Welcome to 1C!

Class Name: 1C

Class Location: E Block

Teacher: Renee Burns

Organisational Manners

➢ Please notify me and the office of change of address or phone number.

➢ 8.00-8.30: supervision is provided in ‘The Shed’

➢ Tuckshop: name and order on brown paper bag. Bags to be placed in class baskets in morning.

➢ Kirnews: Tuesday (distributed to youngest child). If you wish to receive Kirnews electronically please let the school know your email address and we will add you to our Kirnews email distribution list.

➢ Junior Assembly (prep-year3): Wednesday at 2.00pm.

➢ Library: Thursday 12.30 – 1.00pm. Please ensure your child has a library bag otherwise they will not be able to borrow a book.

➢ Music (Mrs Ransom): Monday 10.20 – 10.50am.

➢ Physical Education (Mrs Talbot): Monday 9.50 – 10.20am.

➢ Reading groups: Tuesday 9.50 – 10.50am and Friday 8.50 – 9.50am.

➢ Maths groups: Thursday 11.30 – 12.30pm.

➢ Religion: Tuesday 1.00pm. Please provide a note for exemption.
Absences: a note or direct communication with parent/s, caregiver/s is required for Education Queensland records.

Interviews: I am happy to discuss your child’s progress and any school issues. However, due to time constraints, I will require notice and an interview time.

Positive Behaviour Support
State schools in Queensland are committed to providing quality learning opportunities that enable all students to achieve within a safe, supportive and disciplined learning environment. All members of the school community are to abide by the Code of School Behaviour in accordance with set standards.

At Kirwan State Primary School we “Strive To Excel” by being Respectful, Safe and Responsible learners.

In 1C the rules and expectations are:

➢ Follow instructions
➢ Be in the right place
➢ Stay on task/keep focused
➢ Listen to others and not interrupt them
➢ Hands and feet to yourself
➢ Keep our room neat and tidy
➢ If you don’t have anything nice to say, don’t say anything at all
Consequences for not following rules and meeting expectations are:

1. First warning (verbal)
2. Second warning, lose 5 minutes of play time
3. Third warning, lose 10 minutes of play time
4. If behaviour is still not improving the child is sent to the thinking chair
5. After returning, if still being disruptive the child is sent to the office and parents phoned if necessary.

iC runs on a peg system. Each child has a peg with their name on it. Every child starts on the green circle which indicates that all children are behaving well. If a child forgets or is not following a class rule they are verbally warned. If this warning is disregarded their peg is then moved to the warning card. If they still disregard the warning, their peg is then moved to a yellow circle, indicating that they will lose 5 minutes of playtime. If this is not heeded, they lose 10 minutes. If their behaviour deteriorates further, their peg is moved to the red circle and they are removed from instruction and are sent to the Thinking Chair. Here they must write out the rule they need to remember and also complete their ‘Plan To Do Better’ sheet before re-joining the learning environment. If the child is still disruptive after spending 10 minutes in the thinking chair, the child is sent to the office and a phone call is made to the parent/s, caregiver/s if necessary.
A marble jar is also evident in the classroom. Marbles are added when the children are on task and working hard, marbles are deducted if rules are not being followed. If the jar is full by the end of each term, the class is rewarded. The class also receives 10 marbles at the end of the day, but only if no one’s peg is moved to the yellow or red circles. If a child’s peg does not move they receive a tick on our behaviour chart. When the chart is complete they receive a prize from the lucky dip box.

Homework
Each night your child is required to read a book that is suited to their reading level. After you have read the book with your child, please sign in the column, write a comment and return the book and folder the next day, to allow a new book to be chosen by your child. Daily reading of 5-10 minutes to an adult makes a significant difference in your child’s skill development. Children learn to read by reading. Other tasks may also be sent home with your child. These tasks correspond to what we are learning about.

Sight Words
Within your child’s homework folder, alongside their home reader book, you will also find a sight word booklet. Your child should practice reading these words each night. Your child does not need to know how to spell these
words. Your child will soon be recognising common words and using their knowledge of initial sounds as they read. Emphasis is not always on sounding out however, because there are certain ‘sight words’ which are learnt only by memory. The children learn these words by looking at them as a whole word and not phonetically - (sounding them out). This is because:

1. These words do not usually comply with phonetic rules.
2. In isolation, these words have no real meaning like nouns, adjectives and verbs.

**Curriculum Overview**

iC will be following the new curriculum documents in the subjects of Mathematics, English, Science and History.

**English:** LEM phonics, handwriting program, reading and comprehension, writing

**Mathematics:** imaths, mental computation strategies, number and algebra, measurement and geometry, statistics and probability, problem solving strategies

**Science:** Science as a Human Endeavour, Science Inquiry Skills, Science Understanding. Within the science lessons your child will be thinking scientifically about the world around them.
History: History is replacing the Time, continuity and change strand of SOSE and has become our main focus for this year within this particular key learning area.

**Term One**

<table>
<thead>
<tr>
<th>TECHNOLOGY</th>
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<tbody>
<tr>
<td><strong>Human Endeavour</strong></td>
<td>Technology is part of our everyday lives and activities.</td>
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<tr>
<td>HPE</td>
<td>Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.</td>
</tr>
<tr>
<td>ARTS</td>
<td>Visual Art involves using visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects.</td>
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**Term 2**

<table>
<thead>
<tr>
<th>TECHNOLOGY</th>
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<tbody>
<tr>
<td><strong>Information, materials and systems (resources)</strong></td>
<td>Resources are used to make products for particular purposes and contexts.</td>
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<tr>
<td>HPE</td>
<td>Health is multidimensional and influenced by everyday actions and environments.</td>
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<tr>
<td>ARTS</td>
<td>Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.</td>
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### Term 3

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<tr>
<td><strong>Human Endeavour</strong></td>
<td>Technology is part of our everyday lives and activities.</td>
</tr>
<tr>
<td>HPE</td>
<td>Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.</td>
</tr>
<tr>
<td>ARTS</td>
<td>Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases.</td>
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### Term 4

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<td><strong>Information, materials and systems (resources)</strong></td>
<td>Resources are used to make products for particular purposes and contexts.</td>
</tr>
<tr>
<td>HPE</td>
<td>Health is multidimensional and influenced by everyday actions and environments.</td>
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<tr>
<td>ARTS</td>
<td>Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.</td>
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### Excursions

During the year there may be opportunities for excursions and guest speakers that relate to the year 1 curriculum. Your child will be encouraged to participate, provided that they display appropriate classroom and playground behaviour.
Reporting

Term 1: Parent and teacher interview has been moved to the first 2 weeks of term 2.

Term 2: Parent and teacher interview and school written report.

Term 3: Parent and teacher interview.

Term 4: School written report.

I look forward to fostering positive relationships between teachers / students, teachers / parents and parents / students. A positive relationship can only help to assist your child reach his/her full potential.

I look forward to a busy and productive year!

Yours sincerely,

Renee Burns.