Dear Parents/Guardians,

Welcome to a very busy and exciting Term Four, the final term of another exciting and fruitful year for our Grade One students here at Seabrook Primary School. This year, our School is involved in Operation Christmas Child. Each class fills a small box with gifts brought in by the students. We would like to thank all families for their support in this Charity that encourages our students to take action as part of a caring community.

There are many exciting events planned for this time. One event planned for this term is an incursion involving Melbourne Water. Students will be taking part in investigating and discussing the things that live in a catchment and the many ways we use water in our catchment. Students will also learn about how water moves in a natural vs. urban catchment. This incursion will be part of our inquiry that looks into ‘The choices we make have an impact on the environment’.

As part of our Outdoor and Camping Education Program, we have the added excitement of our Extended Stay, to be held on Wednesday the 13th of November, from 3.10pm till 7.00pm. Grade One students will have afternoon tea, followed by rotational outdoor educational activities until 5 pm, whereupon they will have some dinner and frozen ice sticks, before settling in to watch a movie in the Year One Building.

Our Twilight Carols Evening will be held on Tuesday the 17th of December, and we extend a personal invitation to our Grade One Families to attend this event. In addition, Transition Day will take place on Wednesday the 18th of December; children will spend half a day with their 2014 classroom teacher and class.

Our sixth and final Inquiry involves the children investigating our environment, both locally and globally. The transdisciplinary theme is “How We Share the Planet”.

The Central Idea is: “The choices we make have an impact on the environment”.

The Lines of Inquiry are:
- The different types of pollution and how they change our environment.
- Our responsibility for managing and improving our environment. The way we live changes our environment through pollution and conservation.
The key concepts of Change, Function and Responsibility will be explored as a means of facilitating deeper thinking. The central idea, key concepts, lines of inquiry and teacher questions were unpacked with the students at the beginning of the Inquiry. The children have engaged in various tuning in and stimulating activities to assist them in forming their student questions about the inquiry. This valuable, hands on experience will promote the childrens’ enduring understanding. Connections between the elements of the Learner Profile and associated Attitudes will also be made as a means of children gaining a greater understanding of this Inquiry.

The Literacy program will involve continued learning in the domains of Reading and viewing, Writing, as well as Speaking and Listening. The Reading and viewing Domain will involve students having opportunity to read and discuss a variety of text types. The children will continue to be engaged in a range of experiences such as guided, independent, shared and modeled reading. In addition, the children will be involved in various purposeful activities to develop their comprehension skills and reading fluency, as well as their enjoyment of reading. They will be encouraged to demonstrate the strategies they have learnt to assist them with their understanding of the text. This term, a particular focus will be placed on comprehension, fluency and expression, using decoding cues (chunking/phonograms) and punctuation. These will be taught in conjunction with the revision of other strategies already taught throughout the year. Take home books will continue to be provided to children until late in the term and we encourage parents/guardians to continue to share this reading experience with their child each night at home. We promote visits to our excellent local libraries, where you will find there are many fantastic programs offered after school hours and on weekends. At the end of the year, during the school holiday period, it is important that our young students continue to be immersed in literacy on a daily basis. There are various programs and free activities on offer at our well-resourced local libraries that we cannot recommend highly enough.

For writing this term, we will focus on exposition and narrative genres, providing the students with regular opportunities to write freely and for personal expression. Editing will be emphasised, as our students need to have regular opportunity to write and then share their efforts by reading to another person to help them edit their writing. Good writers continually edit, so it is an important skill to develop as part of writing competency. Please assist us by encouraging appropriate pencil grip at home and encourage your child to use the Victorian Modern Cursive Handwriting style. If you require any information on this or modeling sheets, please see your child’s teacher.
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Our Spelling Program continues to involve all students accurately spelling the Oxford One Hundred most used words as well as continuing to learn phonograms (word chunks) and medial sounds in words. Some students have moved beyond the one hundred words and are working up to the two and three hundred most common words, as well as other extension work using more complex phonetic combinations. Please assist us by reminding your child to practise their Spelling for just a few minutes every day.

Speaking and Listening are integral parts of the Literacy Program. Children will be given opportunities to build upon their Speaking and Listening Skills through a variety of formal and informal situations. “Sharing of Artefacts” which are connected with the unit of inquiry is a great opportunity for children to share their experiences with their peers. It is a great idea to practice the presentation of the artefacts with your child at home. This will allow your child to be more confident while presenting to the grade. Teachers will continue to provide the children with a range of opportunities to question, reflect and speak about their learning experiences.

Numeracy during Term Four will again involve our children working mathematically, through problem solving, daily counting, recognition and description of mathematical symbols, creating and changing patterns, using formal addition, subtraction, with introduction to “groups of” and “times”, as well as some sharing work. We will look at doubles and near doubles, ordering of numbers, using simple timelines, mapping and directional work and using calculators. Again, we will revisit digital and analogue time, halves and quarters (informal), linking of fact families (ie: 3+8 = 11, 8 +3 = 11, 11 - 8 + 3, 11 - 3 = 8 etc). Students will also be involved in the construction of informal and formal maps, formal measurements of length using centimetres and informal measurements of area and capacity.
Try to look for numbers in everyday life, for example hefting a piece of fruit to estimate the heaviness, encourage your children to work out their lunch order by themselves, we encourage you to take the time to familiarize them with how often we use number as a daily habit.

We further encourage continued and frequent use of the Mathletics Program, especially Mathletics Live and for extension, the activities in Rainforest Maths.

Students will be guided in creating goals and reflecting on their learning throughout all areas of the curriculum. This lays the foundation for the setting of new learning goals. We will again reinforce the PYP Attitudes: Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance. These attitudes will become entrenched as we continue to encourage our students to become global citizens.

We will continue the use of brain friendly practices ie: encouraging children to bring their drink bottles to school filled with water to have on their tables. We strongly recommend students bring fresh fruit and vegetables to eat. Teachers will ensure there are regular breaks within class time for movement and stimulation. In addition, school hats are required for PE lessons and all outdoor play as we are a “Sunsmart” school.

The Grade One teachers would like to thank all parents for their valued contributions as active members of Our Learning Community throughout this year. Without your valued, wonderful and continuous support we could not run our many programs (ie: Reading support and excursions).

We would like to extend our best wishes to all of our Grade One children as they complete their final preparations during Term Four for the transition to Grade Two.

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

The Grade One Team 2013
HEALTH & PHYSICAL EDUCATION
Blair Ganley & David Trott

During term four, the year one students will continue to refine and expand their range of skills including, throwing, catching and striking. The main focus will be on two-handed striking and stick spots (e.g.; hockey, golf and cricket, soft cross) and a punting unit (AFL based). Students will explore and improve their striking and two-handed techniques using a variety of sports/activities like hockey, cricket, soft cross, badminton and golf. They will focus on techniques such as: having eyes on the ball/implement throughout the strike, standing side on to the target and stepping with foot opposite to that of the striking hand/arm. They will complete passing, dribbling, shooting, carrying, scooping, trapping, hitting and catching skills connected to each area.

Children will participate in a range of kicking/punting techniques such as keeping eyes on the ball through the kick/punt, holding the ball at hip height and stepping forward with the non-kicking leg. Students will explore a range of kick types (drop punt) as well as practicing using both feet to kick with.

Children will have the opportunity to participate in a 4 day intensive swimming program at Shawn’s Swim School during the term, developing areas such as stroke, kicking and breathing technique, treading water, fitness, water safety, survival and lifesaving skills, games and recreational activities.

The PYP Attitudes and Learner Profiles are consistently used during our Physical Education sessions. Students are encouraged to reflect on how they are using each PYP Attitude and Learner Profile.

ITALIAN – Paula Thomson, Ros Savoia & Laura Di Sisto

In term four, the Italian Program will continue to focus on the Italian culture, lifestyle and traditions. In addition, the children will take part in a unit of work which will include: ‘la famiglia’ – ‘the family’, ‘il cibo’ – ‘food’ and ‘celebrations’ – ‘Natale’ – ‘Christmas’. During this time, the children will also become familiar with ‘La Befana’ – an Italian tradition during the celebration of Christmas. This will be broken down into two parts – language and vocabulary and cultural awareness. There will be an emphasis on children being introduced to and becoming familiar with new vocabulary, new phrases and new greetings in relation to these topics.

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 – repeating teacher-modelled use of language, verbally responding to questions asked and through books and stories, songs, poems and chants. The children will also be engaged in the Primary Years Programme units of inquiry where possible. Namely: ‘We have an impact on the environment through everyday living’.

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 create art works in the art forms of drawing, painting and construction. The children will be given the opportunity to experiment with new skills and make decisions about how they use these skills in a creative manner. They will be introduced to new understandings about how to use the art elements of colour, shape, tone, line and form. The children will be given the opportunity to talk about and discuss the ways in which art works are made and presented. This will include explaining how they made their own work as well as analyzing selected art works that are presented to the children in class discussions. The children will create art works related to their PYP Unit of Inquiry, “We Have An Impact on the Environment Through Our Everyday Living”. The children will also be using their creativity to develop art works related to festivities and celebrations such as Christmas. The children will be encouraged to display the qualities of all aspects of the Primary Years Program, Learner Profile and in particular be: Communicators. The children will be involved in discussions in the art room related to art development and art appreciation as well as the understandings they are developing in relation to their PYP classroom unit of inquiry. The children will be encouraged to participate in discussions to express their ideas. They will be encouraged to speak confidently using the new “art” words and language that they have been exposed to. The children will be working in an environment that encourages them to be confident speakers and effective listeners. Reflective. Having been exposed to a range of quality learning experiences and opportunities in each art activity the children will be asked to give careful thought to their work and then assess what they believe are the strengths and successes they have displayed as well as their thoughts for what they might do differently. The purpose of this being to develop in children responsibility for their own learning in art. It is an opportunity to celebrate successes and to support personal development.

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 four we will undertake an exploration of the PYP Unit of Inquiry- ‘As technology changes we learn more about space’. The students will use a variety of tools, materials and techniques including paper mache to create Space Murals focussing on the texture, form and colours of the different planets in our Solar System. We will conclude the year with a Christmas craft activity suitable for all students, involving a number of tools and materials unfamiliar to these students.