

WILLIAMSTOWN



PRIMARY SCHOOL



**Learning Program**

**P-2 (Grade 1)**

## Introduction

The purpose of this booklet is to inform families how the curriculum programs run in the classroom.

The team members in the Grade 1 area for 2016 are:

- Tanya Chambers (Team Leader)
- Mary Colangelo and Tracey Evans
- Marina Robb
- Nicki Stutterd

## English – Reading

Each day children participate in a two-hour literacy block, which encompasses the Reading, Writing, Speaking and Listening components of the English curriculum. In Reading, a typical lesson will begin with a modelled/shared text (e.g. big book, song/rhyme/chant, online text), followed by opportunities to develop and practise reading strategies in a focused small-group context. During this time, students are explicitly taught reading strategies for their learning needs (such as using picture cues, initial letter cues, looking for words within words, developing expression and fluency, comprehension, etc.) Teachers will select appropriate texts based on the learning focus. Teachers will also encourage students to select “Just-Right” books that link in with both interest and difficulty level. It is important that children comprehend what they are reading and sustain interest, particularly during independent reading. By the end of the year we expect that children will be able to engage in independent reading for a sustained period of time.

The aim of the reading program is to move students along from simple, predictable texts, which are highly supported with illustrations. They then move into reading more complex texts for increasing periods of time (developing reading stamina).

*eLearning* – The Reading program is supported by the use of iPads and other classroom technologies as tools for engaging with texts. Some apps that are utilised in the Early Years include Reading Eggs, Oz Phonics, rED Writing, Book Creator and Puppet Pals.

*Reading At Home* – The take-home reading program is designed to support students’ development of reading. Guided reading books, classroom and school library books form our take-home reading program. We also encourage families to enjoy books from the local library to broaden the range of texts to which the students are exposed. Some texts will be easy (read BY the child), some will be instructional (read WITH the child) and some will be difficult (read TO the child). It is important that children are exposed to texts that vary in difficulty, to ensure that students have the opportunity to practise a range of reading strategies.

It is expected that students will read for 10-15 minutes each day at home. Your child will have a Home Reading Record where they will record the reading undertaken at home each day. This will enable teachers to monitor the range of texts read and the frequency. Please utilise the tips and strategies outlined in the Home Reading Record to support your child’s reading at home.

When your child is bringing home five guided reading books on rotation, these books should be read more than once during the time they are in the blue book bag. Research highlights the importance of students reading and re-reading books frequently to develop expression, fluency, comprehension and confidence. We recommend starting with an easier text to ‘warm-up’ (much like warming up for exercise!). The aim is for home and school to collectively foster a love of literature. Children love to celebrate their successes (no matter how easy the text!)

## **English – Writing**

In Writing, students focus on hearing and recording sounds in words (phonics), directionality, spacing, practising familiar sentences structures and the development of an effective pencil grip. Writing is emphasised as a way of conveying a message using letters and words, supported by illustrations. Typically, teachers will model and explicitly teach writing strategies (such as planning for writing, punctuation, vocabulary, sentence structure, connectives and openers). Children will be exposed to a variety of text types including recount, narrative, procedural and informative texts. There are opportunities for shared writing and small group instruction. On occasion, your child will bring home a Big Write topic to be discussed at home before the writing session at school.

*Handwriting* – Students are explicitly taught correct letter formation techniques (e.g. correct starting points and directionality, slope, size), posture and pencil grip. Students will have regular sessions teaching handwriting skills and daily opportunities to practise and consolidate.

*Handwriting at home* – We recommend students have opportunities at home to develop their fine motor skills, which will enhance their ability and stamina for handwriting. This includes cutting activities (use of scissors), threading, and drawing pictures with increasing detail.

*Spelling* – The focus for spelling in the junior years is on hearing and recording sounds, using a phonetic approach and employing frequently used word lists. At this level, students focus on letter/sound patterns and frequently used words.

*Spelling At Home* – Each week students are provided with a list of words to practise at home. These words support the classroom spelling program and students are encouraged to ‘have fun’ with the words at home by playing spelling games.

### *Grammar and Punctuation*

In the Junior years, students focus on learning the correct use of capital letters, full stops, question marks and exclamation marks when writing, and they experiment with the use of commas and quotation marks. Students will investigate how to identify and use nouns, verbs and describing words (adjectives and adverbs). They will work on developing consistent use of tenses when writing.

## **English – Speaking and Listening**

The development of Speaking and Listening skills is an integral part of the classroom. Students are encouraged to make eye contact, use a clear voice, articulate their words and adjust their volume to suit the audience. Students are encouraged to generate a question or provide a comment in response to presentations. Each week students are provided with the opportunity to present a brief ‘News’ item on a different topic. They are encouraged to prepare and practise their News item at home beforehand.

## **Mathematics**

In the Early Years, there is a strong focus on the link between concrete materials and numeracy concepts. Many learning experiences will involve play-based activities and will encourage our students to develop an understanding of how Mathematics relates to everyday life.

*Mathematics at Home:* We recommend students have opportunities at home to develop their skills in counting, measuring and probability. Pointing out the ‘Maths’ in simple, everyday activities, such as counting objects in the house (i.e. how many socks in the drawer), setting the table (counting in pairs), cooking using measurement equipment, playing chance games, mental maths skills (i.e. adding the

cost of milk and bread at the supermarket, using estimation or 'rounding off'), playing 'I Spy' with numbers and locating patterns in the environment.

*eLearning* – The Mathematics program is supported by the use of iPads and other classroom technologies as tools for engaging with numeracy concepts. Some apps that can be employed in the Early Years include Targeting Maths (K and 2) and Mathletics.

## **Units of Work**

The units of work for 2017 are:

### *Term 1 – Learning To Learn; Learning To Be/Keeping Happy, Healthy and Safe*

In this unit of work, students develop and practise the skills needed to be a successful learner. They learn about themselves as learners. Students set goals in their learning and discuss the importance of keeping their brain healthy and what they need to do to really 'learn something'. The unit ties in with the social skills needed to be a successful member of a group, encouraging co-operation and the development of 'Willy Kid' skills. As a class, we develop a common understanding of rules, create a classroom agreement or mission statement and look at what makes a good learner and how to achieve '5-Star' quality work. We also look at the importance of living a healthy lifestyle, exploring the areas of nutrition, taking care in the sun, developing positive relationships, emotional wellbeing, cleanliness and exercise.

### *Term 2 – Farm to City*

In our 'Farm to City' unit, we will explore how food makes its way from the paddock to our plate and the journey it takes to get there. Students will look at the different types of farms, farm animals and their young, how food grows and where it comes from. Students will also look at the differences between rural and urban lifestyles.

### *Term 3 – Celebrations Around The World*

'Celebrations Around The World' explores the variety of celebrations that exist and the different ways in which people celebrate. The unit encourages the development of an awareness and appreciation of different cultural customs and practices.

### *Term 4 – Toys*

The 'Toys' unit provides an opportunity for students to explore science and design concepts, in particular force and movement. During the course of the unit, students will develop understandings about gravity, balance and forces in motion. They will look at rolling, pushing, pulling, swinging and spinning as actions that make toys move.

### *Child Wise/Respectful Relationships*

One of the ways our school meets its duty of care to provide a child safe environment is by conducting a Personal Safety Program for primary school children. This year, all WPS students will take part in a personal safety program developed by Child Wise, Australia's leading child abuse prevention organisation. These sessions are designed to build students' resilience and confidence, in order for them to problem solve and identify strategies that prevent harm and abuse. There will be three main ideas as a focus each term, and the students will be involved in activities and discussions within the classroom facilitated by their classroom teacher. For more information, please visit

[www.childwise.org.au](http://www.childwise.org.au).

### *Digital Learning Technologies*

In Years P-2, the iPad program is an important element of the literacy and numeracy curriculums, and provides students with varied, differentiated and engaging learning opportunities. This includes the use of a variety of apps, including Mathletics, Literacy Planet, rED Writing, OzPhonics and Book Creator, to demonstrate learning, practise skills, inquire about a new topic, share thoughts and ideas, as well as develop new skills and strategies when problem solving.

### *Language Other Than English L.O.T.E*

This year, Italian will not be taught as a specialist learning subject; however, it will continue to feature in our classrooms. Students will be involved in a range of activities which will promote the everyday basics of the language using strategies such as songs, games and iPad apps. As a whole staff, we aim to review our provision of languages this year so that the 2018 year commences with a renewed program.

### **Specialist Subjects**

The specialist classes for 2017 are Art, Music and Physical Education. The teachers of the Specialist classes are:

- Art – Joanne Wilson
- Music – Faye Ferry
- Physical Education – Paddy Gallivan