Welcome back to 2015!

Welcome to our Year One team members:

- Emma Holland, Virginia Irvine, Lewis Mulvey and Crystal Tyson.
Tonight ...

- Whole Year 1 team information session

- Information evening as well as Student Led Conferences, that we have held in previous years, on Monday 2nd and Tuesday 3rd March 2015.
Support

- Intervention and Extension support
- Junior School Welfare Coordinator: Crissy Samaras
- Reading Recovery
- Inclusion Support Coordinator: Sue Ongarato and Giorgia Moss
- ES Staff
This year students will learn:

- how to choose and use a variety of ‘Just Right’ books
- How to decode unknown words
- comprehension strategies to understand what they are reading
- to identify between fiction and non-fiction
Children will be taking 2-4 ‘Just Right’ texts each night.

Children can choose the text that they would like to read each night.

The children may choose to read the same text a number of times, 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 reading and comprehension skills.
Students regularly meet with their teacher to engage in an individual conference and will be given reading goals based on their needs.

Please remember to record your child’s home reading by signing their reading log on completion, showing the books read.
Our Year One Shared Classroom Library
This year students will learn:

- how to spell frequently used words accurately, investigate spelling rules, spelling patterns, word families and words from individual writing. how to identify and use text structure and features of different text types

- to write legibly with growing fluency using unjoined upper-case and lower-case letters

- to use more complex grammatical features e.g linking ideas in a sentence using pronouns and conjunctions

- to expand their vocabulary through word-study activities including investigations of antonyms, synonyms and homophones

- strategies for planning, composing, revising, editing and publishing their writing

- how to reflect on their learning and set personal literacy goals
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 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
This year students will learn:

- to identify and order numbers up to 100 and beyond
- to create and recognise number patterns
- to skip count by 2s, 5s, and 10s
- to use addition and subtraction for numbers up to 100 and beyond
- to use equal groups to model multiplication and sharing for division
- to divide shapes into equal parts to develop the concept of a simple fraction as part of a whole
- 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: Space

This year students will learn:

- to identify key features of shapes and solids
- the names of familiar 2D and 3D shapes
- to draw simple 2D shapes
- to visualise and describe transformations such as flips, slides and turns
- to construct and follow directions
Numeracy: Measurement

This year students will learn:

- To use formal and informal units to measure length, area, perimeter, volume and capacity
- To understand time terminology and the connections to be made in everyday life
- Time patterns and cycles
- To tell time using analogue and digital clocks
Numeracy: Chance and Data

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, unlike, impossible, definite
- to answer questions about data displays, such as a picture graph or tally
Shared Inquiry Learning

- What is this terms Shared Inquiry? Me, Myself and Others

- Key Understandings:
  1) Trying my best will keep me happy
  2) There are a variety of ways to keep yourself and others safe
  3) Forming positive relationships with others is an important part of our Health and Wellbeing
  4) We are all unique and special in our own way
Shared Inquiry Learning

Students will learn skills such as

- thinking,
- communicating,
- cooperating
- researching to collect new information
- Presenting information in a variety of formats
Shared Inquiry Topics

- Term 1: Me, Myself and Others
- Term 2: Habitats and Look! Listen!
- Term 3: Cooking and Space
- Term 4: Celebrations and On the Move
Homework

- All Year 1 children will practise: spelling words, a weekly Numeracy problem, nightly reading and organisational skills.

- Homework should take no more than 20 minutes per week, excluding reading.

- Each week children will have a personalised spelling list that may include Oxford Words, words from their personal writing or a spelling rule investigation.

- Wherever possible apply real life situations to number to 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 Monday to be returned on Friday. Friday will also be their spelling test day.
### Oxford Wordlist

#### Words 1–100

<table>
<thead>
<tr>
<th>I</th>
<th>were</th>
<th>can</th>
</tr>
</thead>
<tbody>
<tr>
<td>the</td>
<td>day</td>
<td>bought</td>
</tr>
<tr>
<td>and</td>
<td>so</td>
<td>brother</td>
</tr>
<tr>
<td>to</td>
<td>when</td>
<td>big</td>
</tr>
<tr>
<td>a</td>
<td>home</td>
<td>birthday</td>
</tr>
<tr>
<td>was</td>
<td>you</td>
<td>them</td>
</tr>
<tr>
<td>my</td>
<td>at</td>
<td>bed</td>
</tr>
<tr>
<td>went</td>
<td>me</td>
<td>made</td>
</tr>
<tr>
<td>we</td>
<td>mum</td>
<td>name</td>
</tr>
<tr>
<td>on</td>
<td>for</td>
<td>time</td>
</tr>
<tr>
<td>it</td>
<td>dad</td>
<td>her</td>
</tr>
<tr>
<td>then</td>
<td>but</td>
<td>go</td>
</tr>
<tr>
<td>he</td>
<td>saw</td>
<td>came</td>
</tr>
<tr>
<td>had</td>
<td>house</td>
<td>because</td>
</tr>
<tr>
<td>in</td>
<td>that</td>
<td>up</td>
</tr>
<tr>
<td>they</td>
<td>weekend</td>
<td>go</td>
</tr>
<tr>
<td>with</td>
<td>time</td>
<td>get</td>
</tr>
<tr>
<td>of</td>
<td>her</td>
<td>lived</td>
</tr>
<tr>
<td>there</td>
<td>go</td>
<td>am</td>
</tr>
<tr>
<td>got</td>
<td>came</td>
<td>him</td>
</tr>
<tr>
<td>she</td>
<td>because</td>
<td>was</td>
</tr>
<tr>
<td>said</td>
<td>up</td>
<td>had</td>
</tr>
<tr>
<td>played</td>
<td>go</td>
<td>friend</td>
</tr>
<tr>
<td>one</td>
<td>his</td>
<td>into</td>
</tr>
<tr>
<td>is</td>
<td>once</td>
<td>on</td>
</tr>
</tbody>
</table>

---

*Note: The list includes common English words from 1 to 100.*
Information for Parents

- A ‘Working With Children Check’ is necessary when supporting all school activities (please see the office for further details)

- Keep informed by reading your Year One emailed fortnightly e-news and the Williamstown North weekly newsletter

- Feel free to add your name to the Parent Helpers Term Calendar in your child’s classroom. This will be located on the classroom door.
Parent Helpers

- Ethics of helping in the class
  - Information about all children is confidential
  - Work with all children in the class.
  - All children are individuals, they have individual abilities which should not be compared.
  - Refer to reading support information in The Independent Reading Log on how to support children.
  - Be prepared to assist with all aspects of the classroom: listening to children read, photocopying, cutting ...
Excursions / Incursions

- All incursions and excursions will be relevant to the children’s learning
- All travel for excursions will occur on seat belted buses
- The first organised events for this year is:
  - an incursion by Supreme Incursions focusing on team building skills.
  - An excursion to Werribee Zoo, during our Habitats Inquiry.
This year your child will be assessed, then they will work in groups with children who have similar needs in various areas of the curriculum.

This will allow them to work with a variety of teachers at their individual level of need.

As these groups are fluid, students will continually move throughout the groups and work with different teachers.
Independence

This year students will follow protocols that create a positive learning environment such as:

- Putting away their school bags independently.
- Remembering to hand in notes independently.
- Completing their homework and placing it in the Homework book Box each Friday.
- Remembering their lunch order.
Interpersonal Development

Students will learn:

- To behave appropriately in a range of social situations.
- To identify feelings and needs of other people.
- That there are consequences for their actions.
- Appropriate steps to resolve conflicts.
- To work in teams.
- To stay on task.
- To complete structured activities within set timeframes.
- To share resources fairly.
- To develop as independent learners.
The Big Night In: Term 4

Year 1s will:
- have dinner and a play
- Enjoy the disco and quiet room
- Be collected that night
Japanese
Helen Atkins
Specialist

Performing Arts
Dean Pearce
Art
Vicki Symons
Specialist

P.E
Sarah Nobbs
Thank You

- 5 minutes of questions

- Reminder: Student led conferences for 10 minutes per student