Welcome parents to Year 1. Our teaching team consists of Mrs Sue Pearson (J11), Miss Jacqui Matters (J12), Mrs Julie Austin (J13) and Mr Mark O’Halloran (J14).

Your child may also be taught by Mrs Kerri Glowacki (Literacy) and Mrs Melissa Greatrex (Maths).

During this year, your Year 1 child will continue to develop their skills in many areas, both academically and socially. Your child will be supported to initiate, maintain and manage positive social relationships. They will develop the knowledge, skills and behaviours to cooperate with others and contribute to the achievement of team and personal goals.

The aim of this letter is to share curriculum content, classroom organisation, specialist timetables and the ways in which you, as parents, can help your child at home.

Some students will receive additional support through programs such as Reading Recovery, Reading Intervention groups and EMU Maths (Extending Mathematics Understanding). Students are targeted for this support in Year 1 as this is deemed to be the most critical time to intervene and support learning.

If you have any questions or concerns throughout the year, please don’t hesitate to approach your child’s classroom teacher.

**MATHEMATICS**

In Year 1, the aim of this program is to develop the skills necessary for solving problems in everyday situations. Students will manipulate materials and real life situations and work both individually or with a partner to explore varied Mathematical concepts. Outline of concepts to be covered during the year:

- Counting to at least 100 by 1s, 2s, 5s & 10s
- Making models of numbers using bundles of tens and loose ones
- Writing numbers and words to at least 20
- Developing a thorough understanding of addition and subtraction. The formal signs for these operations will be introduced. Solving simple problems using +, - and =
- Exploration of grouping and sharing of various materials.
- Recognising, describing and ordering half as one of two equal parts of a shape and collection
- Recognising Australian coins according to their value
- Working with length and capacity focusing on measuring and comparing using uniform informal units.
- Recognising equivalent amounts of money between 5c and $1.00
- Telling the time on the hour and half hour using digital and analogue clocks
- Explaining time duration using hours, days of the week and months of the year
- Using a calculator to add and subtract
- Gathering and representing data

**EMU (Extending Mathematical Understanding)**

Mrs Melissa Greatrex and Mrs Julie Austin will be implementing this program for students needing further development with their skills and concept knowledge in Mathematics. You will be contacted by Melissa or Julie if your child has been selected for this program. Further details will be discussed individually.

Melissa Greatrex will also be implementing an extension group to further extend students demonstrating more advanced skills.
**ENGLISH**

In Year 1, the aim of this program is for your child to develop skills in listening, speaking, reading, viewing, writing and reflecting on a range of genres in English.

**Handwriting**

In handwriting, your child will be focusing on correct size, shape and position of letters and numbers on dotted thirds. Neatness and correct pencil grip will be encouraged.

**Spelling**

The Spelling program will be directly linked to the Writing program. Students will learn to spell the words frequently used in writing. These words may be drawn from high frequency word lists such as Magic 100 (MIOOW) and lists of content and function words used in specific writing genres. Letter blends introduced will be related to reading and writing activities and topics. Students will use a personal dictionary to compile their own list of words (e.g., names for family members, place names, words from their own personal writing) to use when writing.

**Reading**

During the year, students will be developing their skills in reading. Skills covered will include predicting events in stories, understanding what they read, attempting to read new words using the other words in the sentence, following where another reader is reading, choosing their own books to read and retelling stories sequentially. Students are grouped for effective instruction and matched to texts which are appropriate to their stage of literacy development and their immediate learning needs. Lessons include both a whole group focus and small group work.

**Take Home Books**

Each day your child will bring home a book that they have chosen. We encourage the students to bring home books which they can read at an EASY level. If the reading sounds 'easy', this shows that students are using all strategies effectively, and helps to develop fluency. We would ask you to please hear them read some/all of this book aloud, write a comment in their Home Reading Journal in the appropriate place and return them back to school daily. You can help your child by using this as a sharing time and discussing the story they have read. Please encourage your child to use the picture to support their understanding of the text.

Some practical suggestions for helping your child with reading are:

- Choose books they are interested in
- Talk about the book prior to reading with someone
- Use pictures to support reading
- Make good 'guesses' at unknown words
- Talk about new ideas prior to looking at the book
- Ask themselves 'Does it make sense?'
- Ask themselves 'Does it look and sound right?'
- Re-read favourite books
- Discuss the meaning of new or unfamiliar words.

Encourage your child to make good use of the school library. Ask them to show or share with you the book they have borrowed each week. Students should not be expected to read library books independently.

**Speaking and Listening**

In the classroom, students will be continually involved in situations where they need to listen to others, and take turns when speaking. Remembering instructions, conveying verbal messages, speaking to an audience, explaining their ideas and reading with expression are some of the skills to be developed during the year. Encourage your child to bring something to share or discuss on their designated 'Show and Tell' days.
Writing
Each week there will be many opportunities for the students to write about personal and shared experiences. Writing will include diaries, recounts, procedures, narratives, rhymes and poems. Attention will be given to spelling, sentence structure, punctuation, proof-reading, sequencing events and preparing their writing for sharing with others.

READING RECOVERY
Mrs Kerri Glowacki and Mrs Kay Bridgman will be implementing this program for students needing further development with their skills in Reading and Writing. You will be contacted by Kerri or Kay if your child has been selected for this program. Further details will be discussed individually.

PHYSICAL EDUCATION (PE)
The emphasis of the Physical Education Program is the development of skills, co-ordination, co-operation, enjoyment and healthy positive attitudes to physical activity which will prepare students for future recreational pursuits. This term, Physical Education will be covering the fundamental motor skills of ball handling/bounce/kick/strike/throw/catch and minor games. The program will be supported by:
- YMCA Gym.
- Sporting Clinics as offered, eg Tennis lessons/Cricket Australia lessons/Rugby clinics.
- Platooning (Teachers working in teams to teach skills).

Time Allocation
Each class will have a Physical Education specialist session per week with Mr Trent O’Sullivan, running for 50 minutes.

The basic outline of each session will involve a warm up, skill based activities, a team game or activity, and a cool down session.

A fun Tabloid Sports morning is held at the end of Term 4 for Year 1 students.

How can you help your child?
- Show your child you believe physical activity and sport to be important for one’s physical and social well-being by playing a game in the backyard with your child or going to the park to throw kick and catch a ball, encourage skipping with a rope.
- Encourage your children to be active rather than passive during spare time.
- Ensure your child presents for PE and Sport properly attired, especially footwear.

INQUIRY BASED LEARNING
Inquiry Based Learning is a student-centred learning approach in which the student is actively involved in the learning process. Through a developed concept, the students identify information needs, then form worthwhile investigations, selecting appropriate information sources to gather relevant information. Students will evaluate and sort the information and present and act upon their findings.

LIBRARY
Year 1 students have a 50 minute Library lesson each week with their classroom teacher. The library program will concentrate on library and research skills. The program builds on the Level 1 program and aims to develop the skills the students will need to help with recreational reading and classroom investigations. The aims of the course are:
- To develop positive attitudes to reading and books.
- To alert the students to a range of reading material suitable to their stage of development.
- To help the students to develop a better understanding of themselves and their relationships with others through literature.
- To teach the students how to take care of library resources.
- To teach the students how to find the resources they want to borrow.
Named library bags are a compulsory item for Year 1 as they:
- Help protect library books from damage.
- Help the students to keep track of their books.
- Help misplaced library books return to their owners.

INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Students in Year 1 will have a 50 minute ICT lesson with Miss Rachel Mercuri.

The 5 ICT areas of study are:
- Applying social and ethical protocols and practices when using ICT.
- Investigating.
- Creating.
- Communicating.
- Managing and operating ICT.

During the year, students will have the opportunity to:
- Learn the terminology associated with computer hardware.
- Use programs such as Kid Pix and Paint to develop their graphical skills.
- Use Microsoft word processing programs to develop their stories and reports.
- Use the internet to enhance their typing skills and for other educational activities.
- Use a number of programs specifically designed to aid their knowledge in the content areas in their classrooms.
- Design simple animations.
- Learn about Cyber Safety.

Year 1 students also have access to laptops in their classroom. Classroom teachers will plan and incorporate these technologies into all learning areas where appropriate.

MUSIC PROGRAM
The emphasis of the Music program is the development of skills including spatial awareness and movement, sense of pitch and rhythm, and a pleasant singing voice. Whole body movement is used as the basis for the majority of most activities for children at this level, in accordance with their current stage of development. The program draws on two approaches devised by European music educators – the Kodaly and Orff Schulwerk approaches. The Kodaly approach uses the melodies of children’s songs taught in class to develop a deep understanding of pitch and rhythm. The Orff Schulwerk approach uses song, dance, body percussion and other media to learn material that is developed in a number of ways.

In Term 1 Music, students are taught about long and short notes through relevant songs and clapping games. Movement activities including Musical Statues and Follow the Leader, continue to be used to assist with coordination and following cues. The orchestral work “Carnival of the Animals” is introduced to the students as part of a broader topic on “The Orchestra”, leading to our MSO city excursion in May.

Time Allocation
Each class has one Music specialist session per week with Mr David Perry, running for 50 minutes. After the roll song, singing, movement and game activities are alternated in order to maximise student engagement.

How can you help your child?
- Remind your child that classroom Music is for all children, not just those that are “good at music”. Encourage them to participate fully in all classroom activities.
- Ensure that your child is able to attend the MSO excursion in May (more details to come).
ART/CRAFT

Our aim within the Art room is to provide an imaginative and creative program, which engages students in stimulating and challenging art experiences, so that they learn to work with ideas, develop artistic skills and respond to art works.

- Each grade will attend one session of Visual Art per week with Ms Jaliya Rudd.
- Children should provide a clearly named art smock to protect their clothing.
- Children’s artwork will be promoted imaginatively and positively within the art room and around the school.

**Year 1 students will:**

- Create ideas
- Investigate sources of information
- Explore materials
- Manipulate techniques and processes
- Arrange art elements
- Draft designs
- Develop visual awareness
- Include the use of technology
- Work individually and collaboratively

Forms undertaken will include Drawing, Painting, Printing, Collage, Modelling, and Textiles. Artworks will incorporate 2D and 3D pieces.

WORKING TOGETHER

We would appreciate your help by encouraging your child and supporting our program in the following ways:

- Ensuring your child has a named school hat to wear in Terms 1 & 4.
- Reading/sharing take home books daily.
- Sharing and displaying your child’s work.
- Teaching your child to TIE SHOELACES.
- Ensuring belongings and clothing are clearly named (please check regularly).
- Checking your child’s bag for notices/letters.
- Replying promptly to notices and requests.
- Writing a note to explain absences unless you have spoken to the teacher.
- Filling in a green slip when medication is to be given at school.
- Helping to promote a ‘rubbish free school’.
- Bringing a small quantity of fresh fruit or vegetables to be eaten during Fruit and Water time.
- Bringing a plastic water bottle.

RESTORATIVE PRACTICES @ WNPS

Restorative Practices is ......

- A whole school behaviour management approach, designed to enhance student engagement and productivity.
- About relationships between people who make up a community.
- Practised by all staff and students.
- Maintains consistent language and strategies and follows well defined values as listed below.

Activities in the classrooms provide students with opportunities to model and discuss situations that may arise in a forum that allows all to be heard and acknowledged.

Restorative Practices provides a caring, stimulating and dynamic learning environment which engages students, and supports and encourages them to achieve their personal best, in all endeavours.

Through Restorative Practices we aim to foster the school values ...

Excellence | Integrity | Respect | Responsibility | Understanding
HOMEWORK
Students in Year 1 participate in the following homework tasks:
- Individual Learning Improvement tasks. Individual goals are set regularly and tasks are given to support these.
- Students participating in Literacy Intervention (Reading Recovery) and Mathematics Intervention (EMU) are given daily homework tasks.
- Spelling words (MIOOW). Parents are asked to help their students learn to spell the MIOOW words to use when writing.
- Incidental tasks related to the curriculum may be sent home occasionally. Participation in these tasks for up to 30 minutes each day fulfils the Department of Education homework requirements for Year 1 students.

SPECIALIST AND SPECIAL DAY TIMETABLE
All Year 1 classes have the specialist subjects on the same day.
- Physical Education is on MONDAY
- Music is on THURSDAY
- Art and ICT are on FRIDAY

LIBRARY:  
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Thankyou, Julie Austin, Mark O’Halloran, Jacqui Matters & Sue Pearson