



Parent Information Night 2019

Literacy

- L3 Focus
- Explicit Phonics Instruction
- Guided Reading
- Guided and Independent Writing
- Independent Activities – sight word practice, comprehension, writing, phonics and phonemic awareness
- Modelled Reading and Modelled Writing

Home Reading – how you can help at home

Progressions

Learning Progressions will take the place of the Literacy and Numeracy Continuums. They will continue to help determine:

- Where students are now
- Where we expect them to be
- How we can help them to progress

Interaction	Speaking	Phonological Awareness	Phonic knowledge and word recognition	Fluency	Understanding
Indicators					Status
speaks in short phrases or simple sentences about familiar objects, people or events					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
expresses feelings and needs (I'm thirsty)					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
makes simple requests					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
indicates a preference when offered a choice (selects a fruit from a bowl)					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
use simple, appropriate personal greetings					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Vocabulary					
uses a small range of familiar words					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
names common items from pictures or the environment					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
retells personal events and experiences to peers and known adults					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
shares feelings and thoughts (about the events and characters in text)					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
retells key details or points from a text viewed or heard					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
uses appropriate or mainly appropriate word order					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
uses appropriate volume for small audiences					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
uses rehearsed phrases to introduce themselves (Good morning, my name is ...)					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Vocabulary					
uses simple connectives to join ideas (and then) (see Grammar)					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
uses simple adjectives to describe (red, big) (see Grammar)					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
uses a small range of opinion adjectives (nice, good) (see Grammar)					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Mathematics



- Explicit lessons to introduce concepts.
- WALT – We Are Learning To & WILF – What I’m Looking For
- Hands on lessons giving students opportunities for reinforcement and consolidation of concepts.
- Strands - Number, Measurement & Geometry, Statistics and Probability



Science – Kindergarten



Term 1 – Earth & Science

How seasonal changes affect the environment.

Term 2 – Material World

Investigating properties of different materials

Term 3 – Living Things

Investigating basic needs of plants and animals.

Term 4 – Physical World

Observing movement of objects and how they are affected by force.

Science – Stage One



Term 1 – Physical World

Exploring different forms of energy and how we can detect them (heat, light, sound, electricity and movement).

Produce and describe different sounds through musical instruments.

Term 2 – Material World

Changes that occur when materials are combined. Investigate how materials can be changed by bending, twisting and stretching.

Term 3 – Earth Science

Changes in the sky and on land. Seasonal changes.

Term 4 – Living Things

Identifying and classifying plants and animals.

How can we improve a local environment to encourage living things to thrive?



History & Geography – Kindergarten

Term 1 – History : Personal & Family Histories – Family heritage of themselves and others.

Term 2 – Geography : People Live In Places– Gibberagong incursion identifying places they live in and belong to. Identifying how and why people care for special places.

Term 3 – History : Personal & Family Histories – Similarities and differences between past and the present.

Term 4 – Geography: People Live In Places– Locating places and how places provide for the needs of people.



History & Geography – Stage One



Term 1 – History : Present and Past Family Life – How has family life changed or remained the same?

Term 2 – Geography : How are people connected to places– Gibberagong incursion looking at local places and Aboriginal connection to places. Looking at where Australia is located in relation to the world.

Term 3 – History : Present and Past Family Life – Toys focus. Discuss toys from the past and present and what toys may look like in the future.

Term 4 – Geography: People & Places – visiting places and holidays (connection to places)



Creative Arts

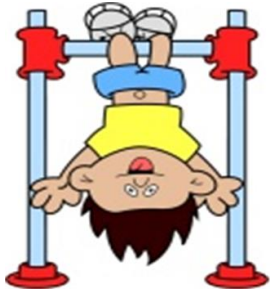
Term 1 – Visual Arts (Drawing, Painting, Murals and Printmaking) & **Music** (Jim Jam Music)

Term 2 - Drama (Nick Bland Unit) & **Dance** (Action, Relationships and Structure)

Term 3 – Visual Arts (Australian Animals) & **Drama** (Feelings, Emotions and Role Play)

Term 4 – Dance (Action and Space) & **Music** (Student composition and percussion)





Personal Development, Health & PE

Term 1 – YCDI & Interpersonal Relationships

- Catch, Overarm throw & Gross Motor Skills

Term 2 – Personal Health Choices & Active Lifestyles

- Sprint, Run, Vertical Jump & Gross Motor Skills

Term 3 – Child Protection & Growth & Development

- Skip, Side Gallop, Hop, Dance, Soccer and Netball

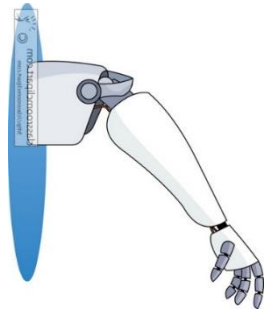
Term 4 – Safe Living

- Vertical Jump, Static balance, catch & Gymnastics

Technology



- 👉 Email / online etiquette (Stage One)
- 👉 Safeguarding personal information
- 👉 Positive and negative aspects of the digital resources they are familiar with
- 👉 Cyber Safety
- 👉 Using Word and PowerPoint
- 👉 Coding using BeeBots and Coding Mice
- 👉 Makey Makeys (Stage One)
- 👉 Scratch Junior
- 👉 iPads





Incursions/Excursions

Term 1

- Jim Jam Music (Weeks 2-11)

Term 2

- Geography Incursion with Gibberagong staff
- Life Education
- African Drumming

Term 3

- The Reptile Park (Stage One) & Kindy Farm (Kindy)

Term 4

- Dangar Island (Stage One)
- Gymnastics with Moving Bodies

Homework

- Home Reading (recommended for all K-2). Home Reading for Kindy to start later.
- Mathletics (recommended for all K-2) starting Term 2 at home, in class during Term 1
- Stage One Homework Grid (not compulsory)
- Sight Word Spelling lists (not compulsory)


Stage 1 Homework Grid




STAGE ONE HOMEWORK GRID

Term 1 Weeks 4 & 5

Try to complete each of the five activities below. Tick the box when complete.

<input type="checkbox"/> PHONEMES A phoneme is a sound represented by a letter (or group of letters). Can you write 10 words for each phoneme in your homework book? The phonemes we are learning this fortnight are:		<input type="checkbox"/> READING For students reading up to Level 18 Read to an adult daily for 10 minutes. Remember to record this on your reading record card. For students reading beyond Level 18 Choose a book from your home, library or home reader to read for enjoyment or seek information.	MATHEMATICS Practise counting by ones or skip counting. 	<input type="checkbox"/> PHYSICAL ACTIVITY Play outside for at least 30 minutes at least once each week. Draw or write about what you did.	<input type="checkbox"/> SIGHT WORD LISTS Practise reading and writing your words. Use the Spelling Activities grid in the front of your book to find fun ways to learn your words.
Year 1 a as in ant y as in fly	Year 2 a as in ant y as in pony				

Choose two activities from the list below to complete. You can do more if you like!

<input type="checkbox"/> OUTDOOR ART Sketch some flowers or trees in your garden	<input type="checkbox"/> GRAPHING Interview all of your family members and family friends (include cousins, grandparents, aunts and uncles if you can!) and ask them what their favourite fruit is. You could email or call some of them. Graph the results in your homework book.	<input type="checkbox"/> PLAY A GAME Play a game with someone in your family over the next fortnight. Choose a game that uses a dice to practise fast number recall.	<input type="checkbox"/> GEOGRAPHY Look on a world map. How many countries can you list that start with the letter "B". 	<input type="checkbox"/> WRITING Write a letter to your teacher and tell them what you would like to learn this year.
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Class Routines

Morning Routine to reduce students around classroom area

- Child carries their bag to designated place outside classroom
- Move to playground
- On return to class after brief assembly under COLA, students are to take out water bottles (to be placed inside), munch and crunch (to be placed in tub, home reading folders and any notes for the teacher.
- Students put Home Reading folders in tray (all students – as sometimes there are notes to give out).



Positive Education



Three factors are needed to build resilience.

This year, we will be introducing Positive Education to our students through fortnightly lessons and everyday conversations and routines.

Positive Education involves teaching students how they can use solution-focused thinking to help them build resilience, solve problems and lead happier lives.

We will be teaching students how to manage their emotions, identify their strengths and the factors that are working well in their lives to build resilience, how to demonstrate kindness and gratitude, understanding the aspects of wellbeing and how to use helpful, optimistic thinking strategies.

House Keeping

Absences

Star of the Month – Fridays (Terms 1 & 4 – 2:45pm, Terms 2 & 3 9:30am)

Birthdays

Newsletters – Thursday fortnightly

Spare notes

Reports – end of Term Two and Term Four

Parent Interviews – later this term

Contacting your child's teacher to organise an interview



Thank you for coming!