Junior Learning Unit - Parent Information Session
Welcome!

2015 Staff
Principal: Phillippa Adgemis
Team Leader and Foundation: Brogan Badrock
Year One: Adriana Grisold
Year One/Two: Jennifer Ross
Educational Support Staff: Debbie Blackhurst and Tash Hill
Junior PE and Performing Arts: Alan Greenway
Art: Olga Megele
Spanish: Ani Falk
Junior Learning Unit

- High expectations.
- We are a community.
- Communication is key!

- Portfolios
- Brain food.
- Excursions
- Parent helpers (Training courses available)
Home Learning in the JLU

- Home learning folder:
- Logons
- ICT resources
- Nightly reader + log sheet
- Individual spelling program (M100W lists)
- Word rings
- Reading Eggs
- Mathletics
- Digi-Bear
- iPad apps
- Interactive websites
- Hands on, everyday activities
- Work folder
- Engage in DISCUSSION with your child – they are the experts!
Reading with your Child

- Establish a regular time and place for reading each day.
- Encourage your child to have a go, using the strategies they know.
- Talk through the book.

- Make it a positive, happy and fun experience!
Reading Strategies We Use

Ways to Take Action & Solve Words

Eagle Eye
- Look at the picture.
- Think “What is in the picture that starts with the beginning letter?”

Lips the Fish
- Get your mouth ready!
- Say the beginning sound.

Stretchy Snake
- Slowly stretch each letter sound to make the word.
- ship = sh i p

Chunky Monkey
- Break the word into chunks you already know.
- mat flat splat ter

Tryin’ Lion
- Try to re-read the sentence.
- Think “What makes sense?”

Skippy Frog
- Skip the tricky word.
- Read to the end.
- Go back & try it again.

Flippy Dolphin
- Flip the vowel sound.
- Try the long & short sounds.

ALWAYS
- Make Sense
- Sound Right
- Look Right
Library

* Every Thursday
* Named library bags!
* Borrowing limits:
  F – 1 book
  1/2 - 2 books
  Books are borrowed for 1 week.
**Challenge Based Learning**

* **Term 1**

‘**ENERGY’**

* Weekly whole JLU for brainstorming, discussion and exploration.
* Group and individual investigations.
* Working towards a purpose - the CHALLENGE – what can we achieve together?
PMP

* Foundation only
* Smaller group sizes
* Term 2
* Parent helpers

* Fine and gross motor skills
* Hand eye coordination
* Cooperation
* Memory
* Spatial awareness
* Following instructions
Important Dates This Term

* Thursday February 26th – Getting to Know You Interviews and Tabloid Sports
  *Foundies, full week this week!
* Friday 20th March Energy Expo 2.30 – 3pm
* Tuesday 24th March – School Photos
* Thursday 26th March – Harmony Day
* Friday 27th March – Last day of term 2.30pm dismissal
Literacy in the JLU

We read...

My Clothes

Written by Sandra Iversen
Illustrated by Judith Trevelyan

We wear different kinds of clothes to these places.
Foundation Literacy

- Whole class reading – big books, choral reading
- Literacy groups
- Modelled Oral Reading
- Modelled writing

Students are encouraged to have a go and keep trying new things to build on writing and reading skills.
Foundation Literacy

- Developmental play
- Initial focus on the alphabet and phonics
- Term 2 Literacy Groups: Guided Reading, Reading Eggs, Listening Post and hands on literacy activities and games.
Word Rings

* The word rings begin with just the alphabet for students to begin practising and recognising their sounds.

“*I’m ready to be tested!*”

* Once successfully learned, the students move on from the alphabet to their first set of M100W words.
Using the Word Rings

* Games and activities with the family at home.

* Be encouraging and remember that students move through the word rings at their own pace. There is not set time for when students need to have completed their word rings or sight words.

* Independence and responsibility!
**M100W**

* M100W words are the **most frequently used words**. The students will work towards recognising these words by sight on their word rings. They are organised into different sets of words beginning with 12 Golden Words.
What our program looks like...

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Reading Groups</th>
<th>Modelled Oral Reading</th>
<th>Writing</th>
<th>Shared Reading</th>
</tr>
</thead>
</table>

![Image of a child resource center with cards and papers]
Literacy at Home

* Take home readers.

* Spelling words from M100W – individual level. Regular testing at school.

* iPad apps

* Reading Eggs

* Family discussions!
Ideas for Spelling

- Writing in different colours
- Writing words and circling all the vowels
- Writing words in ascending or descending order according to length
- Writing out spelling words using magazine and newspaper clippings
- Putting spelling words into sentences and illustrating
- Using glitter glue or special pens to trace over spelling words
Numeracy in the JLU
Early Years Mathematics:

• Daily one hour numeracy block
• Combination of whole class, small group and individual instructional strategies
• Explicit teaching for specific student needs
• Variety and balance of teacher directed and student centered teaching strategies
• AusVELS domain of Mathematics
Session One
Introduction to topic for week
Diagnostic Assessment

Session Two
Opportunity to consolidate and expand further knowledge

Session Three
90 minute session – JLU Maths Rotations
hands on activities, higher order thinking questions
Opportunities for feedback

Session Four
Brings together the skills formed in Session One - Three further development of skills

Session Five
Reflective lesson
Evaluation Assessment
| Introduction (Whole) | • An introduction or recap of on the topic  
|                     | • Quick game  
|                     | • Mental Maths  
|                     | • IWB game     |
| Independent Learning (Part) | • Students work independently  
|                           | • guidance and support from the teacher |
| Reflection (Whole)      | • Given opportunities for extension  
|                         | • Students reflect upon learning  
|                         | • Students directed by the questioning from the teacher |
What sessions might look like:

- Task centre activities
- Investigations
- Games
- Quizzes
- iPads, netbooks, IWB
- Manipulative materials
- Group work
- Problem solving
- Sharing strategies
Mathematics Reflections:
• Children reflect on learning in a journal each week.

“This week I learnt that...”
“Something I found challenging was...”
“Next time I can try...”
## Curriculum

<table>
<thead>
<tr>
<th>Term One</th>
<th>Term Two</th>
<th>Term Three</th>
<th>Term Four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
<td>Number</td>
<td>Number</td>
<td>Addition/Subtraction</td>
</tr>
<tr>
<td><strong>Week Two</strong></td>
<td>Number (+ ordinal numbers F)</td>
<td>2D and 3D shapes</td>
<td>Sharing (division)</td>
</tr>
<tr>
<td><strong>Week Three</strong></td>
<td>Time – days of the week</td>
<td>Mass</td>
<td>Position and location</td>
</tr>
<tr>
<td><strong>Week Four</strong></td>
<td>Time – months of the year and seasons</td>
<td>Addition</td>
<td>Skip counting</td>
</tr>
<tr>
<td><strong>Week Five</strong></td>
<td>Patterns</td>
<td>Assessment Period</td>
<td>Multiplication (groups of…)</td>
</tr>
<tr>
<td><strong>Week Six</strong></td>
<td>2D Shapes</td>
<td>Assessment Period</td>
<td>Telling the time</td>
</tr>
<tr>
<td><strong>Week Seven</strong></td>
<td>Length</td>
<td>Data - making graphs</td>
<td>Chance and Probability</td>
</tr>
<tr>
<td><strong>Week Eight</strong></td>
<td>Chance and probability</td>
<td>Subtraction</td>
<td>Place Value</td>
</tr>
<tr>
<td><strong>Week Nine</strong></td>
<td>Addition</td>
<td>Capacity/Volume</td>
<td>Money</td>
</tr>
<tr>
<td><strong>Week Ten</strong></td>
<td>Revisiting concepts based on point of need</td>
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</table>
Supporting learning at home:

- Cooking
- Calendars
- Mass and height
- Shopping
- Telling the time
- Dice and card games
- Online sites such as Mathletics
Focus on hands on, open ended activities so the children can be challenged at their own pace.
Foundation Numeracy Curriculum

• Early number sense
• Days of the week, seasons and months - integrating this learning every day during our morning calendar routine.
  
• Early concepts of measurement
• Exploring chance and data
JLU iPad Program

Kath Faichney – eLearning Leader
• iPads/devices/Netbooks
• Expectations
• Games
• Security
• Consequences
**National Curriculum:**
ICT is one of the seven key elements of the National Curriculum and is integrated across all other elements.
Use of ICT during learning:

- Reading posts
- Mathematical understandings
- Recording ideas
- Explaining thinking
- Exploring/investigating
- Researching
- Creating
- Homework...
Use at School:

• **Apps** – App Guide

• **Device memory** – please ensure that there is enough.

• **Games** are not used at school

• Devices are only used under Teacher Instruction and Supervision
Security:

- Devices placed in tubs in the morning
- Locked doors
- Students will only use their own devices.
Set Boundaries:
• Students don't need to use the device all the time at home.
• To better control the use of the device at home, you could specify:
  • Where in the house the device can be used.
  • Where it is to be stored when not in use.
• Charge the device in a space away from the bedrooms.
Safe Internet Use:

• Talk about what’s safe to see on the internet
• Help your child identify unsuitable material
• Empower your child to use the Internet safely by showing your child safe sites and explaining why they are safe.
At home:

- Talk about Internet activities openly and freely.
- Have your child use the device in a shared family area.
Consequences:
In the event that devices are misused, the following consequences will apply:

1. The device can be taken away for a session or for the rest of the school day;
2. The device is taken away and kept with the Principal until a parent/guardian picks it up;
3. The student’s privilege of using a device at school will be removed for a period of time;
4. The student may be banned from using a device for an extended period of time.
2015
iPad App Guide

Please Note:
At Wantirna Primary School, we are constantly reflecting and implementing best practice for integrating effective ICT into our learning experiences. As new apps are developed we review and update our App guide so please check this document regularly. The apps in this guide are all available through the Apple App Store. Some Apps may not be available through Google Play if your device is not an Apple Product.

Updated: 7 February 2015
Our Blog! “JLU Jewels”

JLU Jewels

Take a peek inside our learning at JLU!

About Us
- Megan Bannock
- Unknown
- Keith Faithney
- Adriana Gricold

Blog Archive
- 2015 (1)
  - January (1)
- 2014 (40)

Wednesday, 28 January 2015

What have the Teachers been up to?

Over the past few weeks WPS teachers have been sneaking in and out of school preparing everything for the new year. What have they been up to? A secret spy has been wandering into the JLU building to capture what they could of the teachers secret business. Here are the photos they took:

WELCOME!
Extra Curricular Activities
Adriana Grisold

* Vegie Garden sessions/Healthy Eating/Sustainability
* Clubs – e.g. dance, toy-making, craft, scrapbooking, games etc.
* Incursions and excursions
* Expos
* Science Night
* Carols
* Responsible Pet Ownership
* Coach Approach
* Music Program
* After-school soccer program
Questions?