

# Junior School



## Curriculum Information 2019 Year 1 & 2



# Our Team



1A - Miss Jen Ashburn

1B - Mr Arthur Chronopoulos

1C- Mrs Rosemary Godina and Mrs Doris Holley

2A- Mrs Ilana Arndtheim

2B - Mrs Louise Dleski

2C- Mr David Senior



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**Tell me  
and I forget.  
Teach me  
and I  
remember.  
Involve  
me and  
I learn.**

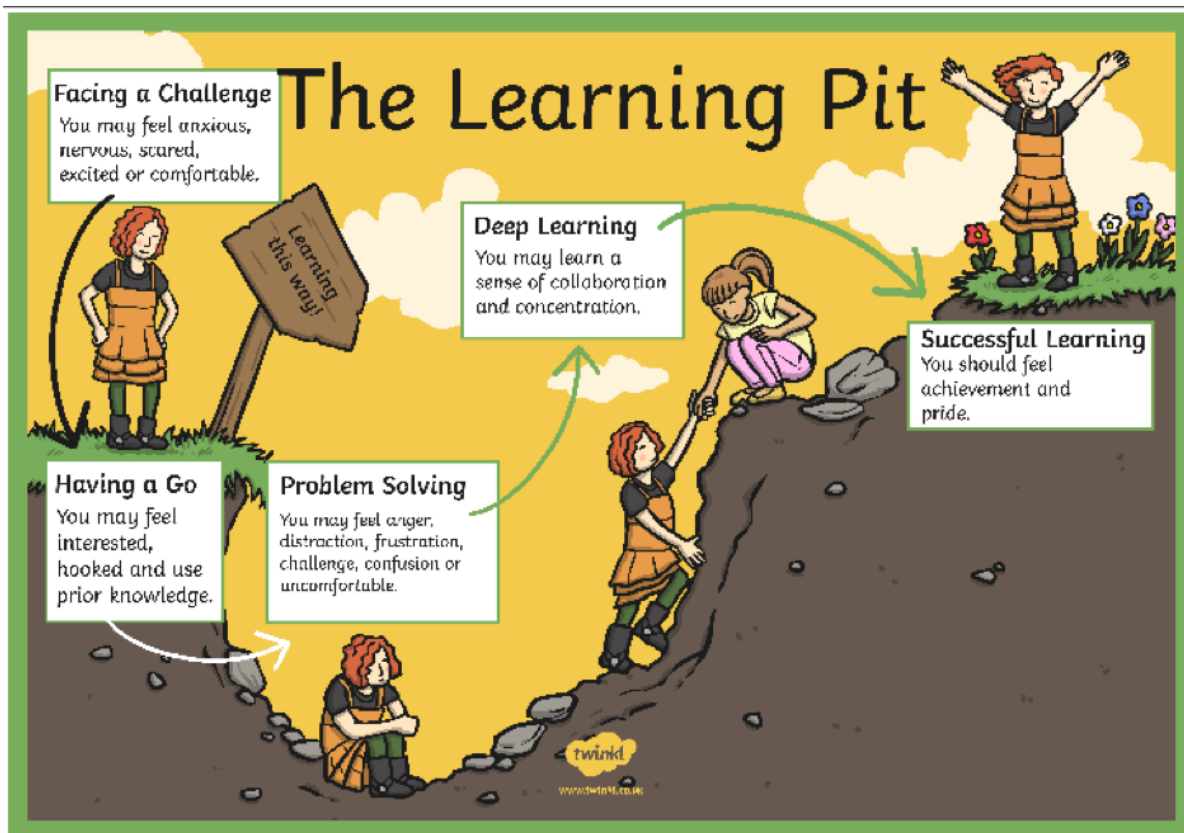


This is our vision for the Junior School 2019.  
We want the children to be:



- motivated
- curious
- have a positive attitude and engaged
- have learning goals
- able to articulate their learning
- problem solvers
- more independent
- risk takers and have a growth mindset
- confident and resilient
- collaborative and work in teams





# Our Specialists

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Science - Mrs Andrea Kinsey/Mrs Emma Pfeiffer

PE - Mrs Jaimee Rixon

Art - Mrs Carol Kozlowski

Music - Mrs Carol Ray

Kitchen - Mrs Jennifer Leason

German - Frau Heike Barker

Early Intervention - Mrs Christine Day



# Home Routines



Blue folders in pouches

Resilience diary

Take home book

Reading log is in the Resilience Diary





# Literacy

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Our Literacy program incorporates the three Language Modes of:

- Reading and Viewing
- Writing
- Speaking and Listening





# Reader's Workshop

## Independent Reading



Year 2 students will be introduced to a new reading approach that will:

- further and develop comprehension skills
- assist students to make connections as they read and
- provide an opportunity for your child to self-select text according to genre and difficulty. Choosing the right text can be challenging initially, but with support and guidance from the teacher, students will be able to recognise what is the BEST FIT BOOK for them.

You can also assist by taking them to the local library and spending some time looking at and enjoying books together.



# Reading and Viewing

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Year 1 students are involved in small, needs based cooperative groups working on differentiated tasks. Children reinforce these skills during Learning Centre activities.



During Guided Reading sessions with the teacher, the children develop strategies for successful reading and comprehension, i.e. maintaining meaning, re-reading for clarification and making inferences about text content.

Students in Year 1 will be gradually introduced to components of the Reader's Workshop eg: Best Fit Books



# Reader's Workshop



During the Independent Reading sessions students will be explicitly taught how to:

- Record and make predictions
- Focus on ambitious vocabulary
- Recognise character traits, motives and feelings.
- Identify settings/scenes
- Locating and summarising facts
- Analysing different texts and their purpose
- Make connections text to text, text to self and text to world.



# At Home Reading



Children have a take home reading book. Children need to be reading together with parents each night.

At this level, the emphasis on home reading is on

- enjoyment.
- building fluency,
- comprehension,
- reading a text at an independent level.

\*Make it your child's responsibility to return it to school daily.





# Write To Read Program

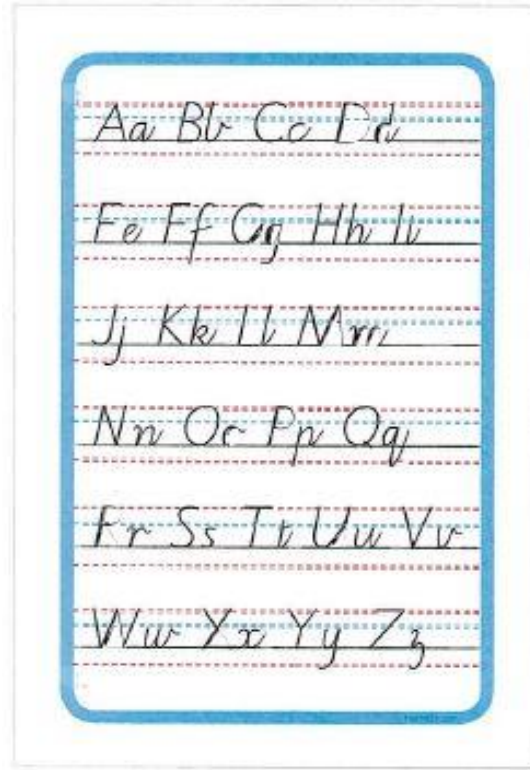
- The students will be using the language of 'sounds and phonograms'.
- 26 letters in the alphabet. The sounds/codes may be single letters, or in 2s, 3s, or 4s. They make up the 70 different sounds in the English language.
- In Year 1 and 2 the students will revise and learn these codes. Some letters or letter combinations make one sound...i.e. 'b'; as in bat and some can make more i.e. 'a' as in 'at', 'navy' or 'last'.
- This knowledge is used for both reading and writing.
- Rules to be learnt in Years 1 & 2 are highlighted in the blue folder.



# Handwriting

Victorian Cursive

Handwriting



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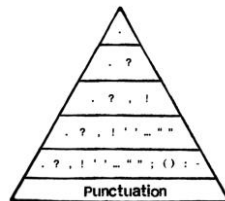
# Writing- VCOP and Big Write

**V Vocabulary** -The range of ambitious vocabulary a child knows; WOW words.

**O Openers** - The strategies a child has for opening sentences; making these more diverse and engaging.

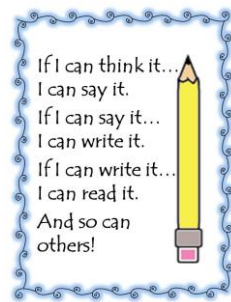
**C Connectives** – The range of ways a child has of joining ideas, phrases & sentences.

**P Punctuation** - The range of punctuation a child can accurately use, and to enhance their writing.



**'If a child can't say it, they can't write it.'**

Big Write Talk Homework







# Speaking and Listening

Students will be provided with opportunities to speak to their peers in small group and whole class situations through:

- Project presentations
- Reflecting on their learning
- Recounting experiences and information
- Reader of the day (Semester 2)



Students will also experience activities to develop listening skills.



# Numeracy Overview

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## **Number and Algebra**

- Place value, number patterns, addition, subtraction, multiplication, division, fractions, money

## **Measurement and Geometry**

- Using units of measurement for length, mass, time, days, months, shape (2D & 3D), location

## **Statistics and Probability**

- chance, data representation, graphing



# Numeracy

Students are:

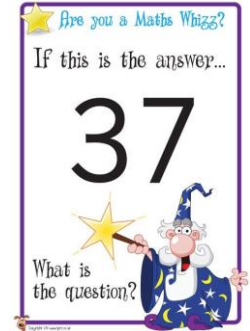
Exposed to mathematical symbols and language

Encouraged to communicate and explain mathematical ideas

Enabled to ask mathematical questions and develop simple strategies to investigate and solve simple problems.

Asked to reflect on learning

Provided with opportunities to enhance their understanding through open ended tasks and games.





# Helping at home- Mathematics

Positive attitude

Practise counting - 2's, 5's, 10's, 4's and 3's

Skip count starting from different numbers i.e. by 5's starting at 3...3, 8, 13, 18...

Read numbers in the environment to reinforce place value to 1000

Practice simple addition and subtraction sums - number buddies for 10 and 20

Telling the time - reading both digital and analogue

My Numeracy is available at home for children to practise their numeracy skills



# STEAM



SCIENCE | TECHNOLOGY | ENGINEERING | ARTS | MATHEMATICS



STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics for guiding student inquiry, dialogue, and critical thinking.

It encourages students to take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process.

Our Inquiry topics each term will incorporate the STEAM approach. Students will complete a STEAM project in Term 2 & 3.



# STEAM



SCIENCE | TECHNOLOGY | ENGINEERING | ARTS | MATHEMATICS



What STEAM projects look like in the Junior school.

2 STEAM projects - Term 2 & Term 3

Introduce project  
Group formation  
Initial design

Review design  
Begin construction

Construction

Showcase

Reflection



## Inquiry Topics

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**Term 1-Family History**- This term the children will be learning all about 'Family.' The aim is for students to develop an awareness of the various Family Groups. Children will learn how to identify examples of continuity and change in family life, comparing past and present. We will cover the differences in family structures, what they have in common and how these have changed or remained over time.



**Term 2-'Tell Me a Story'**- Children will be learning about folktales, fairytales, fables and dreamtime stories that have been read or told over many generations. The children will explore how they are relevant to our lives, the messages and morals in the stories. It would be a nice idea to spend time reading these types of stories with your child at home. This unit will involve a STEAM project, in which students will need to find a solution to a problem where they will investigate, design, create, evaluate and share.





# Inquiry Topics



**Term 3- Minibeasts** - This term we are looking forward to learning all about minibeasts. We will discover their different characteristics, habitats and diets. We will evaluate what is the role of minibeasts in the ecosystem and how they are important to our environment.



**Term 4- Sustainability** - This term we are looking forward to learning all about sustainability. We will discover what sustainability is. Why is sustainability so important? We will be working in the garden to reinforce and develop our understanding and will also focus on the three R's- Reduce, Reuse and Recycle.

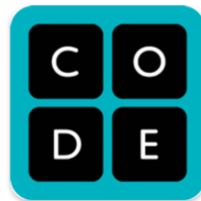


# Digital Technologies

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- Computers
- Cybersafety
- Laptops
- Ipads
- Interactive whiteboards
- Coding
- BeeBots
- BlueBots



Code.org



# Google Drive



Google Drive in the Junior School!

- **Google Docs** is a word processing tool (like Microsoft Word).
- **Google Slides** is a presentation tool (like PowerPoint).
- **Google Sheets** is a spreadsheet tool (like Excel).

Each class will have their own account that they can access at home which will allow them to save and share their work.

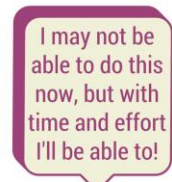
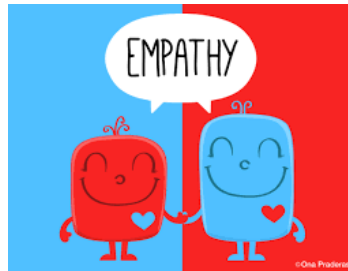


# Wellbeing and Mindfulness

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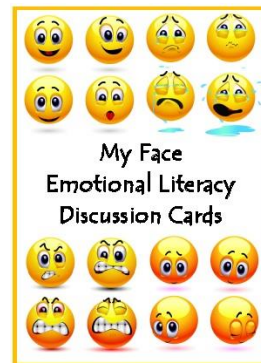
- The Resilience Project : G E M
- YCDI keys
- Circle time
- Growth Mindset



# The Resilience Project



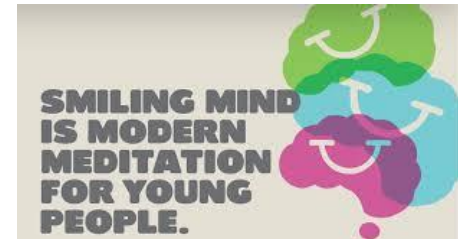
The Lessons in the Resilience Project are focussed on the four key strategies. These strategies are **G**ratitude, **E**mpathy, **M**indfulness and **E**mootional **L**iteracy. In your child's 'Resilience diary' are daily activities or discussions to have promoting the 4 key components.



# Wellbeing and Mindfulness



- Meditation (Smiling Minds or GoNoodle relaxation)
- Mindfulness colouring in
- Breathing exercises (Bubble Journey, origami)
- Visualisation
- Mindful movement (Dance/yoga/walking)
- Reflective writing



# Growth Mindset

DEVELOPING A **GROWTH MINDSET**



INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

## 10 What Questions to Develop a Growth Mindset in Children

1. What did you do today that made you think hard?
2. What happened today that made you keep on going?
3. What can you learn from this?
4. What mistake did you make that taught you something?
5. What did you try hard at today?
6. What strategy are you going to try now?
7. What will you do to challenge yourself today?
8. What will you do to improve your work?
9. What will you do to improve your talent?
10. What will you do to solve this problem?

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