



# **Islamic School of Canberra**

## **Information Pack**

### **Year 1**

**Term 1**

**2020**



## Teaching Beliefs:

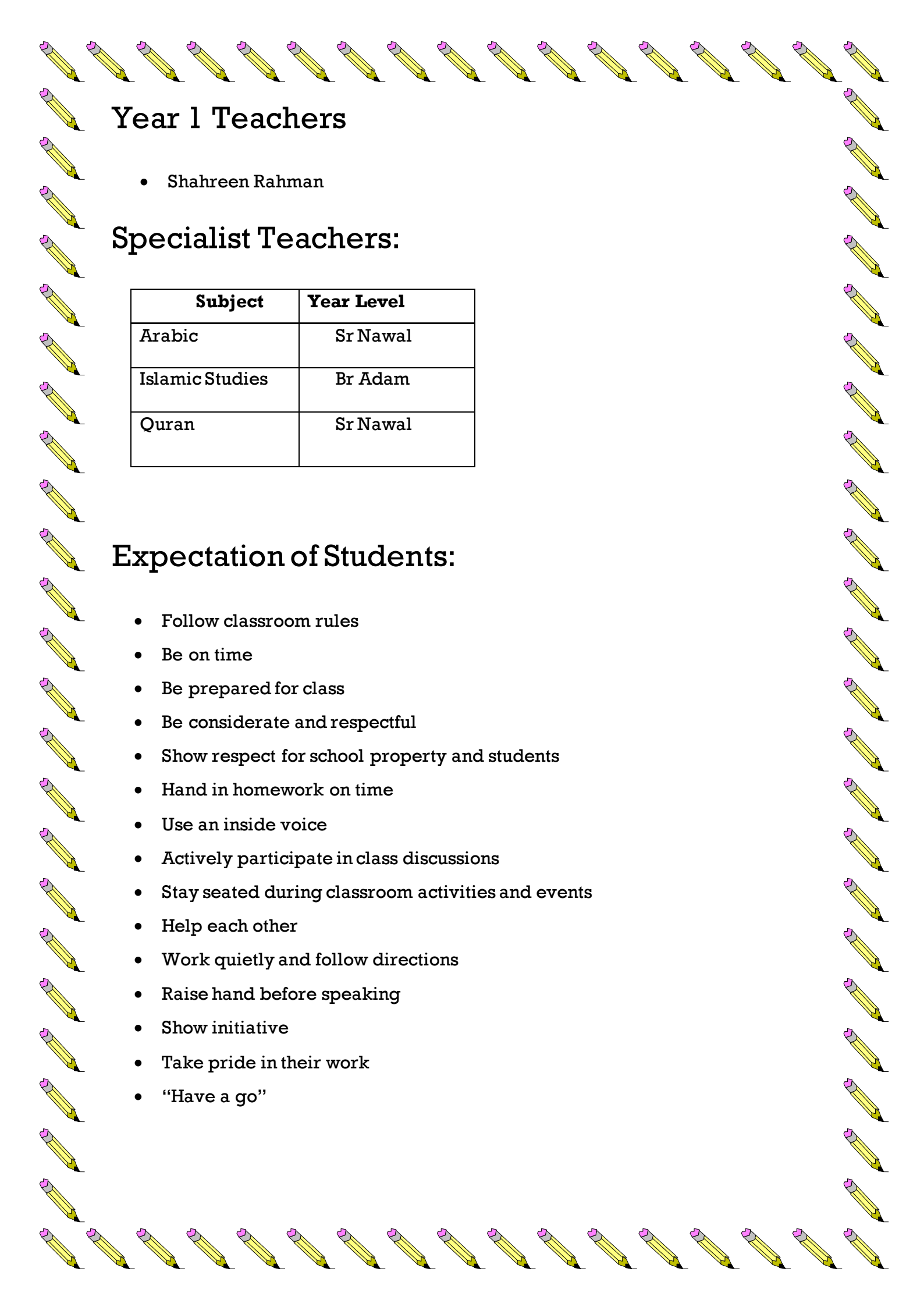
I believe that every student has potential. As a teacher it is my job to harness this potential as much as it is possible. I believe the best teachers are those who know their students and how they learn best. As educators we acknowledge, appreciate, and respect our students' differences. Our students' diverse intelligences, talents, skills, interests, and backgrounds enrich our school and our lives as teachers.

## My Vision:

I strive for opportunity and success and promote excellence in Learning and Teaching.

I aim to:

- Create an engaging, motivating, and intellectually stimulating learning experience.
- Encourage the spirit of critical inquiry and creative innovation.
- Encourage students 'to have a go' and take risks.
- Be responsible of their own learning.
- Provide students with realistic but challenging goals and recognising the effort they put towards achieving these goals.
- Promote team work and value each students' contribution.
- Provide a stimulating classroom environment that generates active interest in topics.
- Use ICT to increase student choice and flexibility with respect to their learning.



# Year 1 Teachers

- Shahreen Rahman

## Specialist Teachers:

Subject	Year Level
Arabic	Sr Nawal
Islamic Studies	Br Adam
Quran	Sr Nawal

## Expectation of Students:

- Follow classroom rules
- Be on time
- Be prepared for class
- Be considerate and respectful
- Show respect for school property and students
- Hand in homework on time
- Use an inside voice
- Actively participate in class discussions
- Stay seated during classroom activities and events
- Help each other
- Work quietly and follow directions
- Raise hand before speaking
- Show initiative
- Take pride in their work
- “Have a go”



## Punctuality:

The school day begins with a morning assembly at 8:45am and ends at 3:30pm. Please ensure that your child arrives on time in the morning, as late comers miss out on important teaching and instruction time and find it difficult to catch up.

## Parent/Teacher Meeting:

There are two parent teacher meetings that are set for parents through the year, one at the end of Term 1 and one at the end of Term 3. Parents will have the opportunity to meet with the teacher. If you would like to meet outside these appointments, parents are welcome to organise child's teacher in the morning before assembly or after school.



# School Uniform:

A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their college. Issues of equality, health and safety are also factors that contribute to the establishment of the Uniform Policy.

- 1) It is compulsory for every student to have a minimum of 2 sets of school uniform, 1 jacket/blazer and 1 pair of sports uniform.
- 2) All uniform items are to be named, preferably on the tag.

Boys	Girls
<ul style="list-style-type: none"><li>- Boys Pants</li><li>- Short Sleeved Shirt (Summer)</li><li>- Long Sleeved Shirt (Winter)</li><li>- Tie</li><li>- Hat Slouched (Terms 1 and 4)</li><li>- Wool Jumper</li></ul> <p><b>Sports Uniform</b></p> <ul style="list-style-type: none"><li>- Track Pants</li><li>- Short Sleeved Polo (Summer)</li><li>- Long Sleeved Polo (Winter)</li><li>- Fleece or Track Jacket</li></ul>	<ul style="list-style-type: none"><li>- Tunic (Dress) (Years K to 4)</li><li>- Long Sleeved Blouse and Ankle length skirt (Years 5 – 9)</li><li>- 2 Piece Hijab</li><li>- Hat (Baseball or Slouch) (Terms 1 and 4)</li><li>- Wool Jumper</li></ul> <p><b>Sports Uniform</b></p> <ul style="list-style-type: none"><li>- Track Pants</li><li>- Short Sleeved Polo (Summer)</li><li>- Long Sleeved Polo (Winter)</li><li>- Fleece or Track Jacket</li></ul>



## School Procedures:

- School Assembly: 8:45am
- School finishes: 3:30pm
- Late comers and early leavers must obtain a pass from the office.
- Absences must be informed in writing by calling the school office.
- Absences should be minimised in the best interest of the child.
- Holidays during school days and long-term absences are discouraged for the child's benefit.
- Homework will be regularly given on a weekly basis and collected on assigned days by the teachers.
- Students are expected to have all required items with them at all times.
- Recess and lunch – healthy food and water is encouraged.
- Parent's current address and telephone numbers should be in school records.
- Allergies and medical conditions must be notified to the school
- Update your child's medical record if needed
- Students' prescribed medication e.g. puffer, epi-pen etc. must be labelled and required in school at all times.

## Behaviour Management

The key components of Islamic School of Canberra approach to student management are:

- Teaching positive behaviours
- Logical consequences to address appropriate and inappropriate behaviours.
- Consistent with the consequences
- Emphasis on developing a strong positive relationship between teachers and students through regular circle time discussions
- Restorative Practices are introduced to maintain personal pride and dignity
- Classroom award systems



## School Canteen:

The canteen is open this year. A canteen list has been sent home. If your child would like to order food from the canteen, please clearly write the items you want to order and send it in a secure bag. If they would like to order food for recess and/or lunch send the orders in separate bags.

## School Library

The school library is available for students to use during our designated time once a week. Students are able to borrow one book per week. Students are encouraged to read the books they borrow at school and at home.

## Assessment and reporting

Your child's progress is monitored during the year through formal and informal assessments. Teachers constantly assess and record the assessment to gauge their understanding and competency.

You will receive a detailed written report at the end of term two and term four. You will also receive an interim report at the end of term one and term three. In addition to the written reports, at end of term one, two and three you will have the opportunity to formally discuss your child's progress with his/her teachers.

## Parental Involvement

It is crucial that the parents involve themselves in the upbringing (Tarbiyah) of their children. They can do that by ensuring that they provide an atmosphere in the home that is conducive to the Islamic spirit. The parents should endeavour to become embodiments of Islamic teachings in order to encourage their children to do the same.



# Year One Curriculum:

In term one the students will be covering the following topics:

## **Literacy:**

Students will revise the letters and sounds of the alphabet and move towards recognising and sounding out more complex diphthongs and diagraphs. Students are also learning to improve their handwriting and writing skills, the students will be learning about the structure of Narratives and will explore how characters, settings and events can link together as well as relate to themselves, students will write their own narrative at the end of the term. Students will also be exploring the concept of nouns and verbs.

Students will learn to:

1. Understand the different purposes of texts.
2. Make connections to personal experience when explaining characters and main events in short texts.
3. Understand how characters in texts are developed and give reasons for personal preferences.
4. Recall key ideas and recognise literal and implied meaning in texts.

## **Numeracy:**

The students will learn to:

1. Describe number sequences resulting from skip counting by 2s, 5s and 10s.
2. Students will develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero.
3. Identify representations of one half.
4. Recognise and describe one-half as one of two equal parts of a whole.
5. Recognise Australian coins according to their value.





6. Recognise, describe and order Australian coins according to their value

7. Explain time durations.

8. Describe duration using months, weeks, days and hours

## **Science:**

Students will learn to:

1. Describe changes in their local environment and how different places meet the needs of living things.

They will also learn that:

- Living things have a variety of external features
- Living things live in different places where their needs are met
- Science involves observing, asking questions about, and describing changes in, objects and events
- People use science in their daily lives, including when caring for their environment and living things

Science Inquiry Skills will teach students to:

- Pose and respond to questions, and make predictions about familiar objects and events
- Participate in guided investigations to explore and answer questions
- Use informal measurements to collect and record observations, using digital technologies as appropriate
- Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions
- Compare observations with those of others
- Represent and communicate observations and ideas in a variety of ways.



## **History:**

Students will learn to:

1. Identify and describe important dates and changes in their own lives.
2. Sequence personal and family events in order.
3. Using everyday terms about the passing of time.

Students will:

- Pose questions about past and present objects, people, places and events
- Sequence familiar objects and events
- Compare objects from the past with those from the present and consider how places have changed over time
- Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location
- How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons
- Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods

## **Health and Physical Education:**

The students will participate in Health and Physical Education classes twice a week.

Please ensure that your child wears the correct uniform when required. The days for H. P.E. are as follows;

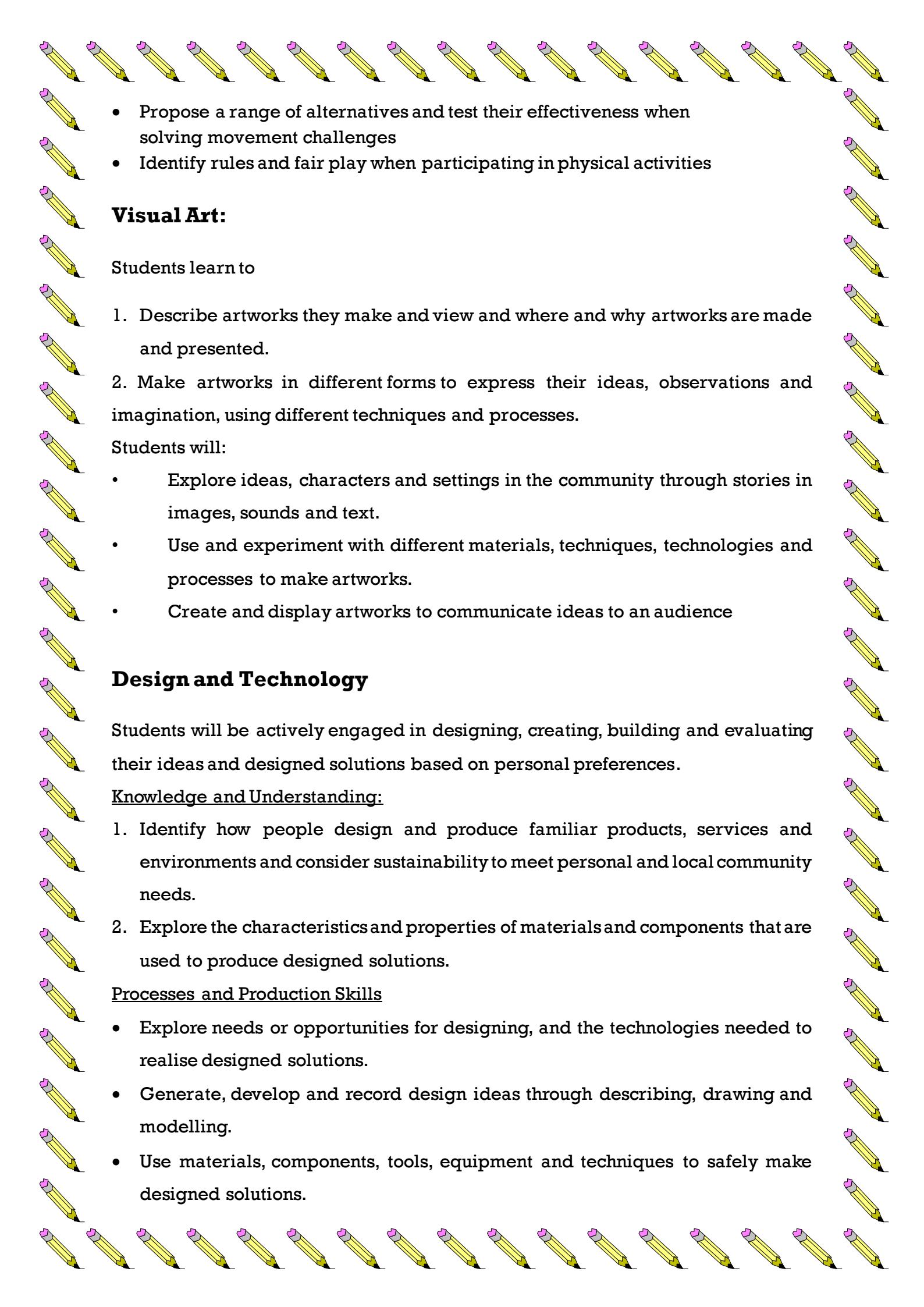
Tuesday and Thursday

**Personal, Social and Community Health**

- Describe ways to include others to make them feel they belong
- Identify and practise emotional responses that account for own and others' feelings

**Movement and Physical Activity**

- Use strategies to work in group situations when participating in physical activities

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- Propose a range of alternatives and test their effectiveness when solving movement challenges
  - Identify rules and fair play when participating in physical activities

## **Visual Art:**

Students learn to

1. Describe artworks they make and view and where and why artworks are made and presented.
2. Make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

Students will:

- Explore ideas, characters and settings in the community through stories in images, sounds and text.
- Use and experiment with different materials, techniques, technologies and processes to make artworks.
- Create and display artworks to communicate ideas to an audience

## **Design and Technology**

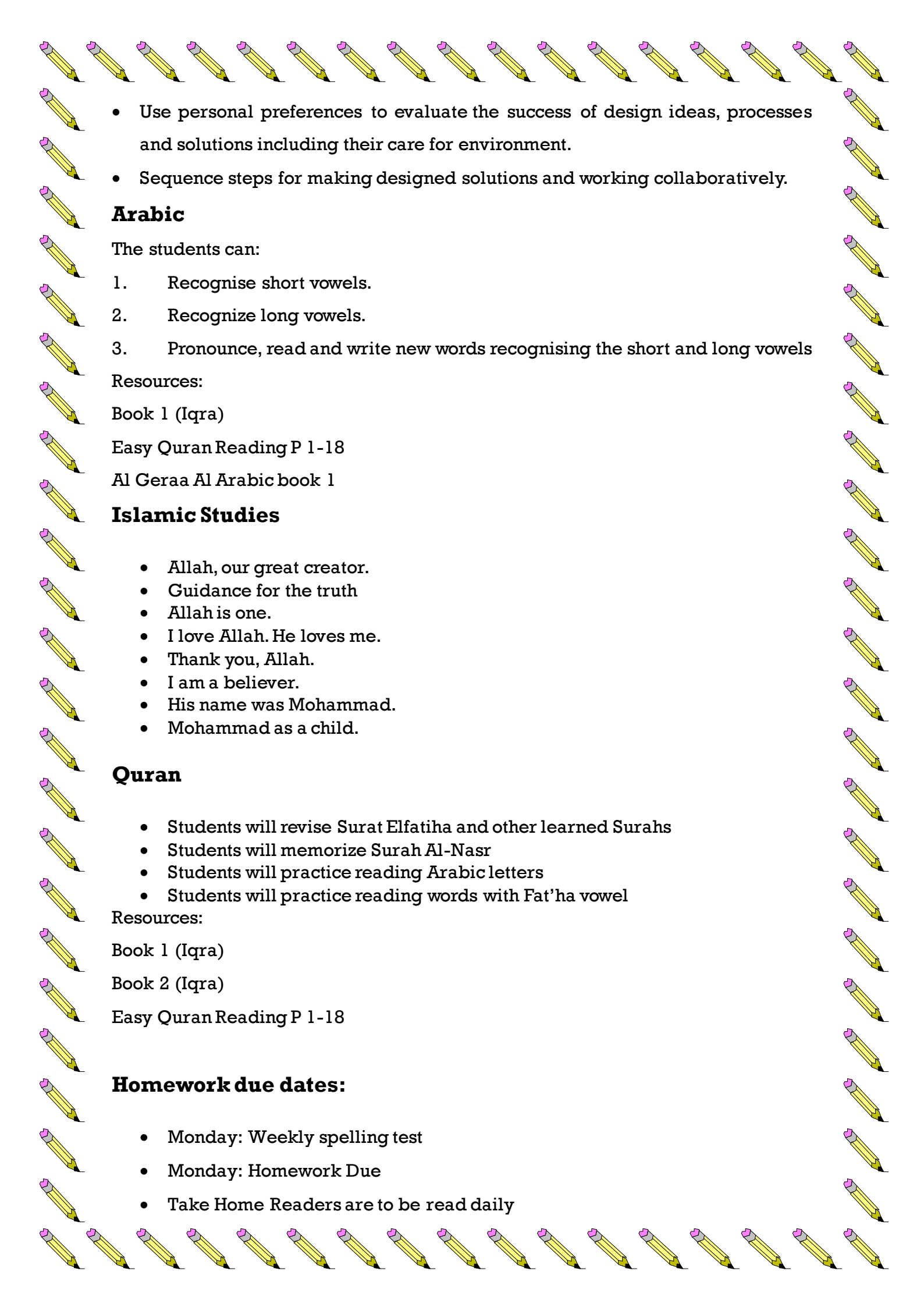
Students will be actively engaged in designing, creating, building and evaluating their ideas and designed solutions based on personal preferences.

Knowledge and Understanding:

1. Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs.
2. Explore the characteristics and properties of materials and components that are used to produce designed solutions.

Processes and Production Skills

- Explore needs or opportunities for designing, and the technologies needed to realise designed solutions.
- Generate, develop and record design ideas through describing, drawing and modelling.
- Use materials, components, tools, equipment and techniques to safely make designed solutions.

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- Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment.
  - Sequence steps for making designed solutions and working collaboratively.

## **Arabic**

The students can:

1. Recognise short vowels.
2. Recognize long vowels.
3. Pronounce, read and write new words recognising the short and long vowels

Resources:

Book 1 (Iqra)

Easy Quran Reading P 1-18

Al Geraa Al Arabic book 1

## **Islamic Studies**

- Allah, our great creator.
- Guidance for the truth
- Allah is one.
- I love Allah. He loves me.
- Thank you, Allah.
- I am a believer.
- His name was Mohammad.
- Mohammad as a child.

## **Quran**

- Students will revise Surat Elfatiha and other learned Surahs
- Students will memorize Surah Al-Nasr
- Students will practice reading Arabic letters
- Students will practice reading words with Fat'ha vowel

Resources:

Book 1 (Iqra)

Book 2 (Iqra)

Easy Quran Reading P 1-18

## **Homework due dates:**

- Monday: Weekly spelling test
- Monday: Homework Due
- Take Home Readers are to be read daily

## Year 1 Timetable 2020

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Period 1</b>	9:00 – 9:45	English	English	English	Quran (Nawal)	English
<b>Period 2</b>	9:45 – 10:30	English	Library	English	Quran (Nawal)	English
<b>Period 3</b>	10:30 – 11:15	English	Health	Maths	Quran (Nawal)	Maths
	11:15 – 11:45	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>	<b>RECESS</b>
<b>Period 4</b>	11:45 - 12.30	Maths	Maths	HASS	English	Technology
<b>Period 5</b>	12:30 - 1:15	Maths	Maths	HASS	English	Maths
	1:30 – 2:00	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>Period 6</b>	2:00 - 2:45	Islamic Studies (Br Adam)	Science	Arabic (Nawal)	Arts	Physical Education
<b>Period 7</b>	2:45 – 3:30	Islamic Studies (Br Adam)	Science	Arabic (Nawal)	Arts	Physical Education