Beaumaris Primary School

Parent Information

Level 2 - Year 1 and 2
CURRICULUM
This is an overview of the Victorian Essential Learning Standards (VELS) for Level 2 (Years 1 & 2) which outlines the curriculum expectations for all Year 1 & 2 students in Victoria.

At Beaumaris Primary School we believe in the value of children becoming life-long learners. Through our core purpose of learning together and our values of respect, resilience, relationships and responsibility we build a curriculum through utilising the Victorian Essential Learning Standards (VELS) that is relevant to the values, skills and knowledge our children will need to effectively operate within our global society. Therefore the BPS teaching and learning program is aimed at developing students who are socially and environmentally responsible, problem solvers, self directed, adaptable, ICT literate, resilient and have effective inter-personal skills.

The Victorian Essential Learning Standards act as a curriculum framework for Victorian schools. They are based on the best practice in Victorian schools, national and international research and widespread consultation with school communities, educators, professional associations and community groups. The Standards will provide the means for all Victorian schools to use the best curriculum thinking to better prepare students for success at school and beyond.

To succeed beyond the compulsory years of schooling, all students need to develop the capacities to:
- manage themselves as individuals and in relation to others
- understand the world in which they live; and
- act effectively in that world.

THE STRUCTURE OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS
Three strands of learning
To ensure that the school curriculum develops students with these capacities, the Victorian Essential Learning Standards (VELS) are developed within three core, interrelated strands. The three core, interrelated strands are:
- Physical, Personal and Social Learning
- Discipline-based Learning
- Interdisciplinary Learning.

Learning Domains
Each strand has a number of components called domains. The domains describe the knowledge, skills and behaviours considered essential in the education and development of students to prepare them for further education, work and life. They also include the standards by which student achievement and progress is measured. Within each domain, the essential knowledge, skills and behaviours are organised into dimensions. Standards are written for each dimension. However not all domains are assessed in all levels.
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Stages of learning
The Essential Learning Standards identify three stages of learning through which students progress and recognise the differing learning needs of students at these different stages, phasing curriculum expectations and standards over six levels.
- Years Prep to 4 – Laying the foundations
- Years 5 to 8 – Building breadth and depth
- Years 9 to 10 – Developing pathways

Levels
The Victorian Essential Learning Standards include standards at six levels broadly associated with the years of schooling from Years Prep to 10 as follows:
- Level 1 – Preparatory Year
- Level 2 – Years 1 and 2
- Level 3 – Years 3 and 4
- Level 4 – Years 5 and 6
- Level 5 – Years 7 and 8
- Level 6 – Years 9 and 10.

Level 2 Overview
In the Victorian Essential Learning Standards Level 2 is broadly associated with Years 1 and 2 of schooling.

Learners begin to organise ideas, use language to work with peers and further develop basic literacy and numeracy skills. They begin to develop an awareness of other groups, cultures and times.

Key characteristics of students at this level include:
- taking control of learning processes
- becoming an independent reader and writer
- developing basic computational skills
- using imagination and experience to create arts works
- learning to collaborate with peers
- beginning to organise ideas and share thoughts
- becoming more confident physically
- becoming aware of the local community.

Students are encouraged to read and write texts independently, responding ‘to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary’ (English: Reading). This develops their capacity to enter the world of ideas and to extend their knowledge and imagination beyond their immediate community. Students become aware of different groups in society and their place in one or more groups. They start to develop an awareness of other cultures and times.

Independent reading and writing provide opportunities to develop and reflect at a personally suitable pace. Students become aware that ideas can be located and communicated within text. They use this awareness to predict endings and to empathise with the feelings of storybook characters. They ‘contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication’ (English: Speaking and listening).
Students develop an understanding of basic numeric functions, begin to use units of measurement of different sorts including informal units ‘such as hand-spans, to measure length’ and formal units ‘such as hour and minute for time’ (Mathematics: Measurement, chance and data), and begin to create and manipulate sets.

They explore ways of creating arts works using a range of arts forms, media and materials, and experiment with ways of expressing and communicating ideas to others. They explore and respond to works of art by other artists and ‘describe and discuss characteristics of their own and others’ arts works’ (The Arts: Creating and making).

Tasks are structured with a definite end-point. In line with their independence, students manage tasks according to instructions and within time limits. Interdependence also increases the importance of giving, seeking and receiving support with learning. Students develop their capacity to follow directions, identify needs and find solutions. They improve their learning by offering assistance to peers, and by seeking assistance from peers. Students become aware of their own contribution to a positive learning environment.

Having more control of their learning helps students to develop the skills to monitor their learning, noting success, recognising mistakes and failure as part of learning, and by seeking to improve. They begin to measure improvement over time and connect effort with achievement.

Positive attitudes to learning and effort are fostered when students participate in collaborative tasks and learning experiences. Social skills and behaviours allow students to participate in processes where they work together ‘in teams in assigned roles, stay on task and complete structured activities within set time frames’ (Interpersonal Development: Working in teams). In this sense, students develop an awareness of audience and the different types of strategies and formats required to communicate ideas.

Students use tools that enable them to organise ideas. They are able to use technology to manipulate material, format, use filing systems and access information ‘to create simple information products for specific audiences’ (Information and Communications Technology). Knowledge and understanding is collected and classified through listening, observing, measuring, testing and displaying in appropriate formats. Repeated observation is used to build patterns, to make estimations and approximations, and to seek answers. Active learning through collection and organisation of data over extended periods develops deep thinking and intrinsic motivation.

Students begin learning how they develop, extend the range of physical activities they undertake and ‘regularly engage in sessions of moderate to vigorous physical activity’ (Health and Physical Education: Movement and physical activity). They also participate in more group, rather than individual, activities and gain an appreciation of the importance of the rules of the game.

**ASSESSMENT AND REPORTING**

Ongoing assessment is carried out during the year using observation, testing, check lists and work samples.

Early in Term I parents will be given the opportunity to meet with their child’s teacher to share relevant information about the child’s wellbeing and learning.
Parents will receive a formal written report of their child’s progress in June and December and parent teacher interviews will be held in June. However, parents are welcome to arrange an interview with their child’s teacher at any other time that is mutually convenient.

If a student has specific learning needs an Individual Learning Plan (ILP) will be developed. The student’s progress will then be monitored and reviewed at regular meetings during the year and the plan adjusted accordingly.

**ENGLISH**

**Reading**
At Level 2, students are expected to:
- read independently and respond to short imaginative and informative texts with familiar ideas and information
- match sounds accurately to a range of letters, letter clusters and patterns, and work out the meaning of unfamiliar phrases and words in context
- locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text, and interpret labelled diagrams
- predict plausible endings for stories and infer characters’ feelings
- self-correct when reading aloud and describe strategies used to gain meaning
- identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience.

**Writing**
At Level 2, students are expected to:
- Accurately spell frequently used words, and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words.
- use capital letters, full stops and question marks correctly
- reread their own writing and use a range of editing resources to revise and clarify meaning
- write upper- and lower-case letters legibly with consistent size, slope and spacing
- write short sequenced texts that include some related ideas about familiar topics. Write texts that convey ideas and information to known audiences.
- select content, form and vocabulary depending on the purpose for writing and describe the purpose and audience for their own and others’ writing.
- use appropriate structures to achieve some organisation of the subject matter
- link ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place.

**Speaking and listening**
At Level 2, students are expected to:
- listen to and produce spoken texts that deal with familiar ideas and information
- demonstrate, usually in informal situations, that they are able to speak clearly using simple utterances and basic vocabulary
- organise spoken texts using simple features to signal beginnings and endings
- vary volume and intonation patterns to add emphasis
- contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication
- listen to short live or recorded presentations and recall some of the main ideas and information presented
- listen to others and respond appropriately to what has been said
Mathematics

Number
At Level 2, students are expected to
- model the place value of the natural numbers from 0 to 1000
- order numbers and count to 1000 by 1s, 10s and 100s
- skip count by 2s, 4s and 5s from 0 to 100 starting from any natural number.
- form patterns and sets of numbers based on simple criteria such as odd and even numbers
- order money amounts in dollars and cents and carry out simple money calculations
- describe simple fractions such as one half, one third and one quarter in terms of equal sized parts of a whole object, such as a quarter of a pizza, and subsets such as half of a set of 20 coloured pencils
- add and subtract one- and two-digit numbers by counting on and counting back.
- mentally compute simple addition and subtraction calculations involving one- or two–digit natural numbers, using number facts such as complement to 10, doubles and near doubles
- describe and calculate simple multiplication as repeated addition, such as $3 \times 5 = 5 + 5 + 5$; and division as sharing, such as 8 shared between 4
- use commutative and associative properties of addition and multiplication in mental computation (for example, $3 + 4 = 4 + 3$ and $3 + 4 + 5$ can be done as $7 + 5$ or $3 + 9$).

Space
At Level 2, students are expected to:
- recognise lines, surfaces and planes, corners and boundaries; familiar two–dimensional shapes including rectangles, rhombuses and hexagons, and three–dimensional shapes and objects including pyramids, cones, and cylinders
- arrange a collection of geometric shapes, such as a set of attribute blocks, into subsets according to simple criteria, and recognise when one set of shapes is a subset of another set of shapes
- recognise and describe symmetry, asymmetry, and congruence in these shapes and objects
- accurately draw simple two–dimensional shapes by hand and construct, copy and combine these shapes using drawing tools and geometry software
- apply simple transformations to shapes (flips, turns, slides and enlargements) and depict both the original and transformed shape together
- specify location as a relative position, including left and right, and interpret simple networks, diagrams and maps involving a small number of points, objects or locations.

Measurement, chance and data
At Level 2, students are expected to:
- make, describe and compare measurements of length, area, volume, mass and time using informal units
- recognise the differences between non–uniform measures, such as hand–spans, to measure length, and uniform measures, such as icy–pole sticks
- judge relative capacity of familiar objects and containers by eye and make informal comparisons of weight by hefting
- describe temperature using qualitative terms (for example, cold, warm, hot)
- use formal units such as hour and minute for time, litre for capacity and the standard units of metres, kilograms and seconds
- recognise the key elements of the calendar and place in sequence days, weeks and months
- describe common and familiar time patterns and such as the time, duration and day of regular sport training and tell the time at hours and half–hours using an analogue clock, and to hours and minutes using a digital clock
• predict the outcome of chance events, such as the rolling of a die, using qualitative terms such as certain, likely, unlikely and impossible
• collect simple categorical and numerical data (count of frequency) and present this data using pictographs and simple bar graphs

**Working mathematically**
At Level 2, students are expected to:
• make and test simple conjectures by finding examples, counter-examples and special cases and informally decide whether a conjecture is likely to be true
• use place value to enter and read displayed numbers on a calculator
• use a four-function calculator, including use of the constant addition function and x key, to check the accuracy of mental and written estimations and approximations and solutions to simple number sentences and equations.

**VISUAL ARTS**
Art lessons will be taken weekly by the Art Specialist teacher in the Art Room. The Visual Arts program for the children will involve learning and developing skills, techniques and processes to create two and three dimensional art works. The students will select art elements when using materials and equipment in planned ways to communicate ideas and observations. They will also trial ways of selecting arts elements that can be used to create repetition to communicate ideas or observations. This will be done by participating in such focus areas as:
• drawing
• painting
• threads and textiles
• construction
• modelling
• paper craft/ mixed media
• wood craft
All children must have a clearly named art smock to wear.

**INFORMATION AND COMMUNICATIONS TECHNOLOGY**
ICT is organised in 3 dimensions
1. ICT for visualising thinking
2. ICT for creating
3. ICT for communicating

During ICT classes students will
• Explore a number of software programs and develop appropriate skills
• Develop skills that enable the production of simple multimedia presentations
• Plan and develop simple animations
• Continue to develop keyboarding and word processing skills
• Learn how to safely access and use the internet for research at nominated websites that support classroom themes
• Develop file management skills and knowledge of BPS network
• Enhance their understanding and knowledge of classroom topics through ICT
LIBRARY
Beaumaris Primary has a well-resourced library containing collections of fiction, non-fiction, picture fiction and reference books.

Children are encouraged to bring a library bag to help protect the books they borrow. Books can be borrowed for two weeks. Children are allowed to borrow up to four books. Children with overdue library resources are not allowed to borrow further resources. Families are expected to replace any lost books.

LOTE – JAPANESE
Students are expected to understand and use Japanese in structured communicative activities related to their immediate environment, eg, family, animals and classroom. The focus is on simple classroom interactions, classroom instructions in Japanese, gaining some cultural understanding, and participating in short exchanges eg, greetings, self introduction. Each year the children will have opportunities of participating in girls’ and boys’ day festivals and a biannual whole school Japanese Day.

The children will participate in some language learning and be expected to:
- Follow simple classroom directions
- Recognise and say numbers up to 20 in Japanese
- Know basic daily greetings, eg, good morning, goodbye and good afternoon
- Write their name in katakana
- Listen to stories, participate in songs, games, questions and answer exchanges
- Recognise and write numbers to 20
- Introduce themselves, greet and farewell teacher
- Trace or copy selected characters
- Recognise some culturally-specific gestures and body language, and demonstrate how these are used.

Assessment in LOTE for Level 2
This essentially relies upon participation and involvement. The teacher will observe and comment upon the following examples:
- Ability to repeat words and phrases accurately
- Ability to greet and respond to greetings from peers and teacher
- Ability to copy correctly words and phrases from classroom charts
- Effort and participation in class

PERFORMING ARTS
At level 2, the Performing Arts program involves the students using their experience and imagination in creating and learning about music, expression, communication, dance, movement and drama. At level 2, students demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements and conventions to present ideas and feelings. They use skills, techniques, processes and technologies as tools for performance.
PHYSICAL EDUCATION

The movement & physical activity dimension focuses on the important role of physical activity and sport by providing opportunities for challenge, personal growth, enjoyment and fitness. It promotes involvement based on the awareness that everyone has the right to participate in a healthy and active lifestyle. Students participate in a variety of activities in a range of environments (indoor, outdoor, aquatic). Basic motor skills form a large component of the curriculum and there is an increasing emphasis on improving fitness to allow students to participate in physical activity without undue fatigue. At this level students demonstrate basic motor skills and the beginnings of more complex skills. They demonstrate control when changing speed, direction and level during activities, use equipment and space safely and engage in moderate to strenuous physical activity sessions.

Students should come prepared for the program by wearing suitable clothing and footwear which may include shorts/skirts, t-shirts, runners and a school hat in summer and a tracksuit and runners during winter.

Students in this level have one weekly session with a specialist physical education teacher and additional sessions in FMS and other skills and games with class teachers.

The program varies from term to term given seasonal changes. However, the following topics form the basis of the curriculum each year:

Term 1 – Fundamental Motor Skills
          Minor Games
Term 2 – Gymnastics
          Dance
Term 3 – Fundamental Motor Skills
          Minor Games
Term 4 – Jump Rope For Heart Skipping Program
          Two week intensive Swimming Program at Bayside Aquatic Centre, Mentone.
**GENERAL INFORMATION**

**Starting times**
Each school day starts at 9.00 am sharp and concludes at 3.30pm. The yard is supervised from 8.45 am and it is requested that children not be delivered to school prior to this time unless they are booked into Before School care. Similarly the yard is supervised until 3.45 pm and children need to be collected by this time. Children are to remain inside the school gates until they are picked up.

**Break Times**

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<tr>
<td>1.50pm</td>
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**Punctuality and Absences**
Parents are reminded that children are expected to be at school by 9.00am sharp. The arrival of children after this time can be very distracting for those who are ready to commence work.

If a child is unwell, the best place for them is at home. When a child is sick at school their parent will be notified. Consequently it is important that the emergency contact numbers are kept current. If you change your address or work number, it is imperative that you let the school know.

It is required that parents send a note to school on a child’s return explaining his or her absence. If a parent wishes to collect a child from the classroom during the day, they must first fill in an early dismissal form at the office, which is then handed to the class teacher or yard duty teacher if it is during a break. Teachers will not release a child unless they receive this form.

**Parent Helpers**
We welcome help in the classroom.

The Early Years Schooling Branch has established the Classroom Helpers Program to train parents to work in the daily two-hourly literacy block. It is extremely important that all parents who are currently working in this area (literacy), and those who wish to become involved, participate in this training, which covers the reading and writing process. The literacy Co-ordinator will run the program at the beginning of term two.

Because of the focused teaching that takes place during literacy block, we request that parents with younger children make some alternative arrangements for them, as the little ones can often distract the children in the class.

If you are interested in becoming a classroom helper, please see your classroom teacher.
**Naming Belongings**
Please ensure that all belongings are clearly marked with your child’s name, especially hats and jackets. In this way, lost items can easily be restored to their owners.

**School Uniform**
It is highly recommended that children wear a Beaumaris Primary School uniform to school. This includes excursions where school uniforms make it easy to see and supervise the children. The official school hat is to be worn between the 1st September until 30th April. As a Sun Smart school, we have a "no hat–no play" policy. Students also need to wear appropriate shoes to school particularly on their P.E days. The school uniform is able to be purchased from school. Jewellery is to be kept to a minimum and for safety reasons, it is preferred that only stud earrings be worn. Hair that is shoulder length needs to be tied back.

**Lost Property**
This is a constant problem particularly with our changeable weather. It is helpful if all articles of clothing are labelled. Then they can be returned to their rightful owners. The lost property is kept in the corridor outside the student toilets. Please leave it neatly when you have searched through its contents.

**Lunches**
The students are supervised eating their lunch for 10 minutes at the start of each lunch session. The students are encouraged to bring home any food they do not finish so you have an indication of how much they have eaten. Lunch orders are available from the school canteen Monday through to Thursdays. The canteen is closed on Fridays.

**Communication**
General information that concerns the whole school is published in the Stop Press which is the school newsletter, which is distributed on Thursdays and is alternated with the year 6 student newspaper the Beauy News. Each Level publishes their own bulletin at the beginning of the term informing parents about what is happening in that level. Events organised by individual classes are advertised in the school newsletter and a separate note can be placed on the notice board outside the junior school or on the classroom door to inform parents about what is going on.