Parent Information Evening
Tuesday 19th February 2013

Year 1 Blue
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Partnership

They bring their child to me
And hope I'll come to know
How much the offspring means to them,
Their trust in me bestowed.
They bring their child to me
With love and hope and pride,
Looking for a helping hand,
A teacher who will guide.
They bring their child to me,
And our partnership is clear:
To nurture and allow to bloom
A life we both hold dear.
They bring their child to me,
A step toward letting go
And trusting in our special plan
To help the child grow.

by Gloria Weber Henbesst
Blue’s Weekly Timetable
Monday: Crocodile Club (Sports Uniform worn)
Tuesday: Italian, Music
Wednesday: Prayer of Examen.
Thursday: Art & Computers, Library Borrowing
Friday: Assembly (Begins 8:50am in the Hall), Physical Education (Sports Uniform worn)

** Parents are strongly encouraged to make the application of sunscreen part of the “getting ready for school” routine each morning. The children are encouraged to reapply using the classroom sunscreen or sunscreen brought from home prior to school break times if needed.

Late Arrivals/Early Departures
All children arriving or departing outside of the normal school designated times need to be signed in/out through the office please.

Behaviour Management
Each class in the school has a class covenant. One Blue makes the most out of the waves of life and learning that roll our way!

Our Class Rules are:
1. We work during work time and play during play time.
2. We look and listen to learn.
3. We respect other people’s feelings and property.
4. We take pride in all that we do.
5. We use our best manners at all times.

To reinforce positive behaviour in the classroom, acknowledgement, praise, stamps, stickers, and group points are used.

Consequences for un-cooperative behaviour are being corrected by the teacher/Principal, quiet time (time out), loss of points, loss of privileges (e.g. free time, play time), or a note home to parents, along with a written activity to be completed by the student, to remind them of what behavior they should be showing.

Within the school we use a 3 Step Plan. This includes:
1. Warning and reminder of what they should be doing.
2. Quiet Time at door (time to refocus on what they should be doing)
3. Principal’s Office, accompanied by a note home to Parents and a written activity to be completed by the student.
**Homework**

Time spent on Homework for students in Year 1 should not exceed more than 15 minutes PER NIGHT OR 45 MINUTES PER WEEK as stated in the St Ignatius School Homework Policy (Policy No.5).

At St Ignatius School, we use a Homework Grid to make homework more relevant and meaningful for students, teachers and parents. The Homework Grid concept looks at the inclusion of more active items including Physical Activity, Shopping, Housework, Stress Management, Being read to, Cultural pursuits, Playing games and Teaching parents. The Homework Grid also includes nightly reading and Sight Word Revision. This year the Homework Grid will go out on a Monday and is to be returned on Thursday week.

Home Reading — the children should have a practice at reading each night. The reading books given are meant to be easier than the instructional level used at school. It is important not only for the children to read words, but more importantly to understand the information read. New reading books are to be taken home each night (Mon —Thurs). Some books (eg. Magazine style books or little chapter books) may require more than one night to be read). Pouches need to come to school each day. Please have your child check their pouch each day for any notes.

**Birthdays**

If you would like to bring in a treat for your child’s birthday celebration, could you please bring cupcakes/ice blocks. Cupcakes and ice blocks are quick and easy to distribute to the class. Please be aware that we have children with nut/egg allergy in Year One.
**Appointments**
If you would like to meet with me for any particular reason, please make an appointment at the school office, write me a note, email, or see me to make a time.
Please note that I am not available before or after school on a Wednesday.

**News**
Having your child share some news with their classmates, encourages them to develop speaking and listening skills and to build confidence in speaking in front of a small audience. It also allows for us to share in a sense of community and belonging. Your child will have a particular day for their news. News item can include: holidays, places of interest, topics of interest to your child, a toy (only one toy at a time please). Every fortnight the children will have to present a news item according to a preset topic (preparation for this news item will be included on the Homework Grid). Photos can be emailed or sent via USB.

**Parent Helpers**
Throughout the coming year I would welcome parental involvement in the classroom (eg. Sight Words, Reading, Numeracy Groups).
General Curriculum Information

Religion
Term 1 — Peaceful Relationships - This term the R.E. unit will be concentrating on “Peaceful Relationships”. Throughout this unit the students will be given the opportunity to demonstrate learning achievements by illustrating peaceful relationships and how they are promoted through just action and threatened through unjust actions. The students will examine the personal relationships in home, school and community.

❖ Liturgies (9am on a Tuesday)

Numeracy
Topics Covered using the Stepping Stones Program in Term One include —
❖ Numbers 1- 10: count, order, recognise arrangements and represent.
❖ Represent equality in addition situations
❖ Pattern Awareness (Identifying, extending, translating)
❖ Classifying and sorting
❖ Measurement (Length) non-standard units to measure and compare lengths
❖ Represent cents and dollars (coins)
❖ Use non-standard units to measure capacity
❖ 3D shapes
❖ 2D shapes
❖ Create, describe and interpret data displays; predict outcomes

Literacy
❖ Letterland is the phonics program used in Prep, Year One, Two and Three. Alphabet letter names and regular sounds will be covered and revised frequently and should be thoroughly known before Year Two.
A variety of games, stories, activity sheets and other resources are used throughout the year. Simple blends, initial, medial and final sounds in words will also be part of this process. Children will be attempting to use letters in their own stories (with invented spelling) as soon as they are individually ready.

- Reading (literacy skills) and awareness in the pleasures of reading. Literacy skills include left to right tracking, hand/eye co-ordination, sequencing of events, vocabulary development, recall and retell of stories, recognizing common sight words, word families, shape and patterns of letters. These strategies and many others enable children to develop into a reader when they are individually ready.

- Reading Levels — children will be reading books appropriate for their ability. Children will progress through the levels. It is important to note that reading ability is determined largely by ability to comprehend information (both fiction and non-fiction). Ability to sound out the word correctly is only one skill in reading.

- Big Books are used as tools to promote interest and exploration of reading and language concepts, skills and understanding of genre.

- Small home readers are used to reinforce the basic skills and concepts taught in class, encourage the sharing of skills, confidence building and a realization that all skills learnt need practice.

- Listening Skills — general instructions and following directions (comprehensive), discriminative and procedural (messages and information).

- Written skills are developed by doing their news book each week (journal writing), ‘free choice’ writing, story writing, assembly reports and class books. We are currently using PM Writing to assist with the teaching of generic structure eg. (Procedure, Narrative, Information Report etc).
Encourage your child to hold the pencil in a way that allows her hands and fingers to move freely and easily when writing and drawing. General rules for a good pencil grip are shown in the figures above which include:

- The pencil is held in a stable position between the thumb, index and middle fingers.
- The ring and little fingers are bent and rest gently on the table.
- The index finger and thumb form an open space.
- The wrist is bent back slightly and the forearm is resting on the table.
- The pencil is held about 1-2cm from the tip.
Drama/Speech

- Integrated with work units to emphasize elements of drama such as mime, role-play, improvisation and others.

Art and Craft

- Integrated across all Key Learning Areas, developing colour awareness, line, shape, texture, space, patterning, construction and creativity. Directed and free choice experiences in a number of mediums.

Studies of Society and Environment/Science

- Develops the child’s awareness of the world around them. This term our topic is ‘Up, Down and all Around’. We are using Primary Connections Program (from the Australian Academy of Science). Primary Connections: linking science with literacy focuses on developing students’ knowledge, skills, understanding and capacities in science and literacy. The program seeks to build on students’ natural curiosity, to nurture their sense of wonder and develop their passion for how the world works.

Technology

- The children are able to access computers, ipads and bee-bots in the library and the classroom and library. The children participate in a developmentally based skills program which involves a variety of educational computer programs.
Year One

- Exhausting but exhilarating! A lot of hard work but many rewards.
- Happy
- Co-operative and considerate
- They have developmental success — they are encouraged but they grow at their own pace
- Spiral/Developmental curriculum — concept revisited
- Hands-on experiences — children to make meaning
- Spiritual, Emotional, Physical, Intellectual and Social Growth
- Responsibility and Independence
- Friendships and sense of Self
- Good Manners
- Helpful
- Respectful
- Understanding
- Go with the flow!

Our goal is to see the children develop happily and confidently. We want them to have success in their Numeracy and Literacy learning and to be confident in their approach to learning more. We want them to know that they have been made perfect by their God (he doesn’t make junk!) and that they are to be the best they can be in their own time. We want them to know that they are one of many in the class (so not the only one) but also that they would be missed if they were not here.