1st February 2017

Dear Parents and Carers,

At our school, the past practice has been to have an Information Evening early in Term 1 where teachers provide information to the whole class/grade of parents. This year we are changing that practice. In lieu of the Information Evening, the following are being implemented:

(1) Accompanying this letter is an “About My Child” form. We ask you to complete this form, detailing your hopes and expectations for your child as well as their positive characteristics, special abilities, areas of need etc. In this way we hope to come to better understand your child.

(2) Also accompanying this letter is the Term 1 Overview for your child’s year. The Overview helps you understand what your child is learning in class. Much of what is in the Overview is what was previously shared at the Information Evening.

(3) We also invite you to make a time for a 1-1 meeting with your child’s teacher. This is not compulsory but an invitation if you wish to meet the teacher and share any other information that you believe is important for us to know. There may be some information you would like the teacher to know that may be difficult to explain on the “About My Child” form.

In summary, please complete the “About My Child” form and return it ASAP. Please Use the Term 1 Overview to be aware of what your child is learning. And, if you wish to meet for 10 minutes with your child’s teacher, please contact them to organise a mutually convenient time and day in the first few weeks.

We hope that these changed practices facilitate deeper communication about your child’s needs and what is happening in their classroom.

Sincerely,

K Williams
Kevin Williams
Principal

P.S. We are open to your opinion of the effectiveness of the changed practice. Please let us know what you think.

Vision/Mission Statement

“Empowered by the Spirit, we at St Mary’s live, learn and grow as disciples of Jesus in a nurturing Catholic Community.”
Term 1 2017 Subject Overview
Year 1

The following is a brief summary of the topics children in Year 1 will be learning about this term. Topics will not necessarily be taught in the order given below.

Religious Education

Baptism
Students are introduced to the sacrament of Baptism as a celebration of their initiation into God’s family, the Church. They learn that Jesus was baptised with water. They learn about the meaning of Baptism through a study of ritual actions and symbols used in their Baptism.

Lent To Easter
Students will participate in whole school and class activities relating to Lent and Easter. They will study some of the Bible stories relating to this and how they can relate these stories to their own lives. Students will also gain an awareness of the stories, actions and symbols of Lent and Easter.

English

Reading and viewing
Activating prior knowledge, making connections, predicting

Grammar, punctuation and vocabulary:
Capital letters, full stops, question marks, direct speech, verbs, common and proper nouns and adjectives.

Speaking and listening:
Attentive listening, exploring emotions, role play and drama.

Spelling
Revision of single sounds, high frequency, ‘sh’ words, ‘th’ words, ‘ch’ words, ‘ay’ words.

Writing and respecting:
Sentence structure, informative texts (recount), imaginative (narrative).
Handwriting: Students will be developing their writing skills by focusing on letter formation, size and shape, pencil grip and writing neatly in the lines. This terms focus letters will be: Aa, Cc, Oo, Gg, Qq, Dd, Ss, Ee and numbers.

Mathematics

Count forwards and backwards by ones from any number under 100 (49, 50, 51.../42, 41, 40, 39...)
Use place value to break apart a number (26 is 2 groups of ten and 6 ones)
Add and subtract numbers using materials (3 cookies 🍪 🍪 🍪 + 2 cookies 🍪 🍪 makes 5 cookies)
Know combinations of numbers that add to numbers up to 20
Know that when adding numbers, you can change the order to make it easier (2 + 7 is the same as 7 + 2)
Record number sentences using drawings
Use the words horizontal and vertical
Name triangles, quadrilaterals, pentagons, hexagons and octagons in pictures and the environment
Use informal units (blocks, hands, books etc.) to measure, compare and estimate lengths
Name and order the months and seasons
Use a calendar to identify the date and determine the number of days in each month
Tell the time on the hour and half-hour.
Geography/HSIE

Features of Places
Students investigate the natural and human features of places. They describe the reasons places change and identify the active role of citizens in the care of places. They learn about how people describe the weather and seasons of places. Students explore activities occurring in places and how the spaces within places can be used for different purposes.

Science and Technology

Our Environment
Students will explore our constantly changing world. The Sun rises and sets and the sky reflects many different hues over a day. The landscape, everything we know about the environment began by observing it. Environmental modelling, space exploration and city planning all rely on careful observations of the land and sky.

Creative Arts

Visual Arts: All About Me
In this unit, students explore their uniqueness and individuality in their making of artworks and recognise that other artists think about the uniqueness of people when they make portraits of them. Students will make self portraits developing their observational skills and considering the qualities and relationships between features and how these are represented in their picture making.

PDH and PE

PDH: Who Am I?
In this unit students will explore the following two focus questions:

- What are my basic needs and how do they influence my relationships?
- What characteristics make us both similar to others and unique?

The unit will then have 10 Contributing Questions which the students will investigate through, individual work, partner and group work and whole class discussions and activities:

1. Who am I?
2. What are my abilities?
3. What are my favourite things?
4. How do I feel?
5. How can I understand others’ feelings?
6. What are my basic needs?
7. How do I care for my body?
8. What do I belong to?
9. How do I express my feelings?
10. How can I express my feelings appropriately?

PE:
Students will be developing their skills by participating in a variety of games and activities including: Hopping, skipping, side galloping and over arm throwing.

Library

Year 1 will be reviewing our library routines and the importance of caring for books. Each week your child will borrow a book which needs to be returned the following week. We will be reading and responding to texts about family. You can help us by talking about your family members and who is who in your family over the next few weeks. ‘Cousins’ are sometimes a tricky concept for young children.

Teachers: Mrs Brooks, Mrs Collis, Mrs Hartge, Mrs Hodgson and Miss Marquart
“About My Child”

We would appreciate your assistance in the completion of this questionnaire which will enable us to gauge how we can work together to maximise your child’s learning this year.

Child’s Name: _______________________
Child’s Class: _______________________

1. Hopes and expectations for my child:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Areas in which I feel my child needs further development:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Positive qualities I see in my child:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Special interests/abilities of my child:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Special circumstances/comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signed: ________________________________ (Parent/Guardian)