

YEAR 1 PARENT INFORMATION EVENING

WEDNESDAY 20 FEBRUARY 2019

Welcome to Year 1. We are looking forward to having a fantastic year full of learning and fun.

YEAR 1 TEACHING TEAM

Co-teaching is where two or more teachers work together to facilitate student learning. It is a team approach that may involve the use of various models:

- One Lead – Others Support/ Assist/ Prompt
- Differentiated Teaching
- Parallel Teaching
- Station Teaching
- Project Based Learning (PBL)

On your child's diary it will list who your child's 'go-to' teacher is. Please remember that while you have this one 'go-to' person, for the majority of each week your child is in the capable hands of at least two teachers, one Teaching and Intern, a Learning Support Teacher and Specialist Teachers.

Mrs Emily Eu	Classroom Teacher
Mrs Adelaide Marquet	Classroom Teacher
Miss Deborah Tan	Intern Teacher
Miss Lisa Tyson	Learning Support Teacher

LEARNING IN YEAR 1

LEARNING DISPOSITIONS FOCUS (INFANTS)

TERM 1	TERM 2	TERM 3	TERM 4
Collaboration Resilience	Curiosity Reflectiveness	Empathy Risk Taking	Flexibility of Mind Revision

OVERVIEW OF SUBJECTS

In Year 1, your child will be given experiences to develop their knowledge, skills and understandings in these

Key Learning Areas of

- English;
- Mathematics;
- Science;
- History and Geography;
- Personal Development, Health and Physical Activity
- Creative Arts and
- Scripture

ENGLISH

TERM 1 OVERVIEW

	KEY CONCEPTS
READING	<ul style="list-style-type: none">• Comprehension Strategies- Retelling and Visualising• Phonemic Awareness Skills – Segmenting and Blending, Rhyme, Syllabification, Initial, Medial and End sounds.• Fluency Skills• Decoding Skills
SPELLING	<ul style="list-style-type: none">• Using understanding of phonemes and graphemes to spell• Spelling Camera Words
WRITING AND GRAMMAR	<ul style="list-style-type: none">• Punctuation- Capital Letters and Full Stops• Grammar- Nouns, Adjectives and Verbs• Writing Structure – Imaginative Texts (Literary Recount)
HANDWRITING	<ul style="list-style-type: none">• Size and formation of letters• Spaces between words• Holding a pencil correctly• Sitting position for writing

READING

- Children will be formally assessed regularly throughout each term. In addition, teachers listen to children read aloud regularly throughout the week.
- Children will be looking at the key skills of reading and comprehension in Guided Reading lessons and Shared Reading lessons.

SPELLING

- Your child will continue to learn the 44 phonemes through the Synthetic Phonics approach. They have been assessed and placed into groups with a teacher according to their needs.
- Your child will be learning to spell five 'Camera Words' each week. These are words that do not follow the normal 'sounding out' patterns. We will encourage your child to take a picture of these words in their mind.
- Your child will work with a partner and test each other on their personal Camera Words three times a week. If they spell the word correctly three times they will choose a new word for the following week from their list.

HANDWRITING

- Your child will learn and use the NSW Foundation handwriting style.
- In Year 1, we will focus on writing forming letters and using appropriate size for letters and spacing between words.
- We encourage your child to complete their work to a high standard.

PUNCTUATION AND GRAMMAR

- A key focus in Year 1 is correct use of punctuation – especially full stops, capital letters and question marks.
- We will also be learning about structuring sentences.
- Key grammatical concepts such as nouns, verbs and adjectives will be taught in Year 1.

HOW CAN I HELP MY CHILD AT HOME WITH ENGLISH?

WRITING

Encourage your child to:

- Write letters to family member or friend
- Write a diary entry
- Write out a shopping list
- Talk about different kinds of writing e.g. a recipe compared to a fairytale
- Stretch out the sounds rather than totally depending on you for the correct spelling
- Write sentences using their spelling words

READING

- Make sure you spend lots of time reading for enjoyment- read to your child as well as have them read to you, and keep the sessions fun
- Ensure you are relaxed, interested and supportive as this will in turn help your child to feel okay when they make mistakes or can't work out a word
- Remember that the goal of reading is to understand (make sense) of what is read, so always keep this in mind when you are prompting or praising your child
- Give your child plenty of praise. We want our kids to love to read!
- Keep the sessions short so that your child is not overwhelmed.
- Model correct posture and strategies as you read with your child
- Encourage your child to have a go at words that they cannot read using the phonemic, contextual and picture clues

When your child **finds a word difficult to read**, encourage them to:

- Skip the word and read on to the end of the sentence and then encourage them to guess what word would make sense (encourages meaning from text)
- Sound out the word
- Break up the word first, then sound it out
- Look at the pictures

If they make an error, try not to jump in straight away and supply the correct word. Instead, wait and give your child the time to work it out. This will help them to not feel rushed or pressured.

Before Reading:

- Look at the cover, discuss the title, author and illustrator of the book and allow your child time to look at the pictures. Encourage your child to predict what a book is about from the cover illustrations. If a book contains no words, this is a great opportunity for imagination to take over and for your child to create their own story.
- Ask them to predict what the story might be about.
- Talk about connections between you and other books, or the world. This will help to provide context.

During Reading:

For beginning readers:

- Read the whole story with your child. Ask your child to point to every word as you read it. Then reread the story again together. Finally, ask your child to have a go at reading the book on their own (they will remember some of the words and feel more confident having already listened to the book being read once or twice before).
- Read a sentence and have your child repeat it. Encourage your child to use his/her finger to point to each word.

As your child's reading ability develops:

- Take turns reading a sentence or a page each.
- Give your child lots of opportunities to try and self-correct or work out the word for themselves. If your child makes an error, do not correct it until the end of the sentence to allow them to develop some fluency.
- If your child successfully works out a word that they have stumbled over, suggest that they go back to the beginning of the sentence and read the whole sentence again to recap meaning.
- Talk about the story as you read it. What do you think will happen next? What does this story remind you of? How is the character feeling right now?

AFTER READING:

Develop literal comprehension

- What was your favourite part?
- Who are the characters?
- When did the story happen? (e.g. at night, after school)
- Where did the story take place?
- What happened in the beginning, middle and end of the story?
- What happened next?

Develop inferential comprehension skills (background knowledge + text clue = inference) • Why did something happen?

- Why do you think...
- Why did the character...
- How did the character feel?
- Predict what would happen if...
- Predict what will happen when...
- What lesson does this book teach?
- How did the character feel when?
- From this story you could probably guess...
- What might happen next in the story?

Make links to the text, self and world.

- What would you have done in that situation?
- Can you think of a time something similar happened to you?
- What lesson did you learn from this story?
- Find me a page where... (developing comprehension)
- Find me the sentence, word, part of the word, full stop (developing grammar and spelling know

SPELLING

Some helpful ways for your child to remember their camera words:

- Use flashcards of the words to play games e.g. snap, memory and go-fish
- On a spare piece of paper, decorate or illustrate your words using gel pens
- Use play dough to make the words
- Cut out letters from a magazine to form spelling words
- Type out the words

MATHEMATICS

Your child works in various small group with a range of teachers in Year 1. Students will complete a pre-test for the beginning of each topic which will help the teachers to group students according to their learning needs

In Year 1, your child will work towards the following key skills. They will be learning the skills on this checklist throughout the year. Students in Year 1 generally work at different paces throughout the topics during the year. As a team, we will support and extend your child during their mathematics lessons based on their individual needs.

WHOLE NUMBER

- ✓ Count forwards and backwards by 1s from a given two-digit number
- ✓ Identify the place value of digits in numbers
- ✓ Read and write the numbers 0 to 99 (2-digit numbers)
- ✓ Compare and order a group of numbers from 0 to 99 (2-digit numbers) from smallest to largest and vice versa
- ✓ Read and use numbers to describe their place in an order to 31st (e.g. 1st, 2nd, 3rd etc.)
- ✓ Recognise, describe and order Australian coins according to their value

ADDITION AND SUBTRACTION

- ✓ Demonstrate addition and subtraction using pictures and objects
- ✓ Recognise and remember number combinations that add up to 10 and 20 (Friends of 10, Friends of 20)
- ✓ Recall doubles facts (e.g. $6 + 6 = 12$) and near doubles facts (e.g. $6 + 7 = 6$ plus 6 and one more)
- ✓ Add numbers by bridging to 10 (e.g. $17 + 5 = 17$ and 3 is 20, then add 2 more)
- ✓ Demonstrate that numbers can be added in any order, e.g. $3 + 4 = 7$ and $4 + 3 = 7$
- ✓ Write maths questions using drawings, words, numbers and the symbols +, – and = (e.g. $1 + 1 = 2$, five minus three equals 2)
- ✓ Mentally add and subtract 1-digit and 2-digit numbers
- ✓ Explain how they worked out their answer in their head
- ✓ Use the equals sign, and know that the total of the numbers on both sides must have the same value

MULTIPLICATION AND DIVISION

- ✓ Skip count out loud by 2s, 5s and 10s starting at 0
- ✓ Make and use equal groups as a strategy to multiply
- ✓ Make and use equal groups as a strategy to divide

FRACTIONS

- ✓ Show what half or a quarter an object is
- ✓ Know that a half is 2 equal parts of a whole and a quarter is 4 equal parts
- ✓ Show half or a quarter of a collection of objects
- ✓ Use the symbol $\frac{1}{2}$ to describe a half and $\frac{1}{4}$ to describe a quarter

PATTERNS AND ALGEBRA

- ✓ Show and explain odd and even numbers
- ✓ Work with number patterns with increasing or decreasing numbers to identify, continue and explain patterns
- ✓ Work with patterns of objects or symbols to identify, continue and explain patterns

MEASUREMENT

- ✓ Measure length, mass, volume and capacity using informal units. (e.g. using counters, hand spans, paper clips)
- ✓ Name and order the months of the year
- ✓ Name and order the seasons, list the months in each season
- ✓ Use a calendar to identify the date and number of days in each month
- ✓ Tell the time to the half hour using the words o'clock and half past
- ✓ Describe the position of the hands when it is half past

GEOMETRY

- ✓ Identify horizontal and vertical lines in the environment
- ✓ Name 2D shapes (triangle, quadrilaterals- rectangles and squares, pentagon, hexagon and octagon) and 3D objects (cone, cube, cylinder, sphere, prisms)

- ✓ Sort and describe the number of sides and vertex on a 2D shape
- ✓ Use the term flat surface, curved surface and face (the flat surface with straight edges) to describe the features of a 3D object
- ✓ Use positional language to describe the location of an object (e.g. left, right, beneath, above, beside, between, next to)
- ✓ Give and follow directions to describe the position of objects
- ✓ Draw a path from one location to another

STATISTICS AND PROBABILITY

- ✓ Identify the likelihood of a familiar event using the terms, 'will happen', 'wont happen' and 'might happen'.
- ✓ Create simple questions to collect data
- ✓ Represent data using materials and pictures
- ✓ Interpret data using comparative language (e.g. There are more white cars than red cars)
- ✓ Explain interpretations of data (e.g. more people like dogs because there are more dog pictures than cat pictures).

TERM 1 MATHEMATICS OVERVIEW

Working Mathematically will be taught throughout the Strands.

WEEK	NUMBER AND ALGEBRA	MEASUREMENT, GEOMETRY, STATISTICS AND PROBABILITY
1-2	Whole Number	Two-Dimensional Space
3-4	Addition and Subtraction	Length
5-6	Multiplication and Division	Volume and Capacity
7-8	Patterns and Algebra	Time
9-10	Addition and Subtraction	Data

HOW CAN I HELP MY CHILD AT HOME WITH MATHEMATICS?

- Show an interest in your child's work
- Share a positive attitude towards Mathematics
- Point out how Mathematics can be used every day
- Encourage your child to make their own Maths games at home
- Use Mathematics to consolidate their learning in class
- Allow them to sit in a quiet and comfortable place to complete their Mathematics tasks.

YEAR 1 ORGANISATION

TERM 1 WEEKLY OUTLINE

DAY	LESSONS/EVENTS AND WHAT TO BRING
MONDAY	<ul style="list-style-type: none">✓ Students bring Diary to school✓ New Homework sent home, children collect their new home readers✓ Morning Assembly (Formal Hats)✓ Music Lesson✓ Library Lesson (No Library bag needed)
TUESDAY	<ul style="list-style-type: none">✓ Students bring Diary to school✓ PE Lesson (Wear sports uniform, sun hat/sports cap)✓ Indonesian Lesson
WEDNESDAY	<ul style="list-style-type: none">✓ Students bring Diary to school✓ Sports Day (Wear sports uniform, bring a bottle of water and a sun hat/sports cap)
THURSDAY	<ul style="list-style-type: none">✓ Students bring Diary to school✓ Library Borrowing (Bring Library bag and books)
FRIDAY	<ul style="list-style-type: none">✓ Students bring Diary to school✓ Students bring their completed homework✓ Chapel (Parents welcome to attend at 8:45-9:10am)

GENERAL INFORMATION

- Please do not send any nuts to school. Claremont College is nut-aware, with a number of students in the school having severe allergies.
- **Please ensure all personal belongings, including uniforms, are clearly labelled. We encourage children to be responsible for their own belongings as we seek to develop independence in Year 1.**

SCHOOL TIMES

- School begins at 8:45am, your child is encouraged to arrive shortly after 8:30am which gives them time to place their belongings in their class lockers before heading to the playground.
- Recess: 10:30am- 11:00am
- Infants Lunch 1:05pm-1:50pm
- All children who arrive after 8:45am or are collected before 3:10pm must be signed in or signed out by an adult in the blue student book in the front office.

CANTEEN

- The school canteen is open on Monday, Wednesday and Friday this term. Recess and lunch orders need to be ordered online through Flexi Schools. Students are able to buy extra snacks from the canteen at recess and lunch, however we ask that students bring no more than \$5 to school.

STUDENT ABSENCE

- Claremont prefers all full day absences to be reported via your Parent Portal. After the class roll has been marked by the teachers, you will be able to see your child's absence and select the absentee reason. All class rolls should be marked by 9:30am at the latest. You will receive an automated SMS if you have not

provided an absentee reason via the Portal by 10:30am. You only need to call the office if you believe your child is supposed to be at school. (This system is mainly to confirm the safety of children who walk or catch a public bus to school.) At this stage the portal can still only be accessed via a computer, not mobile phone.

- If you know your child will be away on a particular date, you can let your child's teacher know by emailing office@claremont.nsw.edu.au. If you are unable to access your Parent Portal on the actual day of the absence between 9:30am-10:30am, you will still receive an automated SMS. However, you have 7 days to report this absentee reason. After 7 days you will need to send an email or note to the office for this reason to be reported. Alternatively, the absence will show on the Semester Report as 'unexplained absence'.

COMMUNICATION

- We are more than happy to speak to you throughout the year if you need any assistance. If you have a question or need to organise an appointment with us, please write a note in your child's diary or email us via the school office. office@claremont.nsw.edu.au
- Please ensure that you check the **school newsletter each week** to keep up to date with school events and activities. You can find this via the Claremont College app or <https://www.claremont.nsw.edu.au/news-events/newsletter>
- **SEESAW APP** This year we will be continuing to use the 'Seesaw' app. Seesaw gives your child a creative tool to capture and reflect on their learning. This work will then be shared with you online. We hope that using Seesaw will give you a window into our classrooms and into your child's learning process. We need your help with Seesaw to ensure it is a success in Year 1. If your child used Seesaw last year at Claremont College, their learning journal should continue to exist and be added to this year without needing to do anything at home. If you are new to Seesaw, you can download the Seesaw Parent app for iOS, Android or use the web to view your child's learning. When your child adds new work, you will receive a notification to see, hear and respond to your child's learning. You will only have access to your own child's work or group work. All the content is stored securely.

SOCIAL SKILLS

Every staff member has a duty of care to your child and contributes to his or her pastoral care. If you have any concerns please approach your class teachers, or if you would like to further discuss your child's social and emotional wellbeing, you are also most welcome to chat to our school counsellor Miss McKersie.

Miss McKersie is committed to working collaboratively with children and their families to develop their own strengths, skills and strategies to minimise the impact of challenges on their well-being so the child can focus on participating in the things in life that are most meaningful to them. Miss McKersie's approach is often informed by Acceptance and Commitment Therapy (ACT), a Strengths-Based perspective and an understanding of Attachment, however, she is committed to tailoring her approaches to meet the needs of the children and their families. She is here everyday and can be contacted through the office. **No issue too big or too small!**

HOMEWORK AND HOME READING

- Each **Monday** your child will be given a homework grid detailing their homework for that week.
- Year 1 homework must be completed each week and returned to school the following Friday morning.
- **Home Reading** – approximately 10 minutes per night.
 - Home readers are designed to develop your child's confidence in reading aloud with accuracy, fluency and expression, as well as nurture a love of reading. We will monitor your child's reading progress at school and students will be exposed to more difficult books (instructional texts) during Guided Reading sessions.
 - Your child will change their book on a Monday morning each week. Engage with the book, ask children about the cover, title and pictures. Ask probing questions such as: What happened? What do you think will happen next? Why did something happen?

- **Mathletics** passwords can be found at the back of your child's diary. The tasks that are set each week are based on your child's pre-assessment for that topic and are chosen to meet the needs of your child.
- **Reading Eggs**- There are some great literacy activities and online books that your child can use. This is not compulsory but an extra resource for you to use at home. Your child's login will be at the back of their diary.

BIRTHDAYS

- **No** edible treats or gifts may be brought into school for birthdays. This is to reduce the amount of sugar our students are consuming.
- Instead, we sing 'Happy Birthday'. Your child will also have special jobs, wear the birthday hat/tie, use fancy stationery for the day.

UPCOMING EVENTS

PARENT TEACHER INTERVIEWS

On **Tuesday 5 March**, your child's 'Go-To' Teacher would like to meet with you and your child. To achieve this, we are offering meeting times with each teacher. To help guide these meetings there is a questionnaire for you to complete with your child before your meeting.

Should you feel that there is no need to meet with your child's 'go-to' teacher, we also offer the opportunity for a diarised phone call. Further to this, should you not wish to meet or have a phone call at this time, we would ask at least for your support by completing the survey questionnaire. That is, we hope you will consider taking up one of these suggestions:

- Complete the questionnaire with your child only, **or**
- Complete the questionnaire and request a 'phone call time' for the teacher to call you, **or**
- Complete the questionnaire and choose a meeting time to meet with the teacher, together with your child.

We value student voice here at Claremont, and therefore would like the students to have their say about their hopes, goals and dreams for the year ahead, and/or to talk about what is worrying them about the year ahead.

NB. The meeting times for your child's teacher plus the questionnaires can be found in the newsletter under the relevant grade in 'News From The Grade Teacher'

JUDITH LOCKE PARENT EVENING

We are excited to be welcoming Dr Judith Locke back to Claremont this year. She is spending a full day working with staff on **Monday 4 March** (which is a Pupil Free day), and she will be giving a Parent Evening Presentation on **Tuesday 5 March** from 7:00pm to 9:30pm in the school hall. From many discussions with staff and parents we decided once was not enough – to hear and learn about practical and realistic strategies to help your child/ren develop confidence, resilience and self-regulation, and to help them become 'good company' as they grow into adults.

Dr Locke is a registered clinical psychologist, and former teacher and workplace trainer. She is the Director of the training company, Confident and Capable, which delivers psychological solutions for parents, students and organisations. She works with families and individuals in her private practice in Toowong, Qld. She also undertakes research at QUT, investigating modern parenting, student and parent wellbeing, and their interaction with the academic environment. Dr Locke is a Member of the Australian Psychological Society (APS) and a Fellow of the APS College of Clinical Psychologists. She is the author of the popular parenting book *The Bonsai Child*.

This is a not-to-be-missed presentation for all of the Claremont community even if you heard her last year. This year Dr Locke is also offering a 'drop-in-morning-after' session that will only be available to parents who attend the evening presentation. She says this has proven to be a great opportunity where parents can go away and reflect, and if they still have questions to ask, can come back and meet in a group setting with Dr Locke the following morning.

It is essential that you book for this evening, and the following morning if you wish to do so. Please book via the link on the newsletter. The cost of \$30 for one parent or \$45 for a couple, will be charged to your Term 2 account.

We look forward to working with your child and getting to know you.

Mrs Emily Eu, Mrs Adelaide Marquet, Miss Deborah Tan and Miss Lisa Tyson
The Year 1 Teaching Team