

# Welcome to Year One!

Our team for 2020 is Mel Hatton ( Monday – Wednesday ) & Cat Grimwade ( Thursday & Friday) (1A), Troy Wood (1B), Kerrie Evans (1C) and Craig Heywood (1D). We are looking forward to a fun and productive year with creative and enthusiastic students. Being in Year One will be a very exciting and busy time for your child and we can't wait to see them thrive and develop throughout the year. We encourage strong partnerships between parents and teachers and if you have any questions, concerns or would like to find out more about any of our programs throughout the year please make a time to speak with us. We are available after school every day except Tuesdays. If a more formal discussion is needed, please speak to your child's teacher to arrange a time.

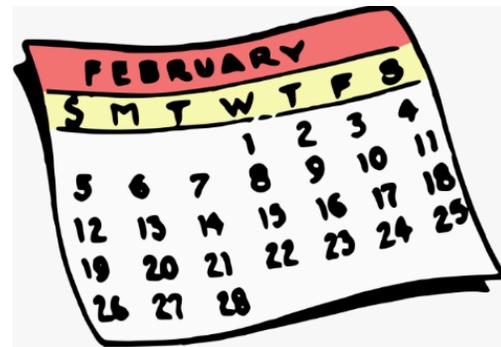
Each teacher has high expectations and will expect your child to do their best at all times.

We expect:

- work to be produced that is interesting in content, correct and well presented
- good manners to be used at all times
- care and concern for others shown inside and outside the classroom
- a desire to learn, share and cooperate with others
- respect for their peers, teachers and other children's belongings (no trading or borrowing of personal items/equipment please).

## Important dates

- Monday 10th February** - Canteen re-opens
- Friday 14th February** - Family Welcome BBQ
- Monday 24th February** - School photos
- Wednesday 26th February** - Inflatable Multisport Program
- Friday 6th March** - 1A / 1B Assembly
- Monday 9th March** – Labour Day Holiday
- Friday 13th March** - Curriculum Day
- Friday 13th March** – Progress Reports go live



## Progress reports

In 2020 we will be launching 6 weekly Semester/Progress Reports as we aim to provide regular feedback to our students and families on the learning and teaching that happens here at Edithvale Primary. Each Semester there will be 2 progress reports and an end of Semester report. The end of Semester reports will include details about students' achievements measured against the Victorian Curriculum.

The first progress report will be available to parents via COMPASS at the end of week 7- March 13

The second progress report will be available to parents via COMPASS at the end of week 4 term 2-May 8

End of semester 1 report will be available end of week 10 term 2- June 19

The information contained in each report will provide a quick snapshot of your child's progress in the areas that have been taught over a 6 week period. Each year level will have different foci and as such, the reports will contain some differences from year level to year level

Below is an overview of our structures and programs that aims to help inform you of what we teach and how we teach. At the beginning of this term we will focus on:

## English

The two main CAFÉ strategies that we'll be focusing on this Term are **looking at the picture to help understand a story**, **using the initial letter to decode unknown words** and **retell a story including characters and events**. We'll be writing many recounts about our weekend and events ensuring that **what we write makes sense**, is **written correctly on the line with correct spaces** and **has capital letters and full stops**. We will continue to use Writer's Notebooks, which will provide the students with ideas and inspiration for their writing. During spelling we will be focusing on recognising the most commonly used words and implementing a variety of activities to teach the spelling rules.

**Morning Reading** - Morning Reading will begin in each classroom from Monday 10th February. Teachers would like to have a week to establish our Reading routine and from Monday 17th February. We welcome any parents who would like to assist with Morning Reading. This will occur every day from 9.00 - 9.15 except Thursdays. If your child has not returned their blue Reading Satchel from Prep, could they please return it to their teacher as soon as possible. Please see below for the Morning Reading Procedure.

### Morning Reading Procedure:

Here are the basic steps of morning reading in Year One:

1. Child comes into class and collects a new book for him/herself from within their specified range.
2. Once the new book has been selected the children then sit at their table, quietly reading their good fit book, awaiting their turn to read to a parent or teacher.
3. Parents, who are assisting with the morning reading, please read with as many children as possible in the class.

#### **Your help is really appreciated!!**

4. Once the book has been shared and entered into the reading log, the book is placed in the child's bag ready to go home. *HINT: If there are many children and only one or two parents, just listen to a page, rather than the whole book.*
5. Children who have finished reading are then required to continue reading or practise their reading words quietly at their tables.

Below are some suggested questions you can ask your child during reading time at home or school:

What happened in the story? What might happen next?

What was the problem in the story? How was it solved?

Who are the characters in the story? How could you describe them?

Are there any words you are unsure of? What do you think they might mean?

Please click on the link below to find some resources which might help you work with your child to help with their English:

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/default.aspx>

## Mathematics

In our Maths groups this Term our students will be:

- learning counting patterns i.e. counting by 1s, 10s, 5s and 2s to 100 with special emphasis on counting by 1s and 10s

You could help your child at home by:

*encouraging your child to count forwards and backwards and start at different numbers especially when counting by 10.*

- reading, writing and ordering numbers to 100 and asking students to notice and read and write numbers in everyday life.

You could help your child at home by:

*asking questions such as write the number 43, what is a number that is bigger / smaller, how do you know?*

*How many numbers can you think of that have 6 tens or 2 ones ? etc*

- measuring the length of familiar objects using informal units such as unifix cubes, paddle pop sticks and hands / feet.

You could help your child at home by:

asking your child to estimate (guess) how many hands long the backyard is, how many hand spans high the window is - then measure to see how close they are.

- finding data from a graph such as what has the most, least and how many are there in each part of the graph.

We implement hands-on activities using concrete materials such as number charts, counters, math games, blocks and base-ten materials to reinforce learning.

Please click on the link below to find some resources which might help you work with your child to help with their Maths:

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/Pages/maths-and-numeracy-at-home.aspx#link8>

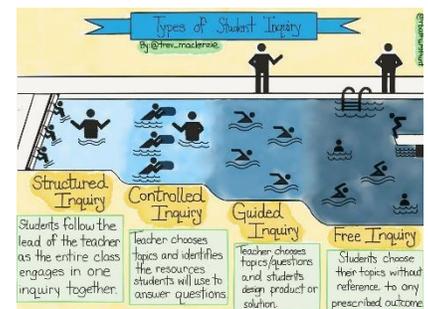
## Digital Technologies (ICT)

We will continue to use our whole school Math program called *Manga High* and we will be incorporating this into our computer sessions to revise Mathematics strategies learnt in class. We will also be focusing on keyboard number & letter recognition using the website *Typing Club* and learning to search for and navigate through teacher requested websites such as *StudyLadder* and *Hector's World*. During Math lessons, we will be using apps such as *Monkey Math* and *Quick Maths* to reinforce concepts that have been taught in class. Please ensure you have discussed and signed the ICT - Acceptable User Agreement with your child and return to school as soon as possible.

## Project Based Inquiry Focus

### What is PBIL?

Project Based Inquiry Learning is our Whole-School approach to exploring key ideas across the Victorian Curriculum in a different and engaging way. Each project is authentic and has a real world-context where students are collaborating, creating, researching and designing in order to answer their **big question** posed at the beginning of their unit. A key feature of this approach to learning is that it is driven by student voice and choice in the way that they design a product, how they work and how they use their time. How this looks differs as students' progress through the year levels (see [Types of student inquiry image >>](#)). Each unit of inquiry culminates in a public product where students are able to showcase their learning to those beyond the classroom.



### Why PBIL you might ask?

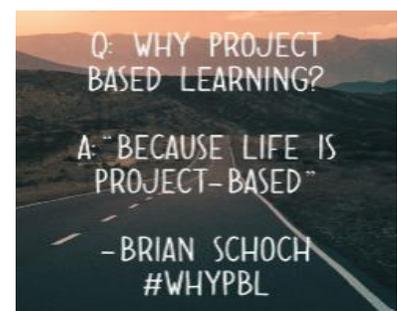
“Project-based learning experiences give students opportunities that they would never have in school otherwise.”  
(Juliani, 2018)

### What does PBIL look like in Year 1 this term?

Our big question is..... **‘What makes toys popular?’**

We will be exploring the key ideas around-:

- how toys move and what forces are used to move them
- how they have changed over time
- how do the toys from our parents / grandparents differ from ours
- what makes an exciting or interesting toy and why?



Public product – The students will be asked to design, create and construct a toy from boxes, material, paper etc. They will present their toy to their Year 5 buddy.

We are seeking assistance from anyone who might like to come to school and explain and show a toy they had as a child.

## Wellbeing

During Monday afternoon Wellbeing, all classes will focus on resilience, emotions and circle time. Circle Time is a teaching strategy which allows teachers and students to explore issues of concern. This year we will continue to implement the Resilience Project using the journals purchased on the booklists. We will also be introducing a program called Respectful Relationships. This is where students are encouraged to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence. All these programs help develop self-esteem, gratitude, empathy and cooperation between students.

## Home learning

We encourage you to read with your child each night, practise the list of sight words and later in the term we will send home individual spelling lists from the Oxford Commonly used words. Computer programs such Manga High and Studyladder are a great way to reinforce learning both at home and school. Passwords will be sent home shortly.

## Specialist Learning

This year the Year 1s will be working in mixed groups during specialist lessons. This is a great chance for students to work with different students and hopefully make new friendship groups. The students know which group they are in. Below is a timetable showing when each group has each specialist class.

<b>Alligators</b> 	<b>Bears</b> 	<b>Cheetahs</b> 
<b>Monday- 11:30 Art</b> <b>Wednesday- 2:30 Sport</b> <b>Thursday- 9:00 French</b>	<b>Monday- 11:30 French</b> <b>Wednesday- 2:30 Art</b> <b>Thursday- 9:00 Sport</b>	<b>Monday- 11:30 Sport</b> <b>Wednesday- 2:30 French</b> <b>Thursday- 9:00 Art</b>

## Housekeeping

Please ensure your child returns their reading bag and purple pocket every day. Also, please name all your child's belongings especially their lunchboxes, drink bottles and hats. It is quite amazing how many of these look the same and get misplaced.

If at any time during the year you have any queries, questions, insights or observations on how we can help your child, please don't hesitate to come and see your child's teacher.

Kind Regards,

Mel Hatton, Catherine Grimwade, Troy Wood, Kerrie Evans and Craig Heywood

