

Year 1 (1/2F)

Parent

Information

Booklet

2017

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KEY LEARNING AREAS

The Key Learning Areas in our curriculum are:-

- Religious Education
- Maths
- English
- Science
- Humanities & Social Sciences (History & Geography)
- Digital & Design Technologies
- Health & Physical Education
- The Arts (Visual Art, Drama, Music, Media)

ENGLISH

In year one, we are using Sound Waves as part of our English program. The Sound Waves approach uses a sound-to-letter strategy, which acknowledges that sounds can be represented in more than one way in written form. The Sound Waves approach focuses first on the basic units of sound in our language - phonemes. It then explores the letters that represent these sounds and how they can be put together to form the written words in our language.

The phonemic approach promotes deeper understanding by replacing rote learning with strategies for reading, writing and spelling.

Children will write every day. This will extend from drawing a picture and having an adult scribe, to producing written text with them making choices of topics and appropriate letters, words and sentences. They will learn grammar: simple sentence structure, nouns, verbs, adjectives, pronouns and adverbs.



The students do reading in a variety of forms throughout the day.

This could include whole class guided reading lessons, individual and small group read-a-loud activities and quiet reading opportunities.

We will continue to focus on activities to assist students to recognise the Magic 200 high-frequency words.

The students will be exposed to a variety of genres through our units of work, such as recounts, narratives, information texts, procedures and persuasive texts.

ORAL PRESENTATIONS

There will be 1-2 formal oral presentations per term. The topic for each presentation will link strongly with the curriculum in order to further enhance their understanding of a particular topic.

HOMEWORK

Homework will be on a weekly basis. It will go home on Monday and need to be back each Friday. There will be two homework books running alternately (Homework A and Homework B). Home tasks will vary throughout the year and will include activities such as:

- Reading
- Handwriting
- Magic 100/200 sight words
- Activities related to Sound Waves spelling
- Mathematics

It is expected that the children will **read every school night**. This year, home readers will be located in the classroom for the children to borrow. **Each day**, students can swap their home reader for a new one. An explanation of homework tasks and expectations will be glued in the front of their homework books. Students have on-line access to several educational learning sites and these are also accessible from home. Passwords will be glued in the back of their homework books.

Steps to follow when doing Homework Reading with your child:-

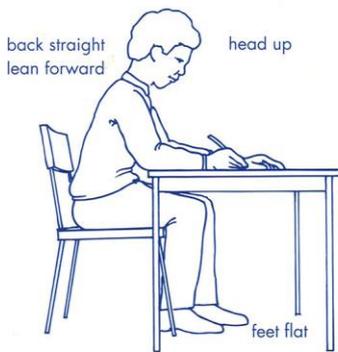
- Look at the pictures with your child. Talk about the pictures.
Ask questions such as.....
What do you think the story is about? What do you think is happening in this picture?
What might happen next? Who...? How...?
- Adult reads the story to the child. Use your finger to point to the words as you read.
- Talk about the words in each story. Explain that the words just tell what is happening in the picture.
- Adult reads the story again. This time your child can point to the words as you read them.
- **If your child is ready and able**, he/she may wish to read the story to you first.

HANDWRITING

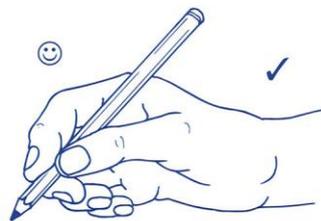
Beginner's Alphabet

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

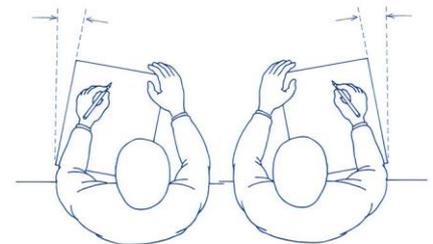
CORRECT POSTURE AND PENCIL HOLD



Correct posture



Correct pencil hold



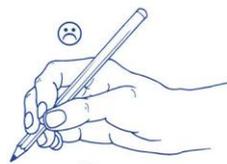
left-handed writers

right-handed writers

Correct paper position



X



X

Some incorrect pencil holds



X

Note to teachers and parents

Many young children reach the classroom with some of these incorrect habits firmly established. They need constant encouragement and understanding to overcome these faults and to develop the correct pencil hold. This affects the ease and fluency of handwriting. Using a triangular shaped pencil guard, as a temporary measure may help. Always use a triangular or hexagonal pencil.

Children need to be encouraged to be aware of positioning their paper so that the natural slope of the Beginner's Alphabet can occur. The paper is positioned to the left of the midline of the body for left-handed writers, and to the right of the midline of the body for right-handed writers. As the lines at the top of the page fill, the child moves the book or paper up, keeping the writing arm on the desk. It is important that the desk remain uncluttered so this may be achieved.

HOW ARE CHILDREN TAUGHT TO WRITE ?

In Year 1, children are taught to write in much the same way that parents teach their children to talk. Children are encouraged to make an attempt at writing. Any effort is praised and then correct writing is modelled by the teacher.

Step 1:- The child draws a picture, and then tells the teacher about it.
The teacher scribes exactly what the child says, and then reads it back to the child while pointing to each word --- thus associating written and spoken words for the child.
The child is encouraged to trace over the words or copy the words underneath the teacher's writing. This helps to familiarise the child with the letter shapes.

Step 2:- As the children learn more letters and sounds, the teacher then encourages the child to make an attempt at doing their own writing first before coming to an adult.

Children will usually begin by writing the letter for the sound that they hear at the beginning of each word.

eg. **I s f t** for: **"I saw four trees"**

Children may then progress to writing the most dominant sounds they hear in a word.

eg. **Ths es n octps** for: **"This is an octopus"**

Often children need help to hear the sounds in words by having an adult sound out the words while the child chooses the appropriate letters.

Each child will progress at their own pace and cannot be hurried along until they reach that particular developmental stage.

Remember the stages your child went through when learning to talk ?!

Like everything in life:-

THE MORE YOU PRACTISE, THE BETTER YOU GET !!

MATHEMATICS

A 'hands on approach' to mathematics is used as children need concrete examples to learn and while this looks like 'play' it is very valuable play and is very important to the child's mathematical development. The curriculum covers the areas of:-

Number and Algebra:

Counting by Rote (to and from 20 first, then to and from 100)

Number sequences resulting from skip counting by 2's, 5's and 10's

Partitioning numbers using place value

Additions and subtractions using counting strategies

Simple patterns involving numbers and objects

Recognise and describe one-half of a whole

Recognise Australian coins according to their value



Measurement and Geometry:

Order objects based on lengths and capacities using informal units

Explain time durations (days, weeks, months, years, seasons, morning, afternoon, night)

Tell time to o'clock and half-past

Describe two-dimensional shapes and three-dimensional objects

Use the language of direction to move from place to place

Identify left and right

Statistics and Probability:

Describe data displays

Collect data by asking questions and drawing simple data displays

Classify outcomes of simple familiar events

THE RELIGION CURRICULUM

At Saint Patrick's we implement *The Religious Education Curriculum*

developed and approved by the Brisbane Archdiocese. The religion

curriculum is organised across four strands **Sacred Texts, Beliefs,**

Church and Christian Life. These four strands are connected and their content is

taught in an integrated way. Each term, units of work are developed and taught around

these four strands, using a range of resources. Each term details of the units being

taught in the classroom will be provided in our class newsletter as well as in the school

newsletter.



H.A.S.S (HISTORY / GEOGRAPHY)

These subjects will usually be integrated with the units of study covered throughout the year, but occasionally will be taught separately.

History mainly focuses on present and past family life.

In geography we study the distinctive features of familiar places. They identify changes that occur in the environment and describe how to care for places.

SCIENCE

The **Australian Science Curriculum** is divided into 4 areas of learning, which will be taught throughout the year.

T1 - Chemical Sciences: manipulating everyday objects.

T2 - Earth & Space Sciences: Observable changes in the sky and landscape

T3 - Physical Sciences: light and sound.

- Begin Biological Sciences: The characteristics and needs of living things.

T4 - Continue Biological Sciences: The characteristics and needs of living Things.



HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is divided into two main areas: Personal, Social and Community Health; and Movement and Physical Activity.

P.E. is taken weekly by a qualified Physical Education teacher, Mr Joe Laffey.

Social Skills lessons focus on 'Program Achieve', which teaches the 5 social-emotional capacities of confidence, persistence, organisation, getting-along and emotional resilience.

Gymnastics will be taught in Term 1 by the company "Dance Fever".



VISUAL ARTS, MUSIC AND DRAMA

Most of the **Visual Arts & Drama** will be integrated with other Key Learning Areas. We will explore many different elements within the visual arts and expose the children to as many different media as possible.

Music will be taught by Mrs Kait Searles.

We will also be doing lots of music in the classroom.

Dance will be taught in Term 2 by the company "Dance Fever".



REPORTING & INTERVIEWS

There will be 2 **Written Reports** this year - at the end of T2 and T4.

There will also be **formal Parent Interviews** conducted at the end of T1.

If at any time you would like to discuss your child's progress please contact your classroom teacher to arrange an appropriate time to meet.

CLASSROOM HELP

1/2F will be needing parents to support the students' reading on an individual basis each morning

Monday, Wednesday & Thursday from 8.50am - 9.20am.

Any morning that you can stay for a little while and listen to children read would be greatly appreciated.

We will also need parental assistance for various excursions during the year.

SPECIALIST LESSONS

TUESDAYS	Gymnastics - Year 1's with other Year 1 class - Year 2's with other Year 2 class Music Physical Education	With Instructors, Class Teacher, School Officer With Mrs Kait Searles With Mr Joe Laffey
WEDNESDAYS	Library	With Mrs Jill Kelly & Class Teacher
THURSDAYS	Social Skills	With Mrs Kim Cahill

USE OF EMAILS

As you can appreciate your children are our priority. Giving our students our full attention is paramount. For this reason it is not possible for our staff to be constantly checking emails. The teaching staff has been asked to respond to emails within a 24 hour turn-around during the working week. Therefore if it is something that needs immediate action a message through the school office is a lot more practical. Using social media to ask staff questions about school issues is also not the best option.

All teachers will communicate their work email address and will endeavour to respond to emails within 24hours from Monday to Friday.

Parent Volunteers Training

Volunteers assisting in our school are essential to making our learning environment the best it can be. As a school we encourage parents and family members to volunteer to assist in many ways in the classroom and around the school. Please be aware that all volunteers need to complete required documentation and to be registered in the Volunteer Register. This needs to be updated every year. This means that even if you have completed this in past years you need to complete this again at the beginning of this year. Each time a volunteer works in the school you need to fill in the sign-on sheet. These sign-on sheets are available in the classroom, the office, the tuckshop, and the library. If you are not already registered as a volunteer you are invited to collect a Volunteer Pack from the office or you can print off the attached documentation and send back into school. The safety of all of our volunteers is very important to us. Please read the attached document that details some of the procedures that will help keep all of our volunteers safe. [..\Volunteer Procedures\WH&S for volunteers\Volunteers information.pdf](#)

- school Volunteer Register Sheet
- volunteer suitability declaration
- and sign the back page of the student protection handbook

BEING IN A NUT-FREE ENVIRONMENT

This year, as in all recent previous years we have a small number of children enrolled in the school who have severe allergic reactions to some foods in particular peanuts, nuts and eggs. With some of these students their reaction is so severe that their life is endangered by contact with them. **For this reason, we ask that families do not send food containing peanuts, nuts or nut-based products. Peanut paste, in particular, because it can stick to hands so easily is one product that we encourage all families not to send to school.**

Parents can help minimize the possibility of an allergic reaction by reminding your child not to share their food and to wash their hands before and after eating. Please also assist by removing all traces of food from your child's (and toddlers coming into the classroom) face, hands and clothes, if it is possible that they have eaten anything containing nuts. Please do not send any items to school for box constructions which have contained any nut products. We realize that this may not always be possible, but every effort you can make, will be certainly appreciated by these children, their parents and the staff at St Patrick's.

Thank you for your support and I look forward to working with you this year in assisting your child reach his/her full potential.

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