



CURRICULUM

After a busy first term transitioning to life in the Primary school, routines have been established and students are progressing in all learning areas. There will be some special events during the term to watch out for so please put the school's Term Planner somewhere you can remind yourself of the upcoming events. The Fun Run will take place on Thursday, May 18th and the students are currently training with Mr Chipchase. We hope to see you all at these sporting events to support your children. If you have any spare time at the start of the school day, I would appreciate your help with our Support-A-Reader programme. Ideally I would like each child to be heard at least once a week but more would be better. If you can help out for 15-30 minutes once a week, please let me know. Reports will be sent home in the final week of this term. You will be contacted for an interview if there are any issues with your child's progress.

LITERACY BLOCKS

Explicit teaching and practise of concepts and skills will take place during Literacy Blocks. Tasks will be tailored to meet the individual needs of students. Literacy is embedded across the curriculum, especially with reading and writing tasks in other learning areas such as History, Geography, Science, Health etc.

Language

The focus will be on increasing vocabulary, differentiating between questions and statements, and looking at a variety of texts for different purposes.

Literature

After determining the author's purpose, students will investigate characters and plots and use their imagination to create their own stories.

Literacy

Students will interact and communicate with others in a purposeful way by listening and asking relevant and appropriate questions. Now students have a handle of the basics of writing, there will be a major focus on using correct grammar, punctuation and text structure when writing.

MATHEMATICS

Activities will be levelled at student abilities and it would be appreciated if parents would help with revision at home of concepts taught in class. Counting collections of items at home, writing down phone numbers, using calendars, engaging children in conversations at the shops about money, talking about shapes that can be seen in the environment e.g. structures/buildings etc are some ideas that will assist with the development of Mathematical language.

Number & Algebra – Number and Place Value

Developing confidence with number sequences to and from 100 by ones from any starting point.

Skip counting by twos, fives and tens, starting from zero.

Recognising, modelling, reading, writing and ordering numbers to at least 100 and locating these numbers on a number line.

Counting collections to 100 by partitioning numbers using place value.

Representing and solving simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.

Number & Algebra – Money and Financial Mathematics

Recognising, describing and ordering Australian coins according to their value.

Measurement & Geometry – Shape

Recognising and classifying familiar two-dimensional shapes and three-dimensional objects using obvious features.

Statistics & Probability – Chance and Data

Classify if familiar events will, won't or might occur.

Asking questions to collect data and then interpret the data.

HISTORY

Present and Past Family Life

Discuss differences in family structures and roles today and how these have changed or remained the same over time. In particular, studying differences and similarities between students' daily lives and that of their parents' and grandparents' childhoods

Discussions of what happened in the past and what is likely to happen in the future will be related to special celebrations of personal significance and seasons.

SCIENCE (Mrs Gail Anderson)

Earth and Space Sciences – Observe and discuss changes that occur in the sky and the landscape.

HEALTH

Being Healthy, Safe and Active & Communicating and Interacting for Health and Wellbeing

Through the Protective Behaviours Programme, students will practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation. They will also describe ways to include others to make them feel they belong, and identify and practise emotional responses that account for their own and others' feelings.

HOMEWORK REQUIREMENTS

Home Readers will continue. Your child should be reading at least five times per week. If you think the books your child is choosing are too easy or too difficult, please let me know. Remember to use a variety of different questions when your child reads to you or when you read their library books to them to assist with their comprehension, prediction and problem solving.

Spelling Lists will be handed out every second Monday, for revision over two weeks. Please ensure your child is reading/spelling and/or writing these words each night. A pre-test will be held the first Monday and a final test on Friday of the second week. During those two weeks a number of different tasks are undertaken by students to practise their spelling words in the classroom and the extra practice at home is certainly consolidating learning for many.

CLASSROOM MANAGEMENT

Honour Awards are given to individual students at whole school assemblies. Students who demonstrate exemplary work standards, achievements and/or behaviour will be honoured in this manner.

The Primary School Reward System of CRTR Cards and Goldies flows on from Pre-Primary so students will add to their tally earning certificates and working their way towards gaining Merit Badges at Merit Assemblies. 6 CRTR Cards = 1 Goldy; 6 Goldies = Bronze Merit Certificate; 6 Certificates = Bronze Merit Badge. The process continues through Silver, Gold and Merit Certificates and Badges.

I have decided to simplify the rewards in Room 1 and get back to basics. Positive verbal praise, stamps and stickers will continue alongside the CRTR regime however, students are being reminded that they are ultimately responsible for their own behaviour and that certain things are expected of you in life without rewards being offered.

Notes in diaries or a phone call home will be made should your child's behaviour become an issue.

Discussion with your child as to the reasons for their behaviour and your support with behaviour management in the classroom would be appreciated. Continued low level behaviour standards will result in the student moving to a '*Buddy Class*' for a time and/or referral to Administration.

TEACHER CONTACT DETAILS

Should you have any queries or concerns, please do not hesitate to contact myself, Miss Sharon Miller on 9575 5311 or the Primary Deputy, Mrs Susan Mann on 9575 5306.

Specialist Staff for Year 1:

Mr Rob Chipchase (Physical Education – Monday, Tuesday & Thursday)

Mrs Roseanne Watson (Art - Wednesday)

Mrs Gail Anderson (Science – Wednesday)