

**YEAR 1**

**INFORMATION**  
**BOOKLET**



**2017**

# Year 1 Teachers:

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1AS Miss Annikka Smith

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## Year One Integrated Studies Topics

### Term One

A Valued Beginning  
My Local Community



### Term Two

Lifecycles  
Author Study



### Term Three

Australia - Victoria  
Life Education

### Term Four

Paddock to Plate  
Celebrations



## Language Skills

Reading, writing, spelling, speaking and listening are all interwoven to form the language program.

### Reading

The Reading Program aims to establish competence in reading and broaden it so the children can read with confidence for:

- \* Information : to broaden general knowledge and interests
- \* Survival : to follow instructions, heed warnings etc.
- \* Recreation : appreciation and pleasure.

To encourage the development of reading skills, we emphasise that reading is for meaning and must make sense (the children are encouraged to read to the end of the sentence). When a child is faced with an unfamiliar word, they are encouraged to read ahead and then re-read the sentence, use the context to gain meaning and then study the structure of the word. The classroom activities will encourage the development of:

- \* oral reading skills (fluency, expression)
- \* locational skills (use dictionaries, atlases, maps)
- \* comprehension skills (grasping the main idea, drawing conclusions)
- \* extension and enrichment of vocabulary
- \* enjoyment (reading for pleasure)
- \* critical literacy (developing an awareness of the motivations of the author)



These skills will be developed through:

- \* sustained silent reading
- \* writing stories, both topic based and student's own choice
- \* building word lists about topics
- \* various comprehension exercises (fill the gaps, un-jumble sentences etc)
- \* awareness of many types of literature forms (poems, recipes, reports, plays, serials)

#### **Parents can help:**

- \* Take Home Readers must come to school **EVERY** day, whether finished or not.
- \* Encourage whole sentence reading to develop expression and fluency.
- \* Ask questions about what is read.
- \* If the book happens to be too difficult, simply read it with or to your child.
- \* Encourage an awareness of print in other forms. (such as newspapers, signs, recipes, computers, etc)

**Make reading an enjoyable time with your child.**

## Guided and Shared Reading

In accordance with Early Years Literacy Guidelines, the children participate in Guided Reading sessions as part of the classroom program.

The sessions begin with a whole class focus aimed at demonstrating or reinforcing a reading skill, strategy or interest.

The children then break into their groups of 4 to 6 students.



While the teacher works with one group, the other children work on reading and writing activities in their own groups. These may include activities such as, comprehension exercises, handwriting, cloze activities, word study and dictionary work. For the teaching group, reading material is selected at an instructional level. The teacher uses the text to demonstrate a specific reading strategy, focusing on vocabulary, expression or punctuation as determined by the needs of the group. The children then read the book together and answer oral comprehension questions. The session ends with a sharing time when the children present a feature of their activity.

The Guided Reading sessions are held five times a week and children rotate through the various tasks to ensure that a range of reading and writing activities have been experienced. The Guided Reading process fosters the development of reading skills in small ability groups. It also encourages the children to work independently and helps to develop responsibility, initiative and organisational skills. The children are encouraged to work co-operatively and to help each other.

## Spelling

Spelling is an important part of a child's language development. It is not an end in itself, but rather a skill needed by children to assist them in their writing. Lists of words are derived from many sources - class topics, interest words from current events, personal words from children's own written work and key words that everyone needs to know (e.g. they, because, when). As spelling is predominately a visual process it is important that children be taught to look at a word and be aware of the pattern a word makes. The children study word patterns and blends in a sequential order throughout the year.

Some games that can be played with your child include Hangman, Memory, tracing words on their back, 'Look, say, name, cover, write, check'.

In addition, the children are expected to be able to spell a majority of the 100 Most Used Words List by the time they complete Year 1. These words may form part of your child's weekly spelling words depending on need. The M100W words are also incorporated in the weekly literacy sessions.



## Writing

Writing is a process that involves thinking, talking, reading and writing. Through a process approach to writing, children experience how real writers write. Writing experiences include personal writing, diaries, recounts of excursions, reports, narratives and procedural texts.

An outline of the writing process is described below.

1. Select a topic
2. Write a first draft
3. Proof read to oneself, a friend or the teacher.
4. Editing conference to focus on writing, spelling, punctuation and grammar.
5. Prepare for publication. The work may be typed or transcribed and presented as a book, a chart, letter, project etc.



The children are encouraged to correctly use capital letters, full stops, commas, talking marks, question marks and other punctuation as the need arises. We promote experimentation, which is then refined as part of the reviewing process.

Throughout the year, children will receive explicit instruction covering a range of text types as well as having the opportunity to participate in 'choice' writing. During 'choice' writing, children will be able to choose to write about something with which they are familiar and particularly interested in. They may also choose the text type in which to present their work. Throughout the year children will be working on their 'Writers Notebooks' in class. They are encouraged to bring to school things of interest which they may like to write about during 'choice' writing time. Examples are: party invitations, movie tickets, information brochures from places they have visited, and family photos.

## Literacy Support

Small groups of children will be involved in the Literacy Support Program. This program involves working with a group of children during the Guided Reading Session and provides extra support for students with their reading and writing development.

You will also receive a letter to confirm if your child is eligible for this program.

Cath Buckland, our intervention specialist, runs this successful program.

## RAAPT (Reading Assessment and Program Tutoring)

Year One students may also have the opportunity to be involved in the RAAPT program. This involves trained parent volunteers who work with individual children, at least once a week, to assist with reading development.

# Handwriting

Children will continue with and consolidate the Victorian Cursive Script. Features of the script:

- this writing style is based on an oval shape, not a circle.
- many letters have a wedge as part of their shape.
- many letters have exits and some letters have entries.

Children are encouraged to have:

- correct letter formation.
- regular size - dotted thirds are used to assist sizing.
- appropriate spacing between letters and words.
- a fluent style.
- correct pencil grip and posture.
- form all their letters using a top down motion.



Parents can help by:

- Checking for correct pencil grip
- Encouraging and praising neatness

abcdefghijklmnopqrstuvwxyz  
σ ρ ρ r s t u v w x y z

## Left Handed Writers

It is recommended that left hand writers grip the writing implement three centimetres from the point in order to keep the hand below the actual writing line. This will help ensure the child will see what has been written. If the thumb, index finger and middle finger share holding the writing implement, the left handed child will find the writing position easier to maintain.

## Speaking and Listening Skills

Children are always expected to speak clearly, correctly and politely. They are also expected to politely listen to other people.

Children are encouraged to develop the following skills:



- Express their ideas and needs.
- Accurately relay a message.
- Ask and answer questions.
- Co-operative skills such as taking turns between speaking and listening.
- Making eye contact with the audience.
- Follow directions to gain information.
- Prepare a simple talk on a topic or report for the class or a small group.
- Use language appropriate to different situations.
- Listen to gain meaning from both visual and auditory text.

These skills are developed through:

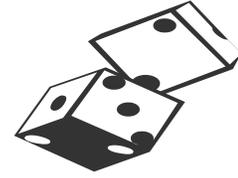
- Organised speech sessions such as show and tell.
- Drama sessions, retelling familiar stories.
- Group discussions.
- Listening tape activities.
- Story reading.
- General class activities.
- Sharing time.



**Parents can help by:**

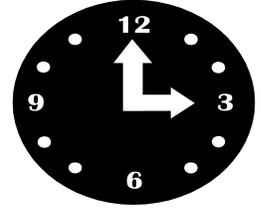
- giving children a sequence of instructions and ensuring they are carried out.
- encouraging children to listen for specific details in a story.
- encouraging children to discuss their thoughts and ideas aloud.

# Mathematics



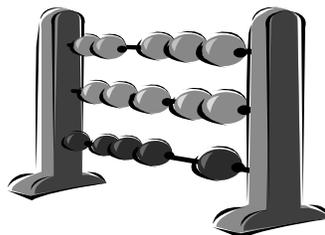
The Mathematics program aims to:

- 1 Foster and develop an understanding of the concepts of Number, Algebra, Measurement, Geometry, Statistics & Probability strategies.
- 2 Encourage the correct use of mathematical tools.
- 3 Enable children to work mathematically, using their knowledge and skills to solve problems that arise from their daily experiences



Areas covered include:

- Counting - rote counting, counting patterns, recording numbers and the concepts before, after, more, less, etc.
- The structure of numbers and how our number system works
- Place Value
- Addition and Subtraction - children will learn to model and solve addition and subtraction problems through the use of drawings, concrete materials and mathematical reasoning such as number facts to 10 and 20 and beyond.
- Multiplication - (groups of) and division (sharing)
- Mental computation using 'Natural Maths Strategies' such as subitising, count ons, rainbow facts, doubles, near doubles, turnarounds etc.
- Giving change in shopping situations
- Identifying and classifying shapes and solids
- Comparing and ordering length, capacity, mass and volume
- Telling the time
- Using the calendar
- Creating and reading graphs
- Using calculators correctly and appropriately



## Parents can help by:

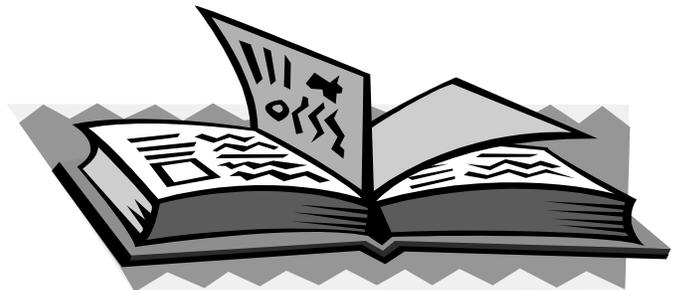
- Using the terminology of Natural Maths Strategies: subitising, count ons, rainbow facts, doubles, near doubles, turnaround and add, plus, joined together, equals, take away, groups of, more than, less than, longer, shorter, wider, etc.
- Ensuring unfinished work is completed at home when requested.
- Giving children experiences in telling time, buying small items at the shop/canteen and checking the change.
- Using a small bead frame to practise counting.
- Encouraging the use of puzzles and games involving dice.
- Where possible emphasising the 'real life' use of Mathematics - shopping, cooking, filling the car with petrol, dressmaking, laying bricks, patterns in everyday life etc.

## Communication of Children's Progress

At Bimbadeen Heights Primary, we use the reporting system of Portfolios. Portfolios are an effective means of communicating your child's progress in a meaningful and ongoing way. They provide an opportunity for you to see work samples that reflect the outcomes your child is aiming to achieve.

They will be sent home at the end of each term for you to look at and return. At the conclusion of the year, the Portfolio will become a permanent keepsake of your child's learning.

A written report will be sent home in June and December in conjunction with the Assessment Portfolio, outlining your child's ongoing progress. There will also be a specific interview time available in conjunction with the June Report.



## Integrated Curriculum

The Victorian Curriculum is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents. In 2017 we will continue to plan our program using the new Victorian Curriculum. The Integrated Curriculum offers a unique opportunity for students to make links between what they are learning to what they experience in everyday life.

### **Humanities**

Throughout the year the children will investigate various aspects of their local area, developing their understanding of what it means to live in a community. They will learn how the different groups in the community depend on each other and how local resources are used to meet the needs of both the community and other places. By identifying the range of groups to which they and their family members belong, including school, they are able to begin to understand the complementary concepts of 'rights' and 'responsibilities'.

The children also learn about change within their local community and how their lives are different from the childhood experienced by their grandparents. Pride in themselves, their home, school, community and country is fostered through a special emphasis on civics and citizenship.



### **Science**

The children are encouraged to use scientific ideas to question and explain their observations of natural phenomena. They investigate and seek evidence to support simple scientific ideas: why some objects float and others sink, why a cake mixture changes when it is cooked, how different materials react when cooled or heated. By investigating these questions and everyday occurrences such as the weather, the water cycle and devices such as magnets and battery operated toys, they begin to see Science as a useful set of ideas for interpreting and understanding the world around them. Science is dynamic and forward looking. Our society is being continually confronted, challenged and redirected by ideas borne from people's curiosity, imagination and dreams about what might be possible. Our goal is to begin to develop citizens who are capable of engaging in informed community debate about scientific issues and their effects on our world.



## Specialist Programs

### Languages Other Than English (L.O.T.E) - Chinese - Becky Liu (liu lao shi)

Students in Year 1 will have one L.O.T.E. lesson of 40-45 minutes per week. This year students will be introduced to many aspects of Chinese culture including popular festivals, hobbies, food and customs. Comparisons will be made between China and other countries in Asia as well as between China and Australia. Year 1 students will focus on developing listening and speaking skills in Chinese and will begin to communicate simply in the language.

### Performing Arts

Mrs Lynne Burt provides a varied and creative Music program for each class. The program provides for playing, singing, moving, listening, creating, improvising, reading and writing music through a wide variety of activities. Students work as a whole class, in groups and independently and are encouraged to develop skills in confidence, persistence, organisation, getting along and resilience in addition to musical skills.

At Level One the children expand their knowledge of Solfege (Do, Re, Me, So and Lah) and rhythm notation. They create soundscapes using voices and instruments and learn to play simple parts on the melodic percussion instruments. They explore movement creatively through formal and free dance activities. They listen carefully to music and expand their vocabulary of descriptive musical terms.

In 2017 there are a number of additional visiting teachers who run lessons in Drums, Keyboard, Guitar and Song writing during school time.

### Art

Mr Ray Legione takes a weekly art session in the Art Room and he also supports the classroom art activities. These sessions aim to foster self-expression, creativity and imagination and are often integrated with the classroom topics.

There are seven main areas covered in the program:

- Painting
- Drawing
- Textiles
- Printing
- Collage/paper skills
- Construction threads
- Modelling/sculpture



### Physical Education

In addition to many classroom activities, Miss Kate Shie takes each grade for weekly sessions.

Activities revolve around:

- Ball handling skills
- Gymnastics
- Minor games
- Tabloid sports

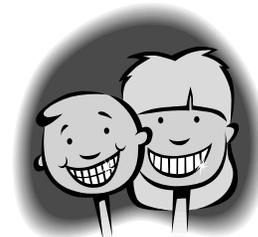


On Tuesday a weekly sport session is also held in which all children at this year level combine to practise the skills taught in their class session.

## Library

A weekly lesson is taken by the classroom teacher. The aim is to create a friendly atmosphere where the children enjoy browsing and making full use of library facilities. Lessons include the development of skills to allow children to locate resources appropriate to their needs and to foster a love of literature. Students are also encouraged to participate in the Victorian Premier's Reading Challenge.

## Student Wellbeing



Year One teachers are committed to providing a quality Wellbeing program for their students. Through a positive, proactive approach, we aim to provide students with a school environment and curriculum that will allow them to become happy, successful achievers possessing qualities and attitudes that will lead them to a life long love of learning and personal fulfillment.

Our social and emotional learning programs are aligned with the **KidsMatter** mental health and wellbeing framework. The four components of this framework: A Positive School Community, Social and Emotional Learning, Working with Parents and Carers and Helping Children with Mental Health Difficulties is strongly supported by our home-school partnership and inclusive school community. The **You Can Do It! Education** program continues to provide a whole school wellbeing focus with the foundations of Getting Along, Organisation, Persistence, Confidence and Resilience being identified as important for academic, social and emotional success.

In Year One, the programs '**Challenges and Choices**' and '**Stop, Think, Do**' are the predominant resources used for social and emotional learning. Our school **STARS** program, which incorporates Circle Time is a regular feature of our commitment to student wellbeing.

We also continue to develop the student's understanding of the school values which are:

- **Respect**- Respect for self and others is shown when members of the school community speak and act towards each other with courtesy and consideration.  
Respect for property and the environment is demonstrated when the school equipment, facilities and surroundings are used in a manner that reflects care and appreciation.
- **Fairness**- Fairness is shown when all members of the school community are treated equally and are given equal opportunities to participate and have their needs met.
- **Compassion**- Compassion is shown when all members of the school community care for others.
- **Understanding**- Understanding is the awareness and acknowledgement of other people's differences- including their views, beliefs and culture, in an atmosphere of acceptance and inclusion.
- **Honesty**- Being honest requires a sincere, truthful relationship between members of the school community, where there is trust and consistency between words and actions.



## Feature Student - TLC (Teacher Learner Conversations)

We introduced a system in 2015 right across every classroom that we called 'Feature Student - TLC' (Teacher Learner Conversations). This is a system where every child will be scheduled as a 'Feature Student - TLC' about once per month. The calendar or list will be on display in the classroom so that children will know when their day is coming up.

On their allocated day the teacher will make sure that they formally check on the student's reading, writing and numeracy learning and will have a 1:1 conversation with the feature student where they will talk about their learning, what they're struggling with, what they're enjoying, any social or friendship issues and anything else that they wish to talk to the teacher about. The teacher will take notes during these conversations.



This is not replacing the 'Star of the Week' or other special well-being programs that many classes already have in place. It is also important to understand that this does not mean that the teacher will be focussing on the Feature Students to the detriment of others. They will of course continue to listen to other children read, conference their writing, provide feedback to children and make time to attend to other students needs every day. The 'Feature Student - TLC' system is a simple, structured way to ensure that every child gets the benefit of formal teacher feedback on a regular basis.