

Term 1 Teaching and Learning



Stage 1

1KN, 1/2M and 2R

English

In Years 1 and 2, focus is on building foundational skills and increasing the confidence to read, write and communicate. A typical *English Block* includes phonics and spelling, handwriting, speaking about a variety of topics, reading teacher-selected books and writing in response to various prompts. Cultivating a love of reading and literature by introducing and responding to quality texts will also be a strong feature.

You may support your child at home by discussing characters, key events and ideas in books; predicting the meaning of unfamiliar words and extending your child's vocabulary are also beneficial. Making connections between key ideas in texts and the personal experiences of your child also helps to deepen comprehension. There are tips on the back of the enclosed bookmark that may provide valuable tips for reading fluency. You may also follow the subsequent link for tips about phonics.

[Help with phonics](#)

Please refer to our *Instructional Sequence Table* for an overview of grapheme-phoneme correspondences (letter-sound combinations) for Term 1. Please be mindful that this overview is a guide only; teachers will be flexible in their approach to phonics as they respond to student needs.

Developing fine-motor control is also important in the early years of learning. Strengthening dexterity and hand-eye co-ordination enables students to build handwriting fluency and lessen the cognitive load needed to write and spell.

Being able to use digital technology in Stage 1 will also be a focus. Parent support would be appreciated in allowing students to practise logging on to their portal using a keyboard at home.

Further information about English in Kindergarten, Year 1 and Year 2 will be presented in an upcoming workshop early in Term 2.

Mathematics

The new K-2 Mathematics Syllabus aims to deepen number sense by allowing students to:

- understand the symbols that represent quantity
- learn the sequence of counting words and making the association between the words and quantities
- learn different ways of representing quantity – objects, words and symbols – as well as understanding that ten (10), for example, is not only a word or symbol but a combination of different number pairs, such as 5 and 5, 4 and 6, or 3 and 7
- know how to use 10 and 100 as units
- identify links between measurement, space and number

Our mathematics tasks require students to:

- explore and connect mathematical concepts
- choose and apply efficient techniques to solve problems

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- communicate their thinking and reasoning coherently and clearly

The following link provides parent and carer tips about Mathematics in the primary school years.

[Helping your child with primary school maths](#)

You may wish to support your child by talking about mathematical investigations introduced in class and listening to their thinking and strategy.

Science

Stage 1 of the Material World strand focuses on how materials can be changed, manipulated and combined. Students will have the opportunity to develop a design solution to demonstrate the suitability of natural and processed materials for a purpose; eg shelter. You may wish to discuss properties of a range of materials and their uses at home to support this learning. Mrs Dufty will also be teaching *Material World* concepts through digital technology and robotics during library lessons.

Geography

Stage 1 students will be learning about places within Australia across a range of scales; personal (homes), local, (communities) and national (across Australia). They will also discuss why people visit other places and accessibility to places. You may wish to discuss places you have visited and view images of Australian locations that you may wish to visit.

Lessons in History will be implemented in the second half of the year.

Personal Development, Health and Physical Education

Students will be participating in activities that address how to be inclusive and respectful, responsible for their own and others' health and safety, and how to make

healthy and safe decisions, and be physically active. At home, you may support this program by discussing ways to bounce back from setbacks and developing social relationships.

Stage 1 students will also be involved in Fitness and Sport activities which will develop fundamental movement skills and teamwork. Expressions of interest have already been accepted for the Junior Dance Troupe.

Creative and Performing Arts

Our Year 1 and Year 2 students will also participate in drama, music and dance activities. This will be in mixed stage groups. These lessons provide an opportunity for students to learn, appreciate, make and perform a variety of art forms.

Exercise your Brain

Regular home reading is highly beneficial for Stage 1 students. It allows your child to practise and further develop decoding, accuracy, smoothness, phrasing and expression. Your child's class teacher will recommend and assign specific texts to support reading fluency. Please record your child's reading on the log provided.

Mathletics is offered by the school once again this year. Teachers will assign tasks based on content that has been introduced in class. We are currently in the process of setting up this program and will communicate with you once set-up has been completed.

Another option for additional learning at home, is to review grapheme - phoneme-correspondences from the subsequent table, and practise *saying, segmenting and writing* words.

For additional ways to support your child, refer to the tips included in this newsletter and the following link.

[Primary school homework tips](#)

Year 1 Term 1 Grapheme-Phoneme Correspondences

GRAPHEME	PHONEME	SAMPLE WORDS
a-e (split diagraph)	/ay/ say	name, lace, crate, shade, mistake
ai	/ay/ say	tail, pain, claim, railway
ay	/ay/ say	Say, stray, strayed, runway
a	/ay/ say	basic, crayon, apron
ey	/ay/ say	they, grey, prey, hey
ea	/ay/ say	great, break, steak
e-e	/ee/ me	theme, theme, complete
ea	/ee/ me	teach, clean, dream, squeal
ee	/ee/ me	street, three, fifteen, sixteen
e	/ee/ me	me, even, maybe, be
ey	/ee/ me	key, donkey, monkey
y	/ee/ me	silly, angry, fifty, cherry
i-e (split diagraph)	/igh/ my	pile, white, glide, scribe
ie	/igh/ my	pie, tie, lie, magpie
i	/igh/ my	mild, wild, child, pilot
y	/igh/ my	my, python, fry, rely
igh	/igh/ my	High, sigh, thigh, sight

 Year 2 Term 1 Grapheme-Phoneme Correspondences

GRAPHEME	PHONEME	SAMPLE WORDS
-tt, -bb, -dd-, -pp-, -mm-, -gg-	/t/, /b/, /d/, /p/, /m/, /g/	butter, rubber, mummy, ladder, pepper, foggy
u	/u/ up	crunch, under, bucket
o	/u/ up	come, love
ou	/u/ up	young, double, cousin
oo	/u/ up	flood, blood
o	/o/hot	gone, frost, across
a	/o/hot	what, want, watch
au	/o/hot	sausage, auction
le	schwa + l	bottle, apple, ripple
el	schwa + l	label, travel, kennel
il	schwa + l	pencil, until
al	schwa + l	local, equal, pedal
kn	/n/ in	knife, know, knit, knead
gn	/n/ in	gnome, gnaw, design

(please note that *schwa* is a neutral vowel sound)

We will be sharing regular updates throughout the year and look forward to working in partnership with you.

The Stage 1 Team,

Mrs Kotevich, Mrs Nunn, Mrs Rainford and Mrs Malakonakis