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:
- Emma Smith in Room 33
- Laura Jones in Room 34
- Anisha Dobson in Room 35
- Margot Trajkovski in Room 36
- Meg Collyer in Room 37
- Gerald Veale 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 have begun to undertake their first Inquiry. This examines the transdisciplinary theme "How We Organize Ourselves", with the key concepts being Perspective, 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:
- There are different types of communities.
- Communities provide for different wants and needs.
- 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 has been 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:**

This term the focus for English 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.
Teachers will model writing strategies using the dotted thirds for children to use so they can reflect these in their writing (ie: 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 children 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 children 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. These strategies will assist the children to automatically recall and develop the ability to spell high frequency words. Children will also begin 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 (i.e. mat, pet, fix, top and 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 and 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, they 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, children 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.

During these reading sessions, 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 the children’s learning and will take place in classrooms everyday. Within the strand of Number and Algebra, 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 Statistics and Probability Strand, picture graphs will be introduced. The children will be taught how to collect data and make simple interpretations of various picture graphs. During lessons in the Measurement and Geometry Strand, we will have a focus on time ie: days of the week, months of the year, and using an 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 children 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. This will assist and encourage children to stretch their mathematical thinking. We will also integrate Maths with ICT, ie: using the school iPad programs such as Mathletics, Place Value and many more. The children 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, i.e. 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 that the children bring ‘brain food’ (i.e. carrots 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.
HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott

During term one, the grade one children will be introduced to a variety of Fundamental Motor Skill activities. The focus will be on running, throwing, catching, ball bouncing and two-handed striking. These skills will be practiced using various drills, activities and modified games. 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

In term one, the Italian Program will enable all students to be given the opportunity to learn a second language. There will be an introduction to the Italian language through the emphasis of children becoming familiar with various greetings and courtesies and interacting with the teacher and their peers to greet one another. This will take place through repetition, performance and play such as through rhymes, songs, puppets, clapping and actions games. The students will be introduced to simple phrases useful in everyday situations, such as introducing themselves in Italian ‘Ciao, buongiorno, mi chiamo ….’ (Hello, my name is…’) The students will also be introduced to the Italian numbers 1-10.

The students will be engaged in the Primary Years Programme units of inquiry where possible - with an emphasis on Learning to Learn, PYP attitudes and learner profile and through the inquiry (The choices we make have an impact on the environment through everyday living). The Italian Program will also focus on the Italian culture, lifestyle, traditions and basic geography of Italy.

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 take part in many discussions and many oral and written activities relating to these areas. They will be introduced to the language through performance and play such as through rhymes, songs, role-play and actions games as well as through books, poems and chants and creative activities.
ART - Pamela Tsigros

Progressing towards Level 2, students create and present 2D and 3D visual arts works that show emerging arts knowledge and an ability to plan art works to communicate ideas, concepts, observations, feelings and/or experiences. They will develop the emerging ability to select, arrange and make choices about expressive ways of using the art elements. Skills, techniques, processes, media, materials, equipment and technologies will be presented in a range of arts forms. They will be provided with experiences which identify, describe and discuss characteristics of their own and others’ arts works.

Throughout term one, students will revise and have the opportunity to acquire new knowledge based on the art elements of line, shape, texture, pattern and colour. The students will be encouraged to develop a deeper understanding of how these elements shape artworks and given opportunity to describe these elements in other’s art works as well as their own. Students will be immersed in a range of activities using varied art materials and tools.

ART - Paul Cochran

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 and man-made environments, 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.