always welcome to visit our classroom, observe your child’s work and share in all their school experiences and the activities we have to offer.

**Programs and Events**

* Life Ed - Term 2
* Whole School Cross Country - Tuesday 29th April at Leigh Park
* Junior School Athletics – date to be determined
* Whole School Production - Monday 10th November
* Grade 1 and 2 Disco, Pizza and Movie Night - Term 4