

Grade 1 Parent Information 2017



The Patch Primary School
Kallista-Emerald Road, The Patch 3792
Telephone 9756 7463 Fax 9752 0211
Email: the.patch.ps@edumail.vic.gov.au
Website: www.thepatchps.vic.edu.au

Welcome to Year 1 at The Patch Primary School!

We look forward to working with your children this year and the successes and developments the year brings.
Communication between home and school is essential for a successful year.
We encourage you to keep us informed about celebrations, issues, problems or questions that may arise during the year.
Email is an easy and effective way of keeping in touch. We can also arrange a suitable time to meet to discuss any issues with you.

Thanking you for your support.
We look forward to working in partnership with you.

Tania Blandthorn email: blandthorn.tania.t@edumail.vic.gov.au

Megan Bishop: inglese.megan.m@edumail.vic.gov.au

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SECTION ONE

Routines and Administration

Bell Times

8.50am	Long bell - all students expected to be in classrooms.
9.00am	Short bell - start of learning time.
10.40am	Recess play
11.05	Long bell – start heading to classrooms
11.10	Short bell - line up outside classroom
12.50	Lunch order bell: Mon, Wed, Thurs (sushi) and Fri
12.50	Lunch eating time
1.05	Lunch play
1.45pm	Long bell – start heading to classrooms
1.50pm	Short bell - line up outside classroom
3.30	School day ends

All Prep students are dismissed at 3.15pm. Older siblings of Prep students may leave at 3.15 with their younger brothers or sisters.

Term Dates

- Term 1:** Wednesday 1st Feb – Friday 31st March
- Term 2:** Tuesday 18th April – Friday 30th June
- Term 3:** Monday 17th July – Friday 22nd September
- Term 4:** Monday 9th October – Friday 22nd December

Punctuality

All students are expected to be in the classroom ready to start the day at 8.50am. If for some reason they are late arriving at school, parents will need to sign in electronically outside the general office area and take a late arrival pass to the child's teacher. Punctuality is of the utmost importance as teaching sessions will begin at this time and students who are late arriving not only miss out on critical teaching and learning, but also interrupt the learning of others.

Timetable Grade 1 2017



	Session 1 9.00 - 9.50	Session 2 9.50 -10.40	Recess 10.40 - 11.10	Session 3 11.10 - 12.00	Session 4 12.00 - 12.50	Lunch 1.05 - 1.50	Session 5 1.50 - 2.40	Session 6 2.40 – 3.30
Monday	Independent Reading	Writing Session		Numeracy	Spelling Lesson New words for the week		P.E	End of day routine
Tuesday	Independent Reading	Writing Session		Numeracy	Wellbeing / pack up		Art 1A Music 1B	Music 1 A Art 1B
Wednesday	Independent Reading	Writing Session		Numeracy	Numeracy		Library	End of day Routine
Thursday	Independent Reading	Writing Session		Japanese 1A ICT 1B	Japanese 1B ICT 1A		Well being	End of Day Routine
Friday	Assembly	Spelling tests / reading (with Grade 4's)		STEM – Enviro Centre	STEM – Enviro Centre		FTF – Students must complete work before they have FTF	Big Classroom Clean up



The Victorian Curriculum

The Victorian Curriculum F-10 is the new curriculum for Victorian schools. It is being implemented in all Victorian Government and Catholic schools this year and incorporates the Australian Curriculum but provides Victorian standards and priorities. The curriculum is accessed from the [Victorian Curriculum F-10 website](http://victoriancurriculum.vcaa.vic.edu.au/whilst), (<http://victoriancurriculum.vcaa.vic.edu.au/whilst>) resources and supporting information is available here.

A range of resources have been developed to support the implementation of the Victorian Curriculum including information regarding curriculum planning and assessment, curriculum area-specific advice, and professional learning opportunities.

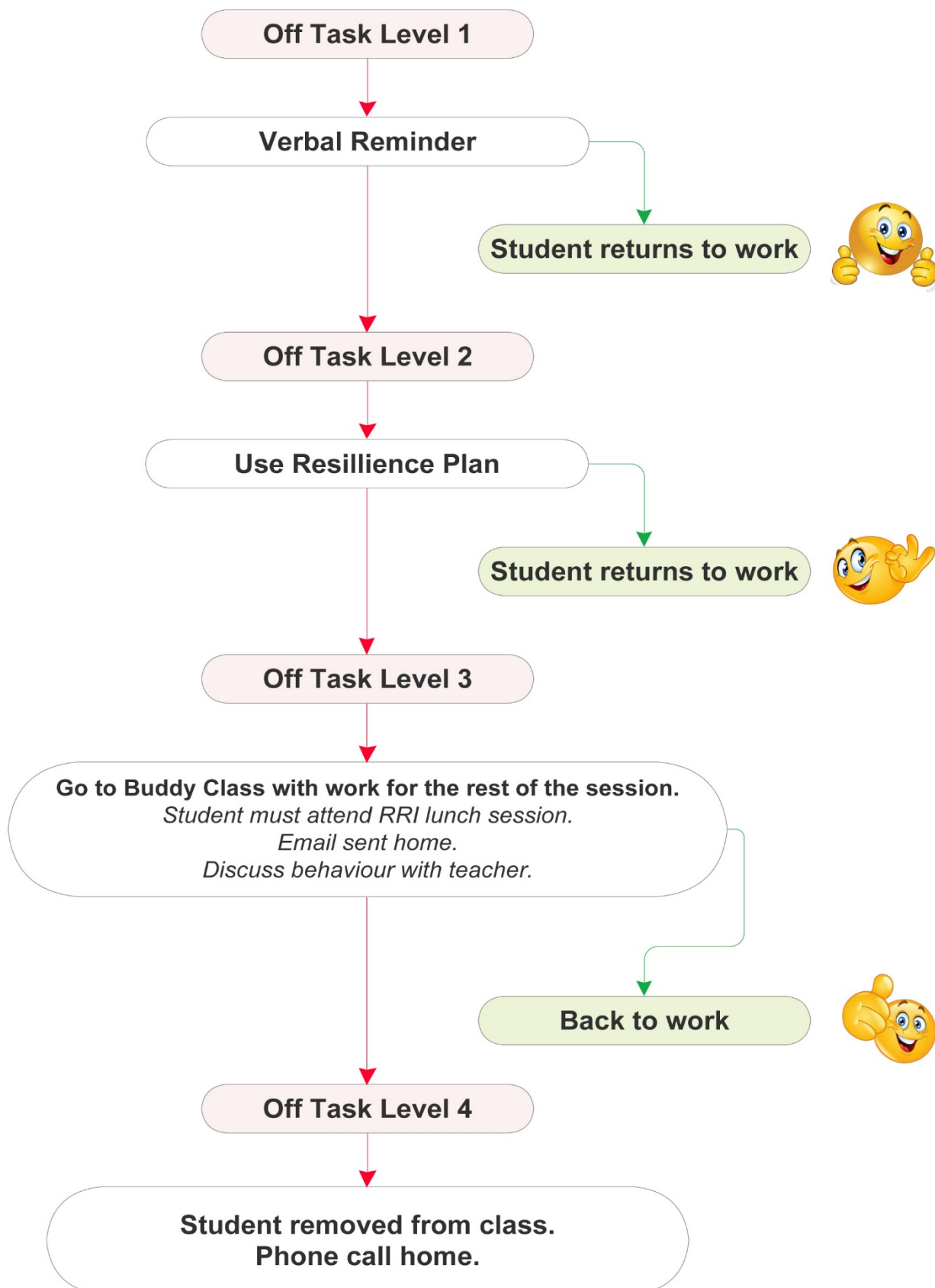
In addition to resources on this website and the Victorian Curriculum F–10 website, the VCAA also provides the [Curriculum Planning Resource](http://curriculumplanning.vcaa.vic.edu.au/home) portal (<http://curriculumplanning.vcaa.vic.edu.au/home>), designed to support school leaders to plan and document a comprehensive whole-school curriculum.

For a visual guide to assist locating key information and resources related to the Victorian Curriculum F–10, please see the [Quick Guide](#) on the VCAA website.

SECTION TWO

Behaviour Management

Unsafe behaviour = Straight to Off Task Level 4



SECTION THREE

Curriculum

STEM Education at The Patch PS.

According to the National STEM strategy (2013) “STEM is everywhere. Our nourishment, our safety, our homes and neighbourhoods, our relationships with family and friends, our health, our jobs, our leisure are all profoundly shaped by technological innovation and the discoveries of science”.

This year at The Patch PS, we are introducing STEM education into the whole school curriculum. The acronym stands for Science, Technology, Engineering and Mathematics, but it is more than the sum of its parts. It also covers the interrelationship between these areas, allowing learning to be delivered in an integrated way, helping a deeper engagement in the four disciplines. (The engineering component is found in our design and technologies curriculum which also includes the digital technologies).

STEM covers a wide range of disciplines and skills, which are increasingly in demand in our rapidly changing world. STEM skills and knowledge are important for all stages of our learning, jobs and everyday lives.

STEM education will absorb our environmental education, science and sustainability programs and be taught at all levels throughout the year. Students will participate in a transdisciplinary program that provides authentic contexts for modern learning and develops skills such as collaboration, critical thinking, creativity, problem solving and effective communication. Some activities will be stand alone, others will form part of rich learning tasks spread over the semester or year.

Our STEM educators are Nina (prep and year 2/3), Tania and Megan (year 1) and Michelle (year 4, 5 and 6). Feel free to chat with them about their programs.

We shall be providing more information about this program in the coming weeks. Please read our school newsletter and check our website for updates.

Digital Technologies

At The Patch Primary School we make extensive use of current computer technology. All pupils have regular access to the latest in multi-media computers and software as well as the Internet. Computer literacy is seen as an important part of our curriculum. Our building is equipped with computers which all students will have ongoing access to, as well as an interactive whiteboard in each room.

As a parent, you play an important role in helping your children have safe and positive experiences online. Become aware of how children and young people use the internet, some of the risks they face and strategies to manage these risks. Guide your child to enjoy the best of the online world. We recommend visiting <http://www.cybersmart.gov.au/Parents.aspx> for information, tips and advice to help you and your family make the most of being online and staying safe.

Indigenous Education

The Patch Primary School's Indigenous Education is underpinned by the School Vision statement and is based on the agreed values of Respect, Integrity and Responsibility. We acknowledge the land as part of the Kulin Nation and specifically as a Wurundjeri Place.

As a school we show respect towards the original custodians of our land at assemblies, with "Welcome to Country" and raising the three flags at assembly – the Australian flag, the Torres Strait Islander flag and the Aboriginal flag.

We celebrate focus days of importance for Aboriginal communities such as Close the Gap and incorporate Wurundjeri Studies in the curriculum. We are currently in the process of incorporating this with our Japanese program. Our outdoor environmental program, 'Learning Landscapes', fosters a multidisciplinary approach to Indigenous studies by providing a Bunjil Tree Trail and Bush Tucker trail.

The school curriculum in Australia has made Indigenous Studies a priority because it provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding enriches students' ability to participate positively in the ongoing development of Australia as they see similarities and differences between people and become more aware of diversity in the wider community as well as the concept of change over time.

Foundation – Year 2: Curriculum focus: Awareness of family history and community heritage.

This history curriculum enables students in Foundation to Year 2 to learn about their own social context of family, friends and school, and the significance of the past. They engage with the remains of the past; develop a concept of time as present, past and future, and through role play use their imagination to speculate about the lives of others in the past.

Japanese

At The Patch Primary School, the Language Program focuses on Japan and the Japanese language.

By the end of Grade 6, students will have had experience in learning about the Japanese culture – including the festivals that are celebrated in Japan, and the customs and popular children's activities associated with these festivals. Students will study life in Japan, looking at the experiences of Japanese children and comparing this with their own Australian experience. They will explore the concept of tolerance - that their way and the Japanese way, although different, is not better or worse. Students will investigate what values and concepts are important to Japanese people, and how this impacts on their culture, and in particular, the Japanese language.

Students also have the opportunity this year to communicate with schools in Japan, sending messages online in English and Japanese through a password secure site, as well as participating in the "Teddy Bear Project", which involves a Teddy from Japan arriving at The Patch Primary School and be given a VIP tour, with photos, letters and work from us accompanying the Teddy back to Japan. In conjunction with Monbulk College, students from their sister school will be visiting us, and giving our students the opportunity to practise their language skills with native speakers.

Students will explicitly learn Japanese grammar structures and word order, and compare and contrast this with English grammar structures. While this allows children to learn the Japanese way, it also allows them to become more familiar with the grammar of English, and reinforces and supports the work done in their own classrooms. Numeracy is also supported through activities such as telling the time, counting money and calculating change, and exchange rates – converting the Australian dollar to Japanese yen. An understanding of the Japanese writing system is fostered, and recognition of hiragana, katakana and kanji characters is developed, as well as the correct stroke order for writing them. The Japanese way words and sentences are formulated will be introduced and reinforced through a variety of learning activities and games.

Numerous studies have indicated that learning a second language has many advantages other than being able to speak another language. Studying a second language in the earliest years of primary school is shown to advance the age of readiness in English. Language skills are transferable; what we learn in one language helps us with any other language. Learning a second language enhances the student's ability in writing and maths as well as advancing cognitive

development. Research has also shown that people who learn a second language at a young age are more likely to have more advanced grey matter in their brains.

We hope that students at The Patch will find learning Japanese a fun and rewarding experience, and that students will choose to continue Japanese at high school, where available. If you have any queries, concerns or suggestions, please do not hesitate to contact our Japanese teacher, Jane sensei, to make an appointment Tues – Friday.

がんばって ください！

Library

The Library program provides instruction for students on how to use a library effectively, how to access resources and how to borrow selectively and responsibly. It also offers opportunities to promote literature through book discussions, reviews, clubs, open times and shared reading.

Grade 1 spend time in the Library each week with their classroom teacher. Please make sure your child has their Library bag and books on their timetabled library day. Grade 1 students may borrow one book for 2 weeks.

Please ensure books are looked after and borrowed and returned via a library bag e.g. plastic bag/ blue reader folder. If books are lost please let your home group teacher know and the lost book needs to be replaced with a book similar quality, topic and value.

Literacy

Our Early Years Literacy Programme includes exploration and explicit teaching of reading, writing, spelling, handwriting skills and speaking and listening.

Assessment

Teachers are always assessing students both formally and informally. During Term 1 Grade 1 will be involved in completing the Online English Interview. This will enable us to get a snapshot of where your children are in terms of reading, writing, oral language, spelling, and phonemic awareness. Based on this information, we are able to identify individual needs and tailor learning to support them in progressing to the next level.

Reading and Writing

The ability to read and write with understanding is a core element of our literacy program. As a team we all have a love of reading and remember being drawn to books and spending countless hours 'getting lost ' in them. It is this love of reading we want to develop in the young children we work with each day. We are aiming to build a community of strategic readers and writers. To do this we will be explicitly teaching the reading and writing strategies they need to be successful.

Independent reading and reading conferences

The Grade 1's participate in 'Independent Reading'. This involves choosing a 'just right book' and looking for meaning in what they read. 'Independent Reading' time is not just silent reading. Students are thinking while they read; this may involve asking questions, making predictions or making connections to themselves, other texts or to the world. Students use their 'reader's notebooks' to write the date, title and 'track their thinking' using sticky notes and guiding worksheets. During this time, teachers conduct individual reading conferences or work with small focus groups. This is the time where we talk to your child about their reading, listen to them read a 'just right book' to determine what their needs are, and establish a goal to work towards. We look at all facets of reading – not just decoding. These include: comprehension, fluency, speed, punctuation, expression, ability to self-correct among others. We record this information and keep track of their progress by conducting conferences daily (**we aim to conference with each child once a month**).

You may see us sitting at our reading conference table with a child. Other children know that we are unavailable to discuss things with them at that time. We would appreciate if you could also respect this time while we are conferencing with students.

Writing

Writing time is sometimes driven by your child's interests; sometimes it is a set topic and sometimes a small group explicit teaching task. Not everything is corrected as we encourage children to write so that they can tell us what they have written. It only needs to be perfect if others are going to read it or if it is going to be published.

Spelling

Term 1 is primarily testing to determine where the children are at and what they need.

There are various components to our spelling program. Successful spelling is not only about recall, but the ability to transfer this knowledge to their writing. It needs to be meaningful and relevant.

At Grade 1 our minimal aim is for students, to know how to spell as well as read, by the end of the year the first 50 words (these come from the coloured MIOOW lists).

Children will have a word list each week (beginning soon). Their list is individual and drawn from these MIOOW lists and later on, the child's writing. They will be tested each week on a Friday morning and a new list of words will be given on the following Monday. Any words which they did not know will go onto the next week's list.

Reading Eggs

ABC Reading Eggs and Reading Eggspress is a program developed by the Blake Education literacy team, the publishers of Storylands, Go Facts, Sparklers, Giggles etc. The program allows students to experience a unique online world, supporting individual learning by offering one-on-one lessons where children progress at their own rate. With interactive animations, fun games and memorable songs, Reading Eggs is great fun. The program also allows teachers to keep track of individual student's progress and move children on so that each child is working at their own level.

Music

Students will attend specialist music classes.

Music is an important part of school life at The Patch. We currently have two specialist music teachers and several visiting instrumental teachers. During this session, it is The Orff approach which is the underlying teaching methodology used by both specialist teachers.

This approach is designed so each child can contribute according to their ability, catering well for the range of different levels encountered in a typical class. The approach uses speech, singing, movement and instrumental playing to teach the elements of music. The emphasis is on practical music making activities rather than theory. Children learn to create their own music before learning to read and write music. Improvisation, or spontaneously created music is also a key part of this approach.

Our music program is taught by Leanne Barton and will be held on Tuesday afternoons.

Numeracy

The Numeracy program at The Patch is delivered in a variety of ways. Explicit teaching of key mathematical skills underpins our approach, facilitated via whole group, small group and in some cases, individualised learning activities. We encourage our children to explore problem solving in a safe environment where errors are seen as learning opportunities, and open-ended tasks encourage risk taking and multiple solutions to problems.

Comprehension in numeracy is just as important as it is in literacy. We plan for students to develop their comprehension through focused activities, class discussions and the attainment of a rich mathematical vocabulary. Digital technologies

are made available to engage and support learning, with Mathletics accessible for students in the classroom and from home.

Regular formal and informal assessment is used to develop a maths curriculum that caters for each student's point of need. Where necessary, students will be supported in small group work to consolidate and extend their understanding of key skills and concepts.

Our goal is to develop confident, creative thinkers who can apply their numeracy skills to solve problems in a variety of real world contexts.

Our study of numeracy includes exploration and explicit teaching of number, space measurement chance and data and working mathematically.

During this year your child will be presented with the opportunity to:

- Learn to count in sequence (both forwards and backwards) and develop an understanding of pattern and order in number (emphasis will be on the numbers to 1000).
- Learn to skip count by 2's, 4's, 5's and 10's to 100.
- Learn to describe simple fractions such as one half, one third and one quarter in terms of equal sized parts of a whole object.
- Learn to mentally compute simple addition and subtraction.
- Learn to recognise lines, surfaces and planes, corners and boundaries; familiar two-dimensional shapes and three-dimensional shapes
- Children will make, describe and compare measurements of length, area, volume, mass and time using informal units.
- Predict the outcome of chance events using terms such as certain, likely, unlikely and impossible. They collect simple data and present this data using pictographs and simple bar graphs.

Children will be given opportunities to use programs such as Mathletics in class on our laptops. We are able to tailor Mathletics to suit the individual child's level. If children wish to use Mathletics at home, their passwords will be sent home in their diary.

Other ways to assist your child at home:

- Play simple counting games in the car
- Talk about numbers at each opportunity presented
- Talk about money with children when buying things at the supermarket
- Discuss daily events such as what time do we go to bed and wake up in the morning?
- Utilise children's diaries at home – what is the date today? Can you find it? What month are we in?

Philosophy

Philosophy is an exciting subject that encourages students to ask questions, listen carefully, evaluate reasons, uncover assumptions, clarify ideas and concepts, make judgements and draw inferences.

Philosophical inquiry is primarily concerned with the search for meaning through activities that help us to develop a framework in which questions of how we think and know are considered alongside equally fundamental questions of how we ought to treat one another and the world itself.

The practice of philosophy in schools is implemented through the community of inquiry where both abstract (conceptual) and concrete thinking are explored.

Although it is ideal to form communities of inquiry across all disciplines and subject areas, when it comes to teaching children to be inquirers the discipline of philosophy has a special role to play. Philosophy commits us to persistent and disciplined thinking with social, ethical, aesthetic, affective and political components.

Philosophy is not so much concerned with final answers as it is with coming up with and exploring better questions and tentative answers.

Physical Education

Physical Education is the process through which sport and sport education, outdoor adventure activities, dance, gymnastics, aquatic, ball handling and athletics are used to help students learn motor skills and to learn about and achieve physical fitness. Physical Education activities also assist in the development of personal and social skills in students.

Students in their formative years P-3 develop basic education skills. These include the development of the essential fundamental motor skills - the catch, kick run, vertical jump, overhand throw, ball bounce, leap a, dodge, punt, forehand strike and two handed side arm strike. Students must be given the opportunity to learn essential motor skills upon which later learning is dependant. Mastery of these skills by students is necessary if optimum development of higher level skills is to occur.

Children will be participating in a 1 hour session of physical education each week. Depending on the activity and the weather – they will use the hall as well as the outside areas. Over the four terms we will be covering:

Term 1: Fitness and Athletics

Term 2: Dance

Term 3: Ball skills/Circus

Term 4: Swimming

Minor Games

Visual Arts

Creative learning experiences in the visual arts during schooling provide individuals with necessary skills, understandings and confidence to participate fully in the arts throughout their lives.

Learning in the visual arts at The Patch Primary School takes several forms. Through arts practice students learn to develop ideas by drawing upon experience, exploring feelings, observing and researching. In order to communicate ideas, students learn the elements, principles, processes and techniques as well as the cultural and aesthetic values associated with specific art forms.

In responding to the visual arts, students learn to analyse and interpret art works. They learn how the visual arts are practised and valued in different societies and cultures, past and present. They form personal judgements of their own and those of others. They understand the skills and intentions of artists and the social or cultural contexts in which their works were produced.

Art will be held on Tuesday afternoon's and is taught by Sophia Walsh.

Extra-Curricular Activities

Excursions

Excursions form an integral part of the learning experience of pupils at The Patch Primary School. It is expected that all children will attend excursions. Costs of individual excursions and the number of excursions each year are kept to a minimum. Information will be provided for all excursions. Please ensure that all details are completed before returning to the school with payment by the due date. **Payments are preferred to be made via QkR.**

SECTION FIVE Assessment

Assessment at Your Child's Level

Assessment at Grade 1 level includes the following:

- Online Numeracy Interview
- Online English Interview
- 300 Most Used Words Spelling Test
- Running Records of reading (during individual reading conferences – known as “FP Testing”)
- Individual reading and writing conferences
- Teacher observations and records
- Moderation rubrics
- Class tests

At The Patch Primary School we upload information for analysis to both the Victorian Department of Education and our own web-based data base. Data analysis is used to inform the future teaching of your child.

SECTION SIX How to Help Your Child

Homework

In Grade 1 children are expected to read for 10-15 minutes every school night. This book should be recorded in their diary and signed by a parent. Children will also be given 3 spelling words for the week. They are expected to practice these three times a week and will be tested on Friday.

*Mathletics and Reading Eggs are encouraged but not an expectation. Passwords for these programs will be sent home at a later date.

Parent Assistance

As school and home is a partnership in educating your child we welcome your assistance in many ways. The following are just some of the ways you may assist your child and their school:

Excursion helpers
Reading/spelling
School Council Membership

Involvement in Community Group Activities
Working Bee Involvement
Garden Team Membership

Classroom assistance: A timetable will be posted with the times when your help would be appreciated. The timetable will be posted either on the whiteboard outside the Grade 1 classrooms. Please fill in a time when you are free and willing to help out.

Tips on Helping Your Child at Home.

Some Tips on helping your child at home

- Give your child roles and responsibilities as it makes them feel valued and worthwhile and helps to make them independent.
- Give your children clear boundaries and realistic expectations for behaviour.
- Develop resilience.
- Never underestimate the importance of speaking and listening to your child as it underpins all their learning. Remember you are their primary teachers; engage them in lots of talk. Through talk help them to wonder and question the world around them.
- Talk to them about their learning, what they find difficult, easy, puzzling etc. Help them clarify their thinking by throwing in lots of why questions and 'because's'
- Encourage them to be critical thinkers, independent-minded readers, speakers and listeners.
- Introduce them to 'powerful words' and the power of words; this develops their vocabulary and encourages them to use interesting words.
- When learning spelling encourage looking at word patterns, word building, usage and the origin of words.
- Display, in prominent places, things that need to be learnt, like times tables, spelling words etc.
- Use real life, everyday situations, like cooking and shopping to help them develop their mathematical skills and thinking.
- Involve them in the use and handling of money when shopping. Compare prices, weights etc. and discuss 'best buy'.
- Still read to and with them. Talk to them about their reading, even read what they are reading. Discuss things like, what inferences are made, what predictions are reasonable and what conflict and resolution takes place. Stop and discuss interesting words and descriptive, emotional (beautiful) passages.
- Share their music with them and discuss the lyrics. That may be difficult.
- Encourage your child to make connections in their learning and with the world around them.
- Finally discuss social issues with them to help develop their awareness, thinking and understanding of the world around them

