Dear Parents/Guardians,

We would like to extend a warm welcome to all our families. We hope you all had a safe and enjoyable holiday and are ready for a new and exciting year. We would also like to extend a warm welcome to our new families who have joined our Seabrook community; we hope that the time you spend here will be a happy and enjoyable one.

This year, we have six Grade one classes:
- Habiba Durani in Room 33
- Laura Garro in Room 34
- Wendy Treloar in Room 35
- Sharon Peterson in Room 36
- Meg Collyer in Room 37
- Virginia Thompson in Room 38

During the first three weeks of Term One the Grade One students will be engaged in a process entitled ‘Learning to Learn’. The focus will be on building relationships and learning about the school values with the aim of establishing a learning community within their classroom.

Each class will also become familiar with the 12 core Primary Years Program (PYP) attitudes and together will develop their class Essential Agreements. The PYP Learner Profile will also be examined during this process. Each class will develop a rewards and consequences system, with the focus being on positive behaviour that supports the Seabrook Primary School’s Code of Conduct. The children will also be asked to set goals in order to take responsibility for their learning.

Following the Learning to Learn Program, the children will undertake their first Inquiry. This examines the transdisciplinary theme “How We Organize Ourselves”, with the key concept being Change and Connection.

The Central Idea to be addressed within this unit of Inquiry will be: Communities are organized for our needs and wants.

This is an Inquiry into:
- Different communities.
- Needs and wants that communities provide for.
- The changes that communities make to meet the needs of their citizens.

This Inquiry will be explored through a range of resources which includes researching, reading books, poems, magazines, watching videos, participation in guided reading sessions, music, the Internet and guest speakers. We would also like to invite family members to be guest speakers in order to share their expertise with us to expand the children’s knowledge on the various inquiries.

An excursion will be organized for children to visit the Point Cook Town Centre. Children will investigate how the community provides for our needs and wants.

**DISCIPLINE-BASED LEARNING:**

In English we will continue to use the WA First Steps Map of Development that have been carried up from Prep to track individual student progress in order to plan and assess student learning and to assist them to continue progressing.
These cover the four areas of Reading, Writing and Spelling and Oral language. The focus for this term will be Writing to Recount (diary or journal writing, retells, reviews, summary) and Writing to Report (descriptions, summary). Children will write recounts about their personal experiences and feelings. During the Inquiry children will write descriptions of people’s roles and other characteristics of communities. Teachers will model writing strategies for students to use, so they can reflect these in their writing (i.e. ensuring writing addresses where, when, who, what and that sentence formalities such as capitals and full stops are consistently used).

The Grade One Spelling program will focus on students building word knowledge and understandings that enable them to become effective spellers. Learning to spell is intrinsically connected to learning to write as well as to read therefore the Grade One teachers will teach spelling within the context of everyday Writing and Reading in order to help children acquire proficiency. The students will be encouraged to use a variety of spelling strategies (sounding out, breaking up into parts, using syllables, looking for familiar patterns or common sounds and using little words in big words) when spelling and learning new words; to automatically recall and develop the ability to spell high frequency words; to develop a bank of personally significant words and Inquiry related words, which build upon their vocabulary. The Spelling Program for this term will include:

- Revision of three letter phonetic words (ie: mat pet fix top run) with particular focus on the medial vowel sounds.
- A strong emphasis on learning to spell the first 100 high frequency words using the Oxford Lists.

During Reading, teachers will place a strong emphasis on encouraging children to become independent readers and enable children to be able to choose a ‘Just Right Book’. To do this they will choose a book, then read a page to check for hard words. The following is a guide to selecting reading material, one that we reinforce with the children to help them select a ‘Just Right’ book. They can then decide if a book they have selected is too hard; if so, the will need to select another

- 0 words = Easy
- 1 word = Good
- 2 words = Okay
- 3 words = Too hard-so this book is not “Just Right”, please select another.

Within Guided Reading groups, students will have the opportunity to read, discuss and identify a variety of text types with a focus on strategies like sounding out, reading on and back, making predictions, using picture cues to assist with texts. Children will engage in regular reading, through a variety of different experiences, such as Guided, Independent, Shared and Fruit Reading.

The children will be engaged in various activities to develop their comprehension skills and reading fluency, as well as their enjoyment of reading. Take home books will be provided and we would encourage parents to share this reading experience with their child each night at home. As the development of fluency and confidence is important, the take-home books will generally be a little less challenging than the books used in guided reading as part of the Literacy program.

In the area of Oral Language, children will be given opportunities to build upon their speaking and listening skills through a variety of formal and informal situations. “Show and Tell” is a part of our daily program, where children can share experiences with their peers as well as bring artefacts based on the current Inquiry to talk about. Teachers will also provide the children with a range of opportunities to reflect and speak about their learning experiences.

Numeracy is an important aspect of student learning and will take place in classrooms everyday. Within the strand of Number, we will be counting to 100 including odds and evens, forwards and backwards, more than and less than, as well as counting by 5’s and 10’s. The children will also work on developing automatic response to number facts to 10 (ie; 9-2=7, 6+2=8 ), with awareness of place value and lots of learning to bundle tens.
In the Measurement and Data Strand, picture graphs will be introduced. The children will be taught how to collect data and make simple interpretations of various picture graphs. We will also have a focus on time ie: days of the week, months of the year, and using analogue clock to tell hourly times. The attributes of two dimensional shapes will be explored through activities and games using ordering, naming, drawing and matching.

During Numeracy sessions we will use the whole-small-whole format. Teachers will tune students in at the start of the lesson with a warm up. Children will then work, either independently or in groups on set tasks, according to their own ability level. To conclude the lesson, teachers and children will reflect on their work and share their learning.

Teachers will use open-ended questions and concrete materials extensively throughout Numeracy lessons, to assist and encourage children to stretch their mathematical thinking. We will also integrate Maths with ICT, ie: using the school computer programs such as Mathletics, Maths Circus and Targeting Maths. The students will also have involvement in activities created by teachers, with the addition of animations and informative programs using the Interactive Whiteboards.

INTERDISCIPLINARY LEARNING:
Within our classrooms, teachers will incorporate brain friendly practices, ie: encouraging children to bring drink bottles to school filled with water, then to have them in the room to keep the children hydrated throughout the day. We strongly recommend students bring ‘brain food’ (ie: carrot and celery sticks, dried fruit, sultanas or rice crackers). Teachers will ensure there are regular breaks within class time for movement and stimulation.

The Thinking Curriculum is part of our school program. This includes Mind Mapping, De Bono’s Six Thinking Hats, Graphic Organisers, Multiple Intelligences and the Direct Attention Thinking Tools. We endeavour to use these strategies as they enable children to enhance their thinking and learning opportunities.

PHYSICAL, PERSONAL, EMOTIONAL AND SOCIAL LEARNING:
Teachers in the Grade One Learning Community will continue to use the Primary Years Programme (PYP) Attitudes and Learner Profile to encourage personal and interpersonal development. The PYP attitudes of: Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance are discussed and terminology is constantly used and referred to in regard to the classroom essential agreement.

The PYP Learner Profiles are a set of international values that Seabrook Primary School uses to promote and encourage children into becoming global citizens. The PYP Learner Profile traits are: Balanced, Caring, Open-Minded, Reflective, Inquirers, Knowledgeable, Thinkers, Risk Takers, Communication, and Principled.

We would like to thank all parents for their valuable contributions and for being active members of our school community. We cannot express strongly enough the importance of us all working together for the benefit of the children.

Habiba Durani, Laura Garro, Wendy Treloar, Sharon Peterson, Meg Collyer & Virginia Thompson

The Grade One Team 2013
HEALTH & PHYSICAL EDUCATION

Paul Cochran & David Trott

During term one, the grade one children will be introduced to a variety of Fundamental Motor Skills activities. The focus will be on running, throwing, catching and ball bouncing. These skills will be practised using various games and sports. This will allow children to progressively gain control of their movements in personal and general space, while stationary and moving. Children will participate in and develop control over a range of locomotor activities that require a change of speed (such as fast and slow movements) and direction (such as up/down, forward/backward, right/left, clockwise/anticlockwise). They will participate individually and in partner and group based activities. A major focus will be on integrating a fitness component into all sessions.

As part of the Physical Education program, the P.Y.P Attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as risk taking, caring and reflection will be modeled and practiced as children work and participate in Physical Education sessions.

ITALIAN – Paula Thomson, Ros Savoia & Laura Di Sisto

In term one, the Italian Program will enable all students to be given the opportunity to learn a second language. The students will be engaged in the Primary Years Programme units of inquiry where possible – with an emphasis this term on (Communities are organised for our needs and wants). There will be an emphasis on children becoming familiar with basic greetings, numbers to 10, colours and useful phrases useful in everyday situations. As well as this, the Italian Program will focus on the Italian culture, lifestyle, traditions and basic geography of Italy.

The children will take part in many discussions and many oral and written activities relating to these areas. They will be introduced to the language through speaking and listening, through books, songs, role-play, poems and chants and creative activities.

The Italian Program will assist in enabling students to be risk-takers, communicators, open-minded, principled, knowledgeable, Inquirers, thinkers, well-balanced, caring and reflective people. The Students will be encouraged to ask questions to better understand the world around them. The students will be provided with opportunities to use language effectively in a range of contexts from informal to formal.
The Children will make art works in the art forms of textiles and painting. The children will build on previous art experiences and select, arrange and make choices about ways of using arts elements (e.g. line, shape, colour, texture, tone etc.) in different art mediums as they investigate the use of different skills, techniques and processes. The children will have a focus of the artwork of contemporary Aboriginal artist, Donald Moko.

The PYP Learner Profile will be used to guide the children to understand how good learners learn and therefore take responsibility for their learning in the art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. This term there will be a particular emphasis on being:

- Caring. They will show empathy and, compassion and respect towards the needs and feelings of other children in the art room as well as showing commitment to their work in the art room.
- Thinkers. The children will be encouraged to give thought to their work before they take action and weigh up the possible outcomes of the different opportunities that can be explored when developing their artwork. When creating an artwork the children will sometimes be presented with the challenges and they will be encouraged to be problem solvers.

At level 2, students create and present 2D and 3D visual arts works that show emerging arts knowledge and an ability to plan art works that communicate ideas, concepts, observations, feelings and/or experiences. They will demonstrate an emerging ability to select, arrange and make choices about expressive ways of using the art elements. The students will be encouraged to further develop the PYP learner profile attributes of risk taker with their learning, approaching new experiences with confidence; and communicator identifying, describing and discussing characteristics of their own and other’s art works.

In term one the focus will be on an exploration of the art elements/principles of line, shape, pattern and colour. A range of activities where we explore and duplicate patterns found in nature, using a variety of art materials and tools, will help the students to develop a deeper understanding of how these elements and principles shape artworks.

Resources including Picture story book illustrations, artwork prints and photographs will be utilised to introduce and develop this unit of work.