

# **Curriculum Handbook**

**Grade 1**

**2020**

**An outline of Curriculum and Grade  
Expectations**

## **YEAR 1 OVERVIEW 2020**

This is an outline of the educational experiences planned for Year 1 this year. Our units of work will take an integrated approach, with literacy and numeracy links across all Key Learning Areas.

## **GRADE EXPECTATIONS**

We encourage Year 1 children to develop:

- ✓ basic skills in numeracy and literacy at their individual ability level
- ✓ an interest in the society, culture and environment around them
- ✓ personal work habits and skills both in class work and homework
- ✓ personal independence by being organised for their school day including the delivery of information to and from school
- ✓ independence in care of personal property
- ✓ learner qualities such as collaboration, curiosity, playfulness, innovation, resilience, persistence, passion and caring.

## **ENGLISH**

The English syllabus has a strong focus on the appreciation and study of quality texts (books, screen, visual, films etc), thinking about how English changes according to audience, purpose and context. Students will learn how to use appropriate grammar, vocabulary, punctuation and spelling to respond to and compose a wide variety of spoken, written and multimodal texts.

### **Speaking and Listening**

- ✓ Listening and speaking behaviours—speak audibly, face the audience, use gestures, listen quietly, ask questions and make comments
- ✓ Make short oral presentations of a few related sentences on familiar topics e.g. tell news
- ✓ Ask and respond to who, where, what, when, why and how questions

### **Reading and Viewing**

Reading strategies will be taught through modelled and guided reading activities.

Children will read both fiction and non-fiction books incorporating a variety of text types including information reports, recounts, expositions, explanations, poetry, narratives and personal responses.

- ✓ After reading a text, retell the main ideas in order
- ✓ Know about the features of books—cover, spine, title, author, publisher, illustrator
- ✓ Read short, predictable texts, using strategies such as sounding out and referring to the pictures
- ✓ Listen to longer, more complex texts read aloud
- ✓ Know the common letter combinations that make the 44 sounds in English
- ✓ Read two-letter blends at the start and end of words, e.g. **blob, trip, melt, post**
- ✓ Know the purpose of capital letters, full stops, questions marks and speech marks
- ✓ Read fluently

Children will work in groups for guided reading. Each class teacher will give you exact times and ask for your support in the running of this program.

## Writing and Representing

- ✓ Jointly and independently construct texts.
- ✓ Write short texts, such as recounts, lists, rhymes, procedures, information reports and descriptions
- ✓ Plan writing by discussing ideas or drawing pictures on a planning framework
- ✓ Use story markers, such as 'Once upon a time'
- ✓ Use simple editing techniques, such as circling misspelt words, adding and crossing out words
- ✓ Write in NSW Foundation Style font
- ✓ Use a computer keyboard to write texts

## Grammar and Punctuation and Vocabulary

- ✓ Use a keyboard to write texts
- ✓ Write simple sentences with spaces between words
- ✓ Use punctuation—full stops, capital letters for names and sentence beginnings, exclamation marks, question marks, commas in lists and apostrophes for contractions
- ✓ Identify and use nouns, verbs, adjectives
- ✓ Use conjunctions to write compound sentences, e.g. and, but

## Spelling and Sight Words

- ✓ Spell words using common representations for each of the 44 sounds in English
- ✓ Accurately spell high frequency words (including Year 1 word list)
- ✓ Spell words by sounding out and using resources in the room, like word charts
- ✓ Write two-letter blends at the start and end of words, e.g. stop, drip, dusk, best
- ✓ Digraphs—sh, ch, th, wh, ee, oo, qu, ay
- ✓ Use 'Look, Say, Cover, Write, Check' to learn to spell words
- ✓ Use Have-A-Go strategies to spell unknown words when writing

## Handwriting & Digital Technologies

- ✓ Children will practise using consistent size and slope in NSW Foundation Style Handwriting. Neatness is encouraged in all written work, including homework

## Home Reading Program

Home Reading is an integral part of reading development. Children are asked to read to you at their independent reading level. Your child should be able to read the book confidently before returning it. Children will borrow one levelled home reader each Monday, Tuesday and Wednesday. Children will need to return their book before they are allowed to borrow again. A fee of \$10 per book will be charged for lost books. On Thursday, children are asked to choose one picture book (orange dot) to read with you at home for interest and enjoyment. Your child should not necessarily be able to read the orange dot book independently. It is a chance for you to read to your child and talk about the book together. Children will keep this book over the weekend and return on Monday.

### *Tips:*

Encourage your child, tell them that they are doing a great job! Give your child time to work out difficult words. If they make a mistake say "Are you sure about that?" and ask them to re-read the word. Help your child sound out the word, don't just tell them what it says.

<b>Before Reading</b>	<b>During Reading</b>	<b>After Reading</b>
Read the title and the author together and discuss.	Share any connection that you have with the events and topic of the text.	Discuss any words that they didn't understand.
Discuss what they think the text is going to be about and give reasons for their prediction.	Talk about what is happening in the pictures.	Discuss their favourite part and the reason why.
Read the blurb at the back and make changes to predictions if needed.	Ask your child to retell the main event on the page using their own word.	Discuss the purpose and the messages in the text. Discuss what they learnt.
Predict five words that they think are going to be in the text.	Ask some "why" questions; Why do you think.....?	Ask your child to retell the text in their own words to another family member.
Read the name of the author and discuss if they have read any others by the same author.	Predict what they think is going to happen next and give some reasons why.	Give the text a "star-rating" and talk about why they gave it this rating.
Ask why they chose this particular book.	Ask if the picture in their head is the same as on the page.	Draw a picture of the image they saw when they were reading the text.
Ask them to guess some of the characters that may be in the story.	Discuss difficult and interesting words.	Conduct a word hunt. Find all the words with double letters, capital letters or certain sounds.
Ask what the purpose of the text is.	Point out the key words in the text.	Write a new ending for the text.

If your child still has trouble with the word, sound it out with them and then say the word. Praise your child if they make a mistake and then they correct it on their own.

There are generally three types of questions that can be asked about texts. These can be used before, during or after reading.

**Literal Questions** – Right There – The Author Wrote It

The answers to these questions can be found in the text. They are directly stated.

Examples: "What was the dog's name?" "What happened to Tom?"

**Inferential Questions** – Read and Think – The Author Meant It

The answers are not directly stated but implied. Examples: "Why did the character run down the road?"

**Evaluative Questions** – Your Opinion – The Author Would Agree With You

The answers are not found in the text, they are found in your head or somewhere else. It can be your thoughts and feelings. Examples: "What would you do?" "How are you similar to the main character?"

## **MATHEMATICS**

The Mathematics syllabus across K-6 provides students with knowledge, skills and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability. The students will learn a range of strategies to make informed decisions and solve problems as an essential component of students' preparation for life. A focus of the syllabus is for students to develop their problem-solving skills, mathematical reasoning and communication.

### **Number and Algebra**

Students count, order, read and write two- and three-digit numbers and use a range of strategies and recording methods. They use mental strategies and concrete materials to add, subtract, multiply and divide, to solve problems. Students model and describe objects and collections divided into halves, quarters and eighths. They associate collections of Australian coins with their face value. They use place value to partition numbers. Students will relate addition and subtraction facts for sums to at least 20. Students describe and continue a variety of number patterns and build number relationships.

### **Measurement and Geometry**

Students estimate, measure, compare and record using informal units for length, area, volume, capacity and mass. They recognize the need for formal units of length and use metre and centimeter to measure length and distance. They use a calendar to identify the date and name and order the months and seasons of the year. Students use informal units to compare and order the duration of events and tell time on the half- and quarter-hour. Students will identify, describe, sort and model particular three-dimensional objects and two-dimensional shapes. Students represent and describe positions of objects and interpret simple maps.

### **Statistics and Probability**

Students will collect, organise, display and interpret data using lists, tables and picture graphs. They will learn to recognise and describe the element of chance in everyday events.

### **Working Mathematically**

In all areas of mathematics, children will be encouraged to inquire, explore and connect mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.

### **Mathletics**

Mathletics is the computer based maths program that your child can access from home and school with their user name and password. Please keep this log-in information in a safe place at home.

## **SCIENCE & TECHNOLOGY**

### **Term 1: How is energy created?**

Students will be investigating sound, light and heat. Using their knowledge on sound, students will design and make a musical instrument.

### **Term 2: The Science of Cooking: How can we make things change?**

Students investigate the properties of everyday materials and how cooking changes food.

### **Term 3: What are the properties of different materials?**

Students will explore the properties and use of different materials. Using this knowledge, students will show their understanding of the suitability of materials for a purpose.

### **Term 4: How are forces used for a purpose?**

Students investigate how technologies use forces to create movement in products. They will design and develop a product using forms of energy.

## **Integrated Units (HISTORY and GEOGRAPHY)**

In History students will focus on past and present family life within the context of their own world. Students will learn about the similarities and differences in family life by comparing the present with the past. They will begin to explore the links, and the changes that occur, over time and are introduced to the use of historical sources. In Geography the students will explore features of places and how space can be used for different purposes. Students will observe, collect data, analyse, communicate information and begin using geographical tools for inquiry.

## **CREATIVE AND PRACTICAL ARTS**

In **Music**, children will explore the musical concepts (structure, tone colour, dynamics, pitch, duration) through a range of activities including singing, music & movement, learning an instrument or playing percussion, learning about musical notation, organising sound and developing an understanding of a range of musical styles. Students are assessed through a variety of assessments that are conducted primarily through observation and practical assessment. This year, students from K-6 will have the opportunity to see visiting performers and performances. Students will also be given the opportunity to participate in various vocal, choral, instrumental and concert programs over the school year.

**Visual Arts, Dance and Drama** activities will be linked to the Inquiry based and literature units.

## **PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION**

The Personal Development Program will focus on social skills including:-

**Term 1: Health, Wellbeing & Relationships**

**Term 2: Healthy, Safe and Active Lifestyles**

**Term 3: The Healthiest Me**

**Term 4: Movement Skill and Performance**

These programs teach the children to solve social problems, learn about relationships and safety. Students will be developing their skills in looking and listening, identifying and expressing feelings. These programs encourage students to put thinking between feeling and behaving. The 'making good choices' methods and concepts are part of a whole school program.

The Physical Education program encourages children to participate in regular physical activity. The children can wear sports shoes and sports uniform on this day to allow them to be more comfortable when participating in activities.

In Term 1 & 2 children will be involved in a sport program organised by Sportspro at our school. In Term 3 students will experience gymnastic skills at the YMCA. Class teachers will provide weekly PE lessons incorporating fitness and skill development using a variety of P.E equipment in Term 4.

## **GENERAL INFORMATION**

### **Absent notes**

If your child is absent due to sickness or leave they are required to bring a note to the teacher as soon as they return to explain the absence as the teacher needs to record this information on the class roll. This is a legal requirement. Extended long absences of 9 days or more during the school term may need permission from the Deputy Principal.

### **Assessment**

Assessments are on-going throughout the year. A formal report is prepared twice a year.

### **Climbing Equipment**

This is to be used as per the school roster with teacher supervision and is **not** to be used before or after school by any students or siblings. All children have been taught the rules for safety.

### **Communication**

You will receive all notes and the weekly newsletter through your email by a system called School Bytes. Please follow the link in the email to view. All excursion money will be paid through School Bytes via email which links to a secure on-line payment system through Westpac Bank. You may also access the weekly newsletter through the school website at <https://eppingwest-p.schools.nsw.gov.au>

Please return any permission notes by the dates stated on the note to your child's teacher or the organising teacher.

### **Hats**

All children need to bring their hat to school every day. The school policy is 'No Hat, Play in the shade.'

### **Homework**

Homework bridges the gap between learning at school and learning at home.

A basic rule of homework is that it is appropriate for each student's age and ability.

Homework is provided to all children to revise class work and form good work and study habits at home. Year 1 have a homework template that consists of a grid with some compulsory tasks and elective tasks for the children to complete over a two week period. All homework is to be returned on Thursdays every fortnight. Some EAL/D students will have journal writing.

### **ICT**

Computers are integrated into class teaching and learning activities using word-processing and educational software.

### **Lateness/Early Leavers**

Parents please try to be on time. If your child arrives late, you must accompany your child to the school office to collect a partial absence slip, which you will then hand to the teacher as you take your child to class. If your child needs to leave school early, you must report to the office for a partial absence slip before collecting your child from the classroom. Ten minutes after the afternoon school bell, children who are still waiting for parents are taken to the office to ring the parents and wait to be collected.

**Wesley Out Of School Care** provides a service to mind your child after school if you are unable to pick up your child at bell-time. A fee is charged for this service and arrangements must be made **ahead of time**. If there are any changes of arrangements for pick-up of an afternoon, please inform your child and your class teacher to avoid any confusion.

**Contact details: [oosh@wesleymission.org.au](mailto:oosh@wesleymission.org.au)**

**Ph: 9626 6620**

### **Library**

Students will explore literature, authors and learn library procedures with the librarian in their library time. Students will need to have their library bag on their allocated library day so that they are able to regularly change their books. Please take care of all library books. Any lost or damaged books will have to be paid for.

### **Lunch Orders**

The Yummy Bears Kiosk/canteen uses an online ordering system called Flexi Schools. All orders can be done in advance and need to be received by 9am to ensure your child receives their lunch order. You may also order over the counter before school or use the express box. The menu can be located on the school website.

Easy, Online Registration

- Go to [www.flexischools.com.au](http://www.flexischools.com.au)
- Click REGISTER
- Enter your email
- You will be emailed a link to an online form - follow the link
- Choose a username and password and complete the form
- Add each student and their class
- Top-up the account - VISA or Mastercard - preferred.

Place lunch orders from your iPhone, iPad or mobile device!

For help call 1300 361 769 and flexischools.

### **Medicines/ Health Care Plans**

All medicines must be delivered to the office – where written instructions must be provided. Medications must be labelled with the students name, dosage and administering time and instructions. No child is permitted to administer medicines or have them in their bags. Please also advise the class teacher if medication needs to be administered and when.

### **Paint Shirts**

A cover up shirt is required for painting days – thank you to those parents who have already sent these in. Please label with your child's name

### **Parent Participation**

There are always opportunities for parents to be part of their child's education within the classroom, Auxiliary, P&C, classroom helper etc.



## Phones

If your child is bringing a mobile phone or another electronic device please ensure they hand it into the office at the start of the day and collect at the end of day. These devices will be locked away securely during school hours.

## Sick Children

If your child is sick, it is always best to keep them at home to be monitored by you and not pass infections on to others. When your child is ready to return to school an absence note is required. If your child becomes sick during the school day they will be sent to the office and you will be contacted to collect your child as soon as possible.

## Grade Activities

Year 1 is an exciting year with some new routines and some familiar routines. The transition from Kindergarten to Year 1 is a great opportunity to develop your child's independence. Please ensure you read all notes sent home and that all your child's belongings are clearly labelled.

Finally, if you have any concerns or questions, please don't hesitate to make an appointment to discuss them with your class teacher.

## Teachers

Angelina Lee	<b>1A</b>
Alexandra El -Rassy	<b>1E</b>
Christina Hogarth	<b>1H</b>
Angela Sallway	<b>1S</b>
Nancy Kenchington & Melissa Rogers	<b>1KR</b>
Janet Lawrence	<b>1L</b>
Alex Lane & Wishi Buthpitiya	<b>1LB</b>
Tegan Kilby	<b>1T</b>
Victoria Soumboulidis & Viv Stewart	<b>1V</b>

**Lisa Taylor**    *Relieving Assistant Principal*    *Year 1 Supervisor*

**Reading Recovery Teachers:** Julie Barr, Lisa Taylor

**EAL/D Teachers:** Tracey Hutcheson, Ai Vee Tan and Kim Hudson

**LaST:** Fiona Wiltshire, Maryke Jardine & Naomi Zann

# Who do I talk to and how do I organise it?

## A parents guide for seeking information and expressing concerns

It is important to work on problems as soon as possible so that a safe and harmonious school environment is maintained. The best results usually flow from working together.

### These guidelines aim to:

- Provide a guide in order that concerns are dealt with in an open and fair manner.
- Ensure that the rights of students, teachers and parents are respected and upheld.
- Support sensitivity and confidentiality.
- Help reach an agreed solution.

On occasions, concerns may cause frustration and anxiety. At such times it is always important to organise a time to talk with school staff in an unhurried and confidential atmosphere.

**Teachers, parents and community working together for success at school**

CONCERN	APPROPRIATE ACTION
The academic progress of my own child	<ul style="list-style-type: none"> <li>➤ Directly contact the child's teacher either by note, by phone, email at eppingwest-p.school@det.nsw.edu.au or in person to arrange a suitable time to discuss any issues</li> </ul>
The welfare of own child	<ul style="list-style-type: none"> <li>➤ Directly contact your child's teacher to clarify information.</li> <li>➤ The Deputy Principal and Principal are available to discuss complex or ongoing issues. Contact the office so a mutually suitable appointment time can be made.</li> </ul>
Change of personal details	<ul style="list-style-type: none"> <li>➤ Please contact the office to inform change of address, telephone number, emergency contact, custody details, health issues etc.</li> </ul>
Actions of other students	<ul style="list-style-type: none"> <li>➤ Contact the class teacher for a classroom or playground problem.</li> <li>➤ Contact the Assistant Principal for ongoing playground problems</li> </ul>
School policy or practice	<ul style="list-style-type: none"> <li>➤ Contact Office. State nature of concern. The appropriate member of staff will contact you to discuss further.</li> </ul>
Actions of a staff member	<ul style="list-style-type: none"> <li>➤ Contact the Office. Speak to the Deputy Principal or Principal. An appointment will be made if necessary</li> </ul>

In very rare cases, where people wishing to express concerns, do so in an aggressive, threatening or violent manner, the Principal (or nominee) has the legal authority under the 'Inclosed Lands Act' to:

- ❖ Direct the person to immediately leave the grounds.
- ❖ Call the police to remove the person should he/she refuse.
- ❖ Withdraw future permission (by letter) for the person to enter the grounds without the permission of the Principal



### APPROACHING THE SCHOOL

From time to time parents may need to approach the school in order to:-

- ❖ Discuss the progress or welfare of own child
- ❖ Express concern about actions of other students
- ❖ Enquire about school policy or practice
- ❖ Express concern about actions of staff
- ❖ An appointment can be made at any time of the year.

These appointments can be made in a number of ways.

1. A parent may ring the office and leave a message for the class teacher that an interview is requested.
2. A parent may write a note to the teacher requesting an interview.
3. A parent may send an email to the school requesting an interview.
4. A parent may use the Request sheet provided and return to the Office.

The teacher will then organise a mutually agreeable time.

In the request, parents need to state the purpose of the interview and if known the outcome desired. The teacher can then know how much time may be needed, research the information required and prepare for the interview.

The following is a short guide to assist parents.

**Therese Hinder**

### REQUEST FOR AN INTERVIEW

Name of Parent \_\_\_\_\_

Class \_\_\_\_\_

### PURPOSE OF THE INTERVIEW

---

---

---

---

---

---

---

### OUTCOMES FROM THE INTERVIEW – (If known)

---

---

---

---

---

### PHONE OR EMAIL CONTACT DETAILS

---

---

---

---

Signature \_\_\_\_\_ Date \_\_\_\_\_

