



# Regency Park Primary School



## GENERAL INFORMATION and CURRICULUM OVERVIEW

Year 1  
2016

**CLASS TEACHERS:**

Miss Tiffany Dempster      Room 5  
Mrs Karen Dresser

Miss Stephanie Annetta      Room 6

Mr Jake Uwland      Room 7

Mrs Jo Krawczyk      Room 8  
Mrs Lynda Venter

**SPECIALIST TEACHERS:**

VISUAL ARTS:      Mrs Amanda Oliver  
Mrs Naomi Greco

PHYSICAL EDUCATION:      Mrs Amanda Oliver  
Mrs Monique Hocking  
(Sneakers and suitable school uniform)

MUSIC:      Mr Michael Meeking

SPANISH:      Mrs Ani Falk

LIBRARY:      Class teachers

READING RECOVERY:      Mrs Karen Dresser

EMU (Extending  
Mathematical  
Understandings)      Mrs Pam Andrews

EAL:      Mrs Ranita Powell

Bridges Co-Ordinator:      Mrs Deb Aspinall  
(assisted by Parents)

The Year 1 Team welcomes you and your child to the 2016 school year. This booklet has been developed as a reference of the essential information about the Year 1 curriculum and our expectations for the students.

**This year we aim to:**

- **To ensure our students have a happy, safe and memorable year of learning.**
- **To provide a wide variety of experiences, catering for a range of interests and abilities.**
- **To provide engaging learning experiences in Literacy and Numeracy for all students.**
- **To provide encouragement and support to enable our students to achieve their full potential by becoming independent and responsible learners.**
- **To build resilience by encouraging our students to take risks which will prepare them for the future in an ever changing world.**

REGENCY PARK PS  
CLASSROOM MANAGEMENT PLAN 2016 FOR GRADE 1

**CLASS EXPECTATIONS FOR ALL GRADE 1 STUDENTS**

***We are responsible for our own behaviour and the choices we make.***

- *We will listen carefully to instructions.*
- *We will respect other people and their belongings.*
- *We will use our inside voice at all times.*
- *We will keep our classroom safe (eg. Pushing our chairs in).*
- *We will try our best in all that we do.*



## **ENGLISH**

The Australian Curriculum for English is built around three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. These strands are integrated into all areas of the curriculum.

### **Reading**

Reading is thinking and is a daily component of our Year 1 Literacy Program. During our Literacy sessions, the students will be encouraged to:

- Read with increasing fluency, phrasing, intonation and volume
- Discuss characters and events in a range of texts and share personal responses to the texts
- Make connections with their personal experiences
- Discuss how authors create characters using language and images
- Listen to, recite and perform poems, chants, rhymes and songs
- Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read.

Our classroom reading program includes the following activities:

- Shared Reading: big books, picture-story books, interactive books, class stories, newspapers etc.
- Guided Reading: levelled texts with teacher support
- Literacy Group activities to revise and reinforce skills being taught
- Oral reading aloud to teacher and parent helpers
- Reading to Self (independent reading)

- Reading to Someone Strategy (partner reading)
- Developing a deep understanding of a variety of texts
- Choosing Good Fit Books

## Home Reading

Take home books are an important supplement to the class program. The books children bring home to read will be 'easy' reading to reinforce the reading process, build confidence and improve fluency, phrasing and expression. All children will bring home 1 book each night and are encouraged to continue to practise their Shared Reading piece from the classroom throughout the week.

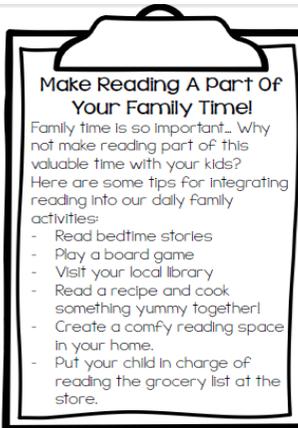
Don't worry if the same book comes home more than once - children have favourites! If your child cannot recognise some words yet, don't panic, continue to read to and with your child. Please ensure that you fill in the Home Reading Calendar each night, to show that nightly reading is happening. Please record the title of the book in the correct date and record 'SR' for shared reading, when you read that too.

Reading @ Home can make a HUGE Difference to your child's learning.

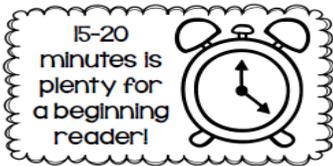


### Choose Books That Are At An Appropriate Reading Level For Your Child

- Use the five finger rule. Open the book to any page and ask your child to read. Put up a finger every time your child does not know a word. If you have put up more than five fingers before the end of the page, this book is too hard for your child.
- Choose books that match your child's likes and interests.



Keep plenty of reading materials in your home: books, magazines, newspapers, and comic books. Children enjoy having a variety of reading materials!



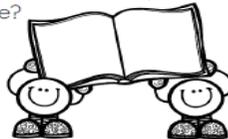
### How To Read With A Beginning Reader:

- Encourage your child to use his/her finger to point to each word.
- Read a sentence and have your child repeat it.
- Take turns reading a sentence each or a page each.
- Talk about the story as you read it. What do you think will happen next? What does this story remind you of? How do you think this character feels?
- Don't be afraid to read the same book again! Repeated reading helps build reading fluency!



### Check For Understanding

- ✓ Start the book by making predictions. What do you think will happen in this story?
- ✓ Ask questions and make comments during the reading process.
- ✓ After reading a book, have your child tell you the events from the story in the correct order.
- ✓ What was the problem in this story?
- ✓ How did the character feel when...?
- ✓ Encourage your child to make connections. Does this story remind you of another book you read, an event in your life, a movie?



## Writing

Our Effective Writing Program encourages the students to write about personal topics, experiences, events and important issues to their lives. A class notebook will be developed for ideas/thoughts, feelings and interesting words as a springboard for their writing. Students will develop their writing skills through teacher modelling, shared writing, independent writing and guided writing.

Daily writing sessions will encourage our students to:

- Create a variety of texts including recounts, procedures, letters, narratives, information report and poems
- Begin to understand and use appropriate text structure, spelling choices and punctuation when writing
- Reread their own texts and discuss possible changes to improve meaning, spelling and punctuation of personal writing
- Use and experiment with different types of punctuation, including full stops, question marks and exclamation marks in their personal writing.

## Handwriting

Correct formation of letters using Victorian cursive script is taught. Please monitor and correct your child when he/she writes if you notice that the pencil is being held incorrectly.



## Spelling

To foster the development of spelling skills we encourage:

- Accurate spelling of words with regular spelling patterns e.g. dog, ship, mat
- Use of visual memory to write high-frequency words(Magic Words)
- Word families e.g. 'sh' in fish, 'ch' in chicken, 'th' in think
- Phonics - single sounds and letter symbol stretching sounds – initial, middle and final consonant blends e.g. bl, fl, gl,cr, br, dr, st, mp vowel blends e.g. ai, ea, oa, au, ee
- Encouraging attempts at unknown words by recording dominate sounds to make close approximations.
- Identifying word features or clues to help spell unknown words e.g. little words inside, vowels used, looks like, pattern formed, tricky part of the word and rhyming words.

## Magic Words

The M100W Magic Words program will continue in Year 1, building on last years' program. This year, the students will be working towards recognising and reading the first 200 words and spelling the most common 100 words and using them correctly in their personal writing. After the Magic 200 words, we will use the new Magic 300 Words.

## Speaking and Listening

In Year 1, students develop their oral language skills through daily communication and interactions with their peers, teachers, students from other classes and known adults. Students will be encouraged to engage in conversations and discussions, using active listening behaviours, confidently contributing ideas, information and questions by speaking clearly and using appropriate volume and pace. Throughout the year they will be given opportunities to present to the class about a topic of interest.

## MATHEMATICS

The Australian Curriculum for Mathematics consists of three content strands: **Number and Algebra, Measurement and Geometry and Statistics and Probability.**

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of the Mathematics content. They provide the language to build in the developmental aspects of the learning of Mathematics. The Year 1 Mathematics curriculum provides hands-on meaningful experiences for students to develop the following concepts:

- develop confidence with number sequences to and from 130 by ones from any starting point forwards and backwards
- count and identify number patterns: 1's, 2's, 5's and 10's to 130
- write numbers 0 – 130
- recognise, model, read, write and order numbers to at least 100 and locate these numbers on a number line
- count collections to 100 using place value (hundreds, tens & ones)
- knowledge and understanding of mathematical language e.g. before/after, more/less, smaller/larger
- understand the four processes - addition, subtraction, grouping and sharing using various strategies e.g. count on, count back, partitioning numbers
- fractions - recognise and describe one-half and one quarter of a whole
- money – recognise, describe and order Australian coins according to their value

- measure and compare the lengths, mass, capacities and volumes of pairs of objects using uniform and informal units
- describe duration using months, weeks, days and hours
- tell time to the half-hour and o'clock
- recognise and classify familiar two-dimensional shapes and three-dimensional objects
- give and follow directions to familiar locations e.g. left, right, forwards, backwards
- identify outcomes of familiar events involving chance and describe them using everyday language such as: 'will happen,' 'won't happen' or 'might happen'
- Make and describe simple graphs e.g. pictographs

### **INQUIRY LEARNING**

Our school has adopted an inquiry approach to Integrated Studies. We will be investigating different concepts and ideas throughout the year covering science, history and humanities.

- Term 1 My Place in this World
- Term 2 Life Cycles
- Term 3 Paddock to People
- Term 4 Toy Science

### **INFORMATION and COMMUNICATION TECHNOLOGY (ICT)**

Regular sessions are held using the mini lap-tops, covering the use of various Microsoft applications, basic file management and keyboard skills. Games and programs are used to reinforce number facts, problem solving, reading skills, spelling and word processing. This year students will also have regular access to iPads to enhance their learning across the curriculum.

### **ICT Agreement**

Our ICT agreement outlines safe and appropriate computer and I Pad use. These agreements are signed by parents and students each year. If this form is not returned, students will not be able to access ICT devices at school.

## REPORTING

Reporting to parents occurs in June and December, with Parent Teacher Interviews scheduled in June following the distribution of the mid-year report. If you need to speak with your child's classroom teacher prior to the June interviews, please make an appointment.

## PARENT HELPERS

We love when parents are able to assist us with different programs in the school. In Year 1, we require assistance with the following programs:

- Weekly listening to reading
- P.M.P.
- Excursion helpers

**Parent helpers must have a current Working With Children Check. Please see the office for this.**

## HOMEWORK EXPECTATIONS

- Term 1
  - Nightly Reading of take home books and Shared Reading text
  - Practise Magic words – play a game such as memory, snap, go fish, I spy, I wish I wish, find words in take-home books, find & highlight in the newspaper, practise using in silly sentences, write them in shaving cream.
  -
- Term 2
  - Nightly Reading of take home books and Shared Reading text
  - Literacy Activities in relation to Magic Words and Shared Reading
- Terms 3 & 4
  - Nightly Reading of take home books and Shared Reading text
  - Home spelling activities

## HELPING FROM HOME

As parents you are the most important people in your child's life. Your attitude towards school and school work will be, to a large extent, mirrored in your child's attitudes. A positive encouraging attitude on your part will be of great value to your child.

- Talk, listen and play with your child.
- Encourage physical play to develop social and motor skills.
- Read everyday (to and with your child); make regular visits to your local Library.
- Make use of mathematical language and situations to develop understanding of concepts in day-to-day life e.g. when shopping, cooking, estimating, counting letterbox numbers (odd/even numbers), setting the table.
- Provide a healthy, suitably sized lunch and play lunch each day. Only water bottles are allowed in the classroom.
- Give responsibilities - encourage children to follow through and complete given tasks.
- Encourage independence e.g. by saying goodbye at class line up area and allow your child to carry their own school bag to line.
- Ensure your child is punctual. Bell times are now at 8.58am to ensure all children are in their classrooms ready to start their learning at 9am.
- Make sure a school hat is provided from September to the end of April.
- Please name ALL articles of clothing, lunchboxes and items brought to school.
- Have an established bed time routine to ensure your child gets plenty of rest every night. Children at this age require a minimum of 10 hours sleep a night to actively participate and engage in their learning throughout the school day.

### **PLAY LUNCHES & BRAINFOOD**

Please remember that young brains rely on good fuel to keep them going throughout the day. Packets of chips or noodles are not sufficient nourishment to maximize concentration and learning during class times. We ask that children are provided with a healthy and substantial snack and that chips, Twisties, etc are not put into lunchboxes but are kept as a special treat for weekends. As our morning session is now 2 hours long, we will be allowing children to bring 'Brain Food' into the classroom in this session. Brain Food may only consist of fruit or vegetables.

## **DIARIES**

Each child in Grade 1 has been issued with a diary to facilitate contact between home and school. If you have any questions or queries, or would like to make an appointment with your child's teacher to discuss an important matter in-depth, please use this diary. Please ensure that your child knows when there is a note in the diary to be given to the teacher. We will always attempt to respond as promptly as possible, but please be aware that time constraints can sometimes prevent this.

We ask that absences be recorded on Compass. If you have any questions regarding this please refer to the Compass log in details as sent home at the beginning of the year.

## **A FINAL NOTE**

We are looking forward to an exciting and rewarding year with your children. Please don't hesitate to visit your child's room to look at their work. They are usually very proud of what they have done and enjoy seeing it displayed. If you have any concerns, please make an appointment to see us to discuss issues that may arise. We often have PD or meetings to attend after school as well as our nightly preparation and a staff meeting each Wednesday afternoon. This means we are not always available for a chat.

Have a great year everyone! We know that we will.