

YEAR 1 BULLETIN

TERM 2 - Week 2

Another short week for our students and we have noticed the impact this has had on their state of mind. They appear far more rested and relaxed making the classroom calmer enabling them to be more prepared and able to take on any challenges.

The highlight for many was our drama/dance incursion last week that was held in the MPC. The children participated in a workshop that focused on identifying and categorising emotions and feelings. The language used throughout the workshop was most useful in equipping our children to be proactive and reactive in developing social and emotional 'smarts'. This language has been used by some of our children at home to 'educate' their parents. In our classrooms we will be referring to feeling and emotions as zones when appropriate.

Here is a brief overview of what was covered in the workshop:

Roles plays were conducted to develop 'Social Smarts'.

There are 3 things we need to do to connect with people.

1. Full body listening

Look at the partner in the eyes and at the count if 3 give a compliment; tell them something that you are good at.

2. Expected behavior

Maintain eye contact, listen with the full body and be interested and sincere

3. Use somebody's name



Feeling and emotions were grouped and referred to as zones.

The **Green zone** is where we want to be. We feel happy, calm, relaxed, appreciated and when in this zone we are ready to learn

When in the **Blue zone** we feel tired, bored, worried and/or sick.

When in the **Yellow zone** we feel silly and are over excited. We can feel frustrated and are usually wriggly and restless.

When in the **Red zone** we feel angry, mad, and/or are mean.

The Green zone is where we would like to be and the message was simple:

*It is 'ok to feel like this' but it is important to get ourselves back into the **Green zone**.*



What we have been learning about:

Unpacking our 'big idea' has led to many discussions about how we can become better learners and how we can build a community of learners. As a result, we have composed and published *Year 1 Expected Behaviours*. The children identified such behaviours as important if we are to promote a community of learners. Promoting these expectations in a poster has led to us exploring effective visual representation and the techniques used.

In Maths, we have started working on our solution to the 'clock problem'. We would like to purchase a big outdoor clock but we only have \$200. The cost of the clock is \$499. In order to solve this problem we have started to apply different types of thinking necessary when developing the skills to be critical and creative. This week we focused on identifying only facts – *What do we know?; What else do we need to find out and how can we find out?*

This appears to be a relatively simple task but proved to be challenging. The children were keen to jump straight into raising funds by having lemonade stalls and asking for gold coin donations BUT facts had not been identified. Their thinking had to be redirected to identifying how much money we have, how much more money do we need and how will we find this out.

It was quite exciting to hear some of their questions and the realisations that they had made.

Work toward solving the 'clock problem' will continue over the next couple of weeks.

What you can do at home:

Build on our discussions about the need to have calm bodies (you might like to refer to this as the yellow zone). Continue conversations and identify the importance of being calm and the impact this has on learning. Develop a toolkit of calming strategies and practice these. Evaluate

their effectiveness in various situations. Such strategies may include taking 5 deep breaths, walking away from a situation and identifying the issue and clearly stating it. Please share what works for you with your child too. We are all different and what works for one person does not necessarily work for someone else.

HELP NEEDED:

As we prepare to launch into our new enduring understanding, we are in need of the following items. If you can collect and donate, this would be much appreciated:

- Socks (to make sock puppets)
- Wind up toys (to explore forces)
- Yoghurt containers, plastic bottles, small boxes, packaging (to create and construct)
- Succulents (to observe and record)
- Anything to create a fairy garden

PREPARE FOR:

- **The cold weather**

Many children are coming to school with layers of clothing that make it difficult for them to peel off. We suggest that you provide your child with warm clothing to **put on** if they are feeling cold.

- **Investigations roster**

This will be coming home in your child's red bag on Friday

- **Little Book of Words**

This book is for you and your child to learn to read and write common words 'better'. Tips on what you can do at home will accompany this booklet. This will also be found in your child's red bag on Friday.

*Please continue to read the newsletter as there is important information regarding whole school events. Tri skills will be starting **tomorrow** but your child **will not** be able to participate if permission has not been given. Please speak to the office staff if you are having trouble with completing your permission form on Compass.*

Although this was a short week, there was a lot to communicate. Next week I will share some of the things we discovered - our learning, from the teachers *In School Learning Day (previously referred to Curriculum)*.

The year 1 Team