



LEVEL 1  
INFORMATION  
BOOKLET  
& TERM 1  
NEWSLETTER  
2009

Level 1 Team:

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(Level Team Leader

## LEVEL 1

### MISSION STATEMENT

2009

The Preparatory year is exactly that: preparing for learning, preparing for independence, preparing for mixing and working with a larger group of individuals than they might be used to. We establish the routines of school, the habits and attitudes of life-long learners, the social skills needed to work, play and get along with others.

We ensure that the students learn, work and play in a co-operative, supportive, challenging environment, where they feel secure, are encouraged to take risks and strive for excellence.

We develop positive relationships with students and their parents so that a team approach to learning takes place. We believe learning is best supported by a strong school and home relationship. Meeting the needs of the students is paramount as different learning styles are recognised and valued.

Teacher modelling, the use of programs such as “Tribes”, whole class “circle” discussions and group activities will help to build students’ skills and understandings in this area.

At Kilsyth Primary School We Value: **Excellence in Learning** –  
BE THE BEST YOU CAN BE,  
**Caring** – respect, trust, acceptance,  
**Responsibility** – honesty, reliability, initiative,  
**Positive Attitude** – persistence, confidence and  
enjoyment.

Explicit teaching and the power of modelling will be used to shape the students’ appreciation of these values.

We provide a comprehensive, stimulating program covering all subject areas as laid out in the VELS documents, using effective teaching and learning strategies and new technology.

The Level 1 Professional Learning Team will participate in regular team planning which ensures consistency of content and approach, facilitates the use of teachers’ individual talents for the benefit of the students and enhances our professional learning.

### Level 1 Professional Learning Team

Sabrina George and Christine Hulme

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# LEVEL ONE (PREP) CURRICULUM EXPECTATIONS

## **MATHEMATICS**

### ***Number***

- Can count verbally to at least 20 and can relate that to a written numeral
- Can count a group of at least 20 objects
- Can compare the size of different groups
- Can solve simple addition and subtraction problems by putting groups of objects together or moving them apart
- Understands and uses 1<sup>st</sup> – 10<sup>th</sup> (ordinal number) to describe position
- Recognises coins and notes and exchanges money for goods in play.

### ***Space***

- Recognises, names and describes simple shapes and objects
- Understands, follows and gives simple directions involving position and movement eg. left/right, forward/backward, under/over, next to etc.

### ***Measurement, Chance and Data***

- Can describe, order and compare the length, area, mass and capacity of objects eg. smaller, shorter, heavier, holds more etc.
- Uses a variety of materials to measure e.g. paces for length, handprints for area.
- Is able to sequence time and events and match events to the time they occur eg. morning/afternoon, today/yesterday etc.
- Correctly sequence days of the week
- Uses informal units, such as hand claps, to measure and describe the passage of time
- Recognises that some events involve chance eg. “will it rain today?”
- Is able to collect and display data, e.g. making graphs of our pets, and discuss what it shows.

### ***Working Mathematically***

- Explore patterns in number and space and can copy, continue and create their own patterns
- Can make rough estimates and check their work
- Can work out how to test simple mathematical statements, e.g. ‘9 is 4 more than 5’
- Uses a calculator to record counting
- Use shape templates and computer software to draw lines, shapes and simple patterns
- Can copy a simple shape drawing

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## **ENGLISH**

### ***Speaking and Listening:***

- Speak at a reasonable volume and pace for the listeners' needs
- Become an active listener – able to sit and listen to a speaker, look at the speaker, take in and recall what they have heard
- Able to sequence main events and ideas logically in speech
- Ask and answer simple questions for information and understanding
- Contribute relevant ideas during class or group discussions
- Follow simple instructions
- Can rephrase a statement or question when they are not understood.

### ***Writing:***

- Able to compose and write one or more sentences based on personal experiences
- Use letters to represent the sounds in words, use spaces between words, and able to write some common words with increasing accuracy
- Use some simple punctuation, e.g. full stop and capital letters
- Form letters correctly
- Hold a pencil correctly and control it with ease
- Use a range of writing implements and software.

### ***Reading:***

- Understand basic 'rules' of reading – that we read left to right, top to bottom
- Understand the relationship between letters and the sounds they make
- Know some high frequency words and recognise them in a variety of texts
- In simple stories, use information from the pictures, and information from the letters and words, combined with their own knowledge, to make sense of the story.
- By the end of the year, independently read a simple text with understanding & accuracy.

## **INFORMATION & COMMUNICATIONS TECHNOLOGY:**

- Get to know the basic components of the computer (monitor, computer, keyboard, mouse)
- Familiarity with basic actions – turning computer on and off correctly, logging on and off
- Developing mouse control
- Becoming familiar with basic drawing and word processing programs – how to open and close programs, use of basic tools in these programs.

### **Digital Excellence Awards.**

The Digital Excellence Program works in conjunction with a school's ICT planning. Teachers continue to plan for using ICT in an integrated manner within the curriculum and use the Digital Excellence Program as an assessment tool.

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- In Level 1 students earn 4 badges in the areas of- Software, Technology, Creative and Computer. They build on these skills each year and build a computer portfolio where other badges are earned according to the skills of the student.

### **LIBRARY:**

- Learn about the different sections of the library – picture fiction, fiction, non-fiction – and how to find picture-fiction books
- Become familiar with using the library computer for borrowing
- Develop an enjoyment of books by getting to know various authors and illustrators and exposure to lots of stories!
- Become regular borrowers

### **PHYSICAL EDUCATION**

Throughout the year, the students will perform basic motor skills and movement patterns, with or without equipment. They will participate in physical activity which includes running, hopping, skipping, crawling, rolling, changing direction and balance. When participating in movement and physical activities, they will follow rules and procedures and share equipment and space safely. The students will develop their skills in throwing, rolling, stopping and catching through informal games.

The Physical Education program will enable the students to build on their skills, improve their performance and develop their confidence. They will learn the importance of good 'sportsmanship' in their participation of games, during the sessions.

In the Perceptual Motor Program (PMP), the students will follow instructions, use simple vocabulary to describe movement, develop their co-ordination and have an awareness of space

### **VISUAL ARTS: Mrs Robin Gredler**

Students explore, learn about and use a wide range of media. They are encouraged to experiment and express themselves freely to build confidence in their ideas and abilities.

They develop skill in discussing their own and others' work as they learn to appreciate and value other people's ideas and art work.

Activities are often linked with the classroom program and include the areas of:

- Drawing
- Painting
- Printing
- Modelling (e.g. clay)
- Collage
- Construction
- Thread and Textiles

Sturdy art smocks are needed to properly protect students' clothing.

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## **PERFORMING ARTS: Miss Jenny Lindholm**

Performing Arts sessions will include dance, drama and music.

### **DANCE**

- The students will learn simple folk dances.
- They can perform their own movements to express emotions and create simple movement patterns.

### **DRAMA**

- The students can role-play a variety of characters.
- Students can use costumes to portray characters and may add masks or face paint also.

### **MUSIC**

- Students will sing lots of new songs.
- They will play lots of musical games.
- They will be introduced to and begin to appreciate a variety of styles of music.
- They can use percussion instruments.

## **INTEGRATED STUDIES – (Science, Health, Studies of Society and Environment):**

- Develop understandings about the world via the units covered:
  - \*Me and My Family
  - \*Animals
  - \*Safety (Fire, Road, Personal)
  - \*Our Planet Earth (Plants & Growth)
- Develop the confidence to share thoughts and opinions with the class and also to consider the opinions of others.

## **PERSONAL QUALITIES**

We will be encouraging and reinforcing the following personal qualities, including what the school values: Excellence in Learning, Caring, Responsibility and Positive Attitude.

### ***Social attitudes:***

Good manners, consideration for others, sharing, self-control, resilience, co-operation in a group.

### ***Work habits:***

Listening & concentrating, working independently when required, trying your best, perseverance, using initiative, working without distracting others, remembering and following instructions.

### ***Responsibility:***

Following school rules, looking after yourself and your things, being on time, packing up after yourself, caring for our room and our school.

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