

Welcome to Year One in 2022!

Welcome back to what will be a fantastic year at Edithvale Primary School. Our team for 2021 is Jess Iaconese (1A), Emma Ruwoldt (1B), Craig Heywood, (1C), Amy Cain (1D), Jaime Rohan (1E Monday and Tuesday) and Catherine Grimwade (1E Wednesday, Thursday and Friday). 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. Each teacher has high expectations and will expect your child to do their best at all times.



Of particular importance is for students to:

- show care, concern and respect for others both inside and outside the classroom
- demonstrate curiosity and a strong desire to learn, contribute and share with others
- have a growth mindset believing they can achieve by working hard and putting effort into every task

Below is an overview of our structures and programs that aims to help inform you of what and how we teach. If you'd like to find out more about any of these programs or would like to have a quick chat we are available before school every day and after school on Mondays, Thursdays and Fridays. If a more formal discussion is needed, please speak to your child's teacher and we will arrange a time. We look forward to building strong partnerships through open communication with you.

ENGLISH

Reading

Literacy Instructional Model: This includes the 50 minute Phonemic Awareness session, Reading Comprehension and Writing

Review 10 minutes	Revisit of letter/sounds learnt in previous lessons using Orton Gillingham Drill Cards. A (name) acorn, a (a) apple, a (o) wash Morphology drill cards: e/es/ ed ing pre
Heggerty 10 minutes	The Heggerty Phonemic Awareness Curriculum is a systematic 35 week program of daily lesson plans that provide a high level of explicit modelling and student engagement. Each level of the Heggerty Phonemic Awareness Curriculum focuses on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition, and language awareness. The focus skills are: Rhyming, Onset fluency, blending, isolating sounds, segmenting, adding, deleting and substituting phonemes (sounds)
Phonics or Morphology 20 minutes	Phonics-Explicit spelling/sound lesson- this will include using Dandelion Decodable readers to explore sounds, as well as practising decoding strategies when reading these stories. Morphology-Students will continue to learn Morphology Awareness as they investigate prefix/root/suffixes found in words, and will be introduced to a 'Lexicon' morphology dictionary. The Lexicon will showcase morphemes (smallest unit of sound in a word) and meaning. Prefix 're' means to repeat or do again Root word 'vid' means to see Suffix 'ing' present tense- added to verbs
Reading Fluency 10 minutes	Students will practise pace and expression in reading. Fluency tasks will include word lists, sentences, paragraphs and or short stories. Fluency lists/passages are practised throughout the week and students have the opportunity to share reading with each other.

Reading Comprehension

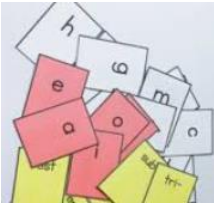
Students will be learning strategies to assist with knowledge and skills for reading. Strategies will include word level reading skills, fluency, oral and written language, background knowledge and vocabulary. Students will be learning how to actively and closely read for meaning and make connections during reading, use effective strategies (e.g., summarizing, questioning). They will practise how to rescue themselves (re-reading, reading ahead a little and asking for help). Students will think about what they take away from the text immediately and afterward, and what they can do with that information (e.g., writing, discussion, analysis, application to other texts).

Writing

Students will establish the foundations of writing, which will begin with initial sounds, leading to words, sentence fragments, and formal sentence structure. Students will investigate types of sentences and will be learning to extend their ideas by using conjunctions. Students will practise using correct punctuation when writing, and complete formal handwriting tasks.

We are currently assessing students to get updated information and levels. After this, take-home readers will be sent home in Week 3. Your child will be assigned a book that is at their current level and will be changed on Monday, Wednesday and Friday. The purpose of these books is to build fluency and confidence.

Spelling



Phonics and Phonemic Awareness are a major focus in Literacy at Edithvale. Students in each classroom across the school will spend the first 20 minutes of each day practicing sounds of the Alphabetic code through the use of Orton and Gillingham sound cards. Additionally, students will be learning Phonemic Awareness strategies to assist with decoding skills. Daily literacy sessions will focus on identifying, reading and writing graphs (1 letter which represents 1 sound eg. s), digraphs (2 letters which represent 1 sound eg. ch) and learning about the basic morphology of words such as root words and suffixes.

Mathematics

All teachers at Edithvale Primary follow the 'Booker' Sequence for teaching Maths. This developmental sequence is used for teaching all place value/number skills and the four processes: addition, subtraction, multiplication and division.

The following Place Value/number topics will be covered this term:

- counting patterns i.e. counting by 1s, 10s, 5s and 2s to 100 with special emphasis on counting by 1s and 10s
- place value: reading, writing, making and ordering numbers to 100 and above.

The Measurement and Geometry and Statistics and Probability topics that we are covering this term include:

- using a calendar to locate certain dates and information and naming and ordering seasons and months in a year
- finding data from a graph such as what has the most, least and how many are there in each part of the graph.

Students will be involved in a range of hands-on activities using concrete materials such as number charts, counters, math games, blocks and base-ten materials to reinforce learning.

Some open-ended and problem solving websites you may want to visit:

- Nrich <https://nrich.maths.org/9084>
- Youcubed <https://www.youcubed.org/tasks/#>
- Resolve [https://www.resolve.edu.au/teaching-resources?field_year\[\]=14&edit-submit-explore-resources=Apply](https://www.resolve.edu.au/teaching-resources?field_year[]=14&edit-submit-explore-resources=Apply)

Essential Assessment - Sunset Maths

We will continue to use Essential Assessment as an online platform that can be used by students to assist them to develop from their current understanding in relation to the Maths curriculum. Later this term, students will receive a login for Essential Assessment, there they can access 'My Numeracy' and 'Sunset Maths.'

My Numeracy™ & My Literacy®

Students are able to complete their My Numeracy™ and My Literacy® activities which have been set up based upon the concepts that have been misunderstood in their pre-assessment and they are available for use within each sub-strand. The message board will assist the student to determine which activities need to be completed by which date.



Sunset Maths

Sunset Maths is an application aimed at developing the student's mental maths skills. This is available through the games icon and sets up based upon the student's pre-assessment results. The student will work through curriculum aligned content to develop their knowledge in each operator in alignment with their learning.



Digital Technologies (ICT)

Throughout the year, our students will participate in lessons on cyber safety and being cyber smart citizens. Recently, each Year 1 class participated in a detailed discussion around the safe and appropriate use of technologies. The ICT - Acceptable User Agreement was sent home for further discussion. Thanks so much for discussing this with your child and returning signed, if you are yet to do so we look forward to receiving yours at your earliest convenience. Each class will use our school iPads to support their learning across all curriculum areas.

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?

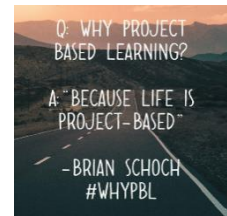
"Project-based learning experiences give students opportunities that they would never have in school otherwise."
(Juliani, 2018)

What does PBIL look like in Year 1 this term?

Our big question is..... 'How can we as toy designers design the most popular toy that children will love?'

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? Why?



Specialist Learning Timetable

This year we have four specialist subjects - Art, French, PE and science. This timetable may change later in the term.

Below is the current timetable for each class:

	ART	FRENCH	PE	SCIENCE
1A	Wednesday	Tuesday	Friday	Friday
1B	Friday	Wednesday	Tuesday	Friday
1C	Tuesday	Tuesday	Wednesday	Friday
1D	Friday	Wednesday	Friday	Tuesday
1E	Tuesday	Tuesday	Thursday	Wednesday

Science

The Science program provides students with hands-on science experiences where they can construct their own scientific understandings. This term, students will be working within Chemical Sciences to explore different materials and their properties. They will work with a range of materials to create 'bug hotels' for different types of mini-beasts in our local environment. Students will implement Science inquiry skills such as; questioning, analysing, planning, conducting, evaluating and communicating.

Physical Education

The Physical Education program provides students with opportunities to develop knowledge, understanding and skills for students to lead healthy, safe and active lives. This term students in grade one will participate in a variety of activities and games to further develop their fundamental movement skills such as running, hopping, jumping, skipping, leaping, catching and throwing. Students will use a variety of equipment to develop cooperative behaviour and confidence in a range of exciting and meaningful experiences.

French

The French program will continue to scaffold on the students' learning of language and culture. Students in Year 1 have begun to use and respond to the French language. Oral language is developed through listening to the sounds, shapes and patterns of French through activities such as rhymes, songs, clapping, action games, imitation and repetition of sounds modelled by the teacher and oral texts.

Art

The Visual Arts program aims to provide for and nurture student learning through a variety of sequential activities that develop fine motor skills, and link to learning in the classroom where possible. In year 1 students build on their experience with using the art elements of line, colour and shape. They explore a variety of materials and techniques. In

term 1 students will be working on portraits showing emotions, they will focus on colour. Students are encouraged to respond and reflect on their own artwork and the artwork of others.

Wellbeing

The wellbeing of our students is really important as we seek to have happy, healthy and active kids at EPS. This year throughout the school we will have a dedicated Wellbeing time each afternoon with teachers using a variety of resources to support the mental, physical, social and emotional wellbeing of our students. Teachers will employ a range of strategies including circle time and restorative practice discussions in addition to our key programs which include:

- The Resilience Project focusing on gratitude, empathy, mindfulness (G.E.M) and ways to practice these in everyday life with emotional literacy included to promote positive mental health
- Resilience, Rights and Respectful Relationships to develop social, emotional and positive relationship skills
- The Zones of Regulation guiding students in becoming more aware of and independent in controlling their impulses, sensory needs and improving their conflict resolution skills

A student's wellbeing affects every aspect of their time at school and as such teachers will be responsive to the needs and issues affecting their individual classes when deciding on which wellbeing activities to employ each day.

Some useful links and further information are listed below;

<https://theresilienceproject.com.au/>

<https://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R>

<https://www.zonesofregulation.com/learn-more-about-the-zones.html>



Figure 2: Wall Posters of the Zones

Home Learning

We encourage you to read with your child each night. Shortly we will commence sending home appropriate texts for your child. Reading interesting texts together (fiction and nonfiction), talking about new vocabulary, discussing what is happening and focusing on discovering new facts or exploring interesting stories is a fantastic way to help your child build their skills as a reader also.

Seesaw

As a school, we will continue using Seesaw in 2022. Your child will have received a new login/ QR code to give them access to their new learning space for their current class. This space will be used to create a portfolio of student reflections throughout the year and for home learning activities. Extra support or extension activities will also be sent for those students who we think would benefit from it. We look forward to using this space as a great way to share your child's successes throughout the year and give you, the parent, some extra insight on how we teach certain skills, so you can best assist your child if needed. If you are yet to receive your child's login, please let us know and we'll send one home.

Housekeeping

Please ensure your child brings their purple pocket each 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 can get misplaced.

Important dates:

Monday 14th March - Labour Day (no school)

Friday 1st April - Easter Market

Friday 8th April - Last day of Term 1 - 2:30pm finish

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. We'd love to hear from you.

Kind regards,
The Year One team :)