



Year 1 Parent Information Evening

2020

Welcome

- Welcome to Year One 2020!
- Classroom Teachers: Danielle Marshall, Tania Brown, Joanne De Mesa, Felicity Fyfe & Ashleigh Paton
- Intervention/Extension: Sarah Nobbs

Support

- Junior School Welfare Coordinator: Wendy Emin
- Inclusion Support Coordinator: Giorgia Moss
- Educational Support Staff (ES) will support teachers by working with a number of year one students

Literacy: Reading

This year students will learn:

- How to choose and read a variety of 'Just Right' books
- How to decode unknown words
- Comprehension strategies to understand what they are reading
- To identify the difference between fiction and non-fiction
- To read fluently with correct phrasing and expression
- How to read independently and to build their reading stamina
- To develop a love of reading

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"
reads **20 minutes**
each day

3600 minutes in
a school year

1,800,000 words



90th percentile

Student "B"
reads **5 minutes**
each day

900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads **1 minute**
each day

180 minutes in
a school year

8,000 words



10th percentile

By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

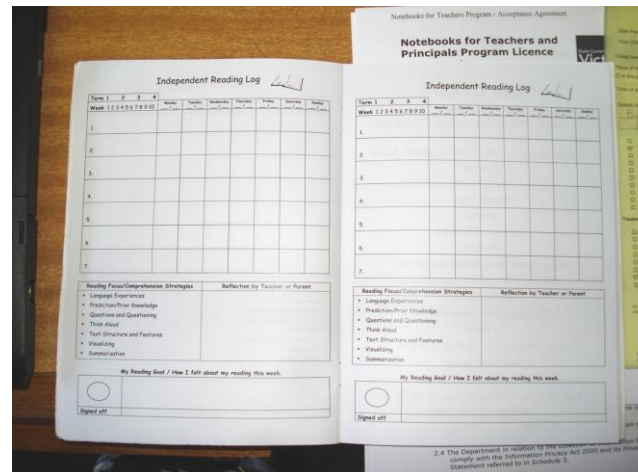
(Nagy & Herman, 1987)

Home Reading & the Reading Log

- Students will be taking 4 'Just Right' texts (readers) each night.
- There is an expectation that students read books from their satchel each night.
- It is **not** an expectation that all texts are read each night.
- The students may choose to read the same text a number of times over the week, and this should be encouraged to improve comprehension and fluency.
- Teachers will also be sending home 'guided reading books'. These are specifically chosen for your child to further their decoding and comprehension skills.

Home Reading & the Reading Log

- Students will regularly meet with their teacher to engage in individual conferences.
- Please remember to record your child's home reading by signing their reading log nightly, showing the books read.
- Reading Logs will be checked once a week
- Teachers assess students on a regular basis and will monitor reading levels.



Literacy: Writing

This year students will learn:

- How to spell a range of high frequency words
- Spelling rules, spelling patterns and word families
- To identify and use text structures and features of different text types
- To write legibly with growing fluency using unjoined upper-case and lower-case letters
- Regular handwriting practise with a focus on correct pencil grip, letter formations, starting points and sizing.
- To use more complex grammatical features. For example, linking ideas in a sentence using conjunctions or pronouns
- To expand their vocabulary through word study activities
- Strategies for planning, composing, revising, editing and publishing their writing
- To reflect on their learning and set personal writing goals

Literacy: Speaking and Listening

This year students will learn:

- How to speak in a variety of situations and to different audiences
- The importance of eye contact and voice modulation
- To organise their ideas and to make themselves understood
- Develop strategies to improve oral presentations
- To listen to information and follow instructions accordingly
- How to ask questions to clarify their understanding
- How to be a good audience member

Numeracy: Number

This year students will learn:

- To identify, represent and order numbers up to 100 and beyond
- To create and recognise number patterns
- To skip count by 2s, 5s and 10s from any given number both forwards and backwards
- To use addition and subtraction to solve a range of problems using a variety of strategies
- Students will be introduced to multiplication and division
- To divide objects into equal parts to build an understanding of fractions
- To order and carry out simple calculations with money amounts in dollars and cents
- To investigate open-ended tasks using a variety of strategies and reflect using mathematical language

Numeracy: Measurement and Geometry

This year students will learn:

- The names and key features of familiar 2D and 3D shapes
- To draw simple 2D shapes
- To construct and follow directions
- To use formal and informal units to measure
- To understand time terminology and connections to everyday life
- To tell time to the half hour using analogue and digital clocks

Numeracy: Statistics and Probability

This year students will learn:

- To represent data with pictures and objects
- To use a variety of terms to describe everyday chance events, eg likely, unlikely, impossible, certain
- To create and answer questions about data displays such as a pictograph or tally

Shared Inquiry Learning

This term our Shared Inquiry Unit is 'Me, Myself and Others'.

- Key Understandings:

- *Who am I?*
- *Where is my family from?*
- *How is family life similar and different within our classroom and around the world?*
- *We are all unique and special in our own way and I can identify my own strengths and achievements.*
- *How do I keep myself safe and healthy in the classroom?*
- *How can I make sure everyone in my classroom feels like they belong?*

Homework

- All Year 1 children will practise: spelling words, an activity that supports their learning in class and nightly reading
- Homework should take no more than 20 minutes per week, excluding reading
- Each week children will have a personalised spelling list that may include high frequency words, words from their personal writing or a spelling rule investigation
- To complement students' learning, they will also have access to a personal Mathletics, Spellodrome and Wushka accounts.
- Wherever possible apply Numeracy to real life situations and encourage your child to notice numbers in their environment. Eg. observing house numbers and how they skip by 2 as you walk along
- New homework will be sent home on a Monday to be returned on Friday

Year One High Frequency Word List

High Frequency Words 50-100

you	see	old
one	if	room
were	I'm	has
her	now	find
with	took	yes
out	it's	told
are	over	or
saw	who	long
as	by	well
back	man	look
two	too	still
this	boy	ever
ran	good	eat
from	best	won
no	us	
just	car	
off	how	
put	ok	

High Frequency Words 100 - 140

why	lost	sat
ate	red	six
way	fish	girl
lets	bad	want
last	hard	
new	bit	
ball	say	
fell	hit	
help	king	
left	run	
lot	stop	
tell	cold	
ten	end	
box	pet	
tree	top	
TV	gun	
cat	bus	
let	hot	

Excursions & Incursions

- All incursions and excursions will be relevant to the students' learning
 - ◉ All travel for excursions will occur on seat-belted buses
 - ◉ If you would like to help on excursions, you will need to ensure you are able to travel on the bus to and from the excursion. Parents are needed for supervision of students
 - ◉ All parent helpers will need a valid Working with Children Check

The Big Night In

- The Big Night In:
Term 4
- Have a lovely picnic dinner
- Enjoy the disco and/or the quiet room
- Be collected at 9.00pm



Information for Parents

- A 'Working With Children Check' is necessary when supporting all school activities. The office needs a copy of your card on file. Please collect forms from the Post Office
- Keep informed by reading your e-News (fortnightly) and the Williamstown North weekly newsletter
- Feel free to add your name to the Parent Helpers Roster which will be located on the classroom doors shortly

Parent Helpers

- Ethics of helping in the class
 - To maximise your special time in the classroom, we ask that you do not bring in other siblings
 - Information about all children is confidential
 - You will be asked to work with a number of children in the class
 - All children are individuals, they have individual abilities which should not be compared
 - Refer to reading support information in Reading Logs on how to support children
 - Be prepared to assist with all aspects of the classroom: listening to children read, photocopying, cutting etc

Fluid Groupings

- Fluid Groups offer students the opportunity to work with others at their point of need.
- This will allow students to work with a variety of teachers and peers.
- As these groups are fluid, students will continually move throughout the groups and work with different teachers

Intervention & Extension

We have a whole school Intervention and Extension Support Program. The Year One cohort will have access to this.

- Students may work in small groups based on learning needs. All students have access to this program.
- This program is linked to the Year One curriculum and Power Standards

Buddies/Peer Leadership

- Students will participate in structured weekly buddy or peer leadership sessions
- Peer leadership is run by the year 5s in mixed groups of year one and two students. They are involved in a range of activities building on social skills and assisting year 5 students in developing important leadership skills
- Students will be allocated a year 5 buddy. It's a wonderful program that builds student connectedness across the school

SPECIALIST SUBJECTS

- The specialists teachers this year are:
 - ❑ Bill Manoleras/Jack Rhodes– PE
 - ❑ Helen Atkins – Japanese
 - ❑ Michelle Barnes – Performing Arts
 - ❑ Robyn Law – Visual Art
 - ❑ Simon Radford - Science
 - ❑ Dale Evans – Digital Technologies

Performing Arts

In Performing Arts, students will be focusing on the four arts subjects of Music, Dance, Drama and Media Arts.

This term the focus is on creating, responding and performing in Music. All students will be deepening their understanding of beat, rhythm and pitch through various learning experiences. Foundation will be learning how to play many different percussion instruments, as well as singing, Year 1/2 will be working with instruments/xylophones.

P.E

In Physical Education, we run a 1 hour session each week. In these lessons, the Prep – Year 2's will focus on Fundamental Motor in Year 5/6, they will learn about the rules and tactics of each of these sports. They will also be exposed to some non mainstream sports including Ultimate Frisbee. As always, there will be extra curricula events for students in Years 3 – 6, including Hoop Time Basketball.

Visual Arts

All students attend the Visual Arts Room for a 60 minute lesson per week for one semester. During this session students use a range of art media and materials to plan, make, present and reflect on artworks. Planning is guided by the Victorian Curriculum. Art smocks are provided but students may bring in their own. Any Art incursions, special projects or competitions will be communicated through the school newsletter and eNews bulletin.

Science

Science will be a 1 hour session each week for a semester. It will be a very 'hands on' and engaging program with the added bonus of using technology where possible to enhance the student's scientific knowledge within a STEM approach. Foundation will be learning about living things in Biological Science, daily and seasonal changes in Earth and Space, How things move in Physical Science and materials in Chemical Science. Year 1, Year 3 and Year 5 will be learning States of Matter for Chemical Science and Space and Earth Science. Year 2, Year 4 and Year 6 will be learning about the life cycle and biomes in Biological Science and forces and electrical circuits in Physical Science.

LOTE – Japanese

日本語

All students attend Japanese for a 60 minute lesson per week for one semester.

Students in **Foundation to Year 2** enjoy learning through songs and games, and also start to recognise the Hiragana writing script.

Students have the opportunity to correspond with children from our **sister school in Yokohama, Japan**.

On our annual **Japanese Day**, the whole school comes together to celebrate Japanese culture.

Digital Technologies

In addition to the digital technologies used regularly to enhance the learning opportunities within classrooms, Year One classes will participate in hourly sessions for One Semester with the Digital Technologies specialist teacher, Dale Evans .

These sessions will focus on developing skills and encouraging all students to become confident and discerning users of digital technologies.

As well, there will be a focus on developing computational thinking which involves creating digital solutions in response to solving a problem, including the use of programming languages (coding).

Thank You

- If you have a question please put it in the question box and we'll provide answers in our first eNews
- Reminder: Student led conferences are coming up, stay tuned for further information in the school newsletter.