Grade One

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. There are many exciting events planned for this time, including the exploration into our final inquiry ‘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 9th of November, from 3.10pm till 6.30pm. Grade One students will have afternoon tea, followed by rotational outdoor educational activities until 5pm, whereupon they will have some dinner, before settling in to watch a movie in the Year One Building.

Our Twilight Carols Evening will be held on Wednesday the 7th 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 Thursday the 15th of December; children will spend half a day with their 2016 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”, exploring the Central Idea: “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 Reflection, 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.

Reading and Viewing will involve the children having an 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, they will be involved in various purposeful activities to develop their comprehension skills and reading with 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 the 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 the children 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 persuasive and narrative genres, providing the children with regular opportunities to write freely and for personal expression. Editing will be emphasised, as our children 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.

Our Spelling Program continues to involve all the children accurately spelling the Oxford One Hundred most used words as well as continuing to learn phonograms (word chunks) and medial sounds in words. Some of the children 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. The 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 practise 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 the children working mathematically, through problem solving, daily counting, recognition and description of mathematical symbols, creating and changing patterns and using formal addition and subtraction. 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.). The children will also be involved in the construction of informal and formal maps, formal measurements of length using centimetres and informal measurements of capacity.

Try to look for numbers in everyday life, for example hefting a piece of fruit to estimate the heaviness, encourage your child to work out their lunch orders by themselves. We encourage you to take the time to familiarise 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.

The children 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 the children 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 that the children 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 the Grade One children as they complete their final preparations during Term Four for the transition to Grade Two.

Mrs. Laura Jones, Mrs. Emma Meehan, Mr. Gerald Veale, Mrs. Anisha Dobson, Mrs Micaela Macaulay, Mrs Lisa Fan & Mrs Simone Parker

The Grade One Team
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, striking and punting/kicking. The main focus will be on two-handed striking and stick spots (e.g. hockey) and a kicking/punting unit (AFL based). Students will also be involved in more throwing, catching, passing and shooting via an introduction to some Netball skills.

Students will explore and improve their striking and two-handed techniques using a variety of sports/activities like hockey. 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 and trapping.

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.

Students will start to look at various Netball pass types (ground, bounce, chest, lob, one arm) and try some shooting techniques. Modified game versions, such as mat ball, will be used to practice the skills.

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 – Elena Pirovano

In Term Four, grade one students will be involved in different activities to keep revising greetings and courtesies, colours and numbers, body parts and weather. In each lesson they will have a chance to interact with the teacher and their peers in simple question/answer conversations.

In the first four weeks, the students will be continuing the CLIL program (Content and Language Integrated Learning) by learning Music through the Italian language. The program has: music content goals: to recognise the timbre of some percussion instruments and classify the instruments according to the material they are made of; and language goals: to name/recognise some percussion instrument in Italian, to classify the instruments using Italian vocabulary for materials and to follow the teacher’s instructions in Italian during the lesson.

In second part of the term, the students will be learning basic vocabulary related to family and food. The students will also be exposed to some Italian traditions related to Christmas by watching videos and reading books and stories.

The students will work on different tasks and activities in small groups, with partners, individually or as a whole class. They will demonstrate commitment and consistency in practicing their new vocabulary and conversation, creativity and co-operation in their everyday tasks as well as display respect and tolerance of the new culture they are learning about. Every time they use the Italian language in different contexts, they are encouraged to be risk-takers and to extend their communication skills. In each inquiry they will have the opportunity to be inquirers and thinkers.
PERFORMING ARTS - Adam Smith

Performing arts will consist of four main disciplines Singing, Music, Drama and Dance. The performing arts program endeavors to develop confidence and creativity in a safe and fun, learning environment. All students are required to participate with the focus on being a risk-taker by having a go and testing limits and abilities. The Grade One students will continue to undertake an independent ongoing performing arts inquiry to satisfy the requirements of the Victorian Curriculum. To do this the students will use the conceptual lenses of ‘Form and Perspective’ to explore the central idea that ‘Through performance we can express our ideas for an audience to enjoy.’ To do this students’ will be using Readers’ Theatre to express their characters ideas, feelings and emotions. They will be focusing on making sure their audience engaged with them and enjoyed what they have performed. The links with the classroom programs this term will be:

- The use of Zumba kids as a way to stay healthy and fit.
- The use of twisted fairy tales to compare the messages and feelings portrayed.
- What makes a good storyteller?

Undertaking these inquiries will help develop our students into independent and creative thinkers with well developed social, communication and self-management skills.

VISUAL ART - Paul Cochran 1LJ, 1LF, 1GV

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, especially Mars, Earth, Uranus, Jupitar and our Moon.

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.