

Year 1 Term 3 2017 Newsletter

Miss Renie Sotiropoulos

”Learning and Caring for Life.”

Dear Parents and Families,

Welcome back to Term 3. I hope you had a chance to rest and spend time with family and friends. I am looking forward to working with the students again this term and creating a fun and inspiring learning program.

Term 2 Theme 'Our Weather, Patterns in the sky'

This term the students will be learning about, 'Our Weather, Patterns in the sky' in Science, Mathematics and Literacy as part of Humanities and Social Science (HASS) Australian Curriculum.

The focus of this unit is to look at the weather and discuss the different impacts that this has on everyday life. Students will discuss, observe and record weather in their own environment and explore in an attempt to understand how it impacts people and places. Students will use a variety of science skill such as discussing, illustrating, observing, predicting, testing, experimenting and posing questions. This unit is integrated with both Art, History and Aboriginal topics to give students a broad understanding of weather in their world.

The Inquiry question for this theme is:

How does weather impact people and places in which we live?

This unit of work the students will understand that weather affects daily life and why we use different weather information and forecasts to predict the weather to help make decisions about the things we do. The students will also learn how different types of seasons and weather conditions affect people and places, and weather is day to day conditions of place and is part of our environment. This will include Daytime and night-time, the impact of night-time on themselves and other animals. The students will use their observations of the day sky to answer questions about the night sky. Students justify their thoughts about familiar objects and how they relate to night-time or daytime. The students will be thinking critically and reflecting on their learning be critically analysing information logically and making reasoned judgements. They will generate and develop ideas and possibilities and pose insightful and purposeful questions.

Key Knowledge

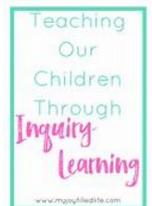
- The different weather seasons and how these affect what we wear and do
- How to describe the weather using correct terminology
- How to demonstrate the weather using weather symbols
- How to make judgements on the weather based on observations

Skills

- Making predictions about the weather
- Describing weather using words and symbols
- Observing and recording changes in the sky
- Posing and responding to questions about the weather
- Use illustrations to represent understanding

English

• In terms one and two, there was a large focus on Oral language skills, tasks and activities to support students the listening skills, processes and transition the skills of Oral Language to successful writing. This will continue for the rest of the year. The students will continue to comprehend a wide range of texts through





listening and speaking, reading, writing and viewing. Oral language activities and games, including Exploratory, Presentational and Conversational talks will continue to support student vocabulary.

This includes:

- listening comprehension
- expressive language
- vocabulary
- phonological and grammatical knowledge
- the use of social language skills and using language to learn and to communicate effectively

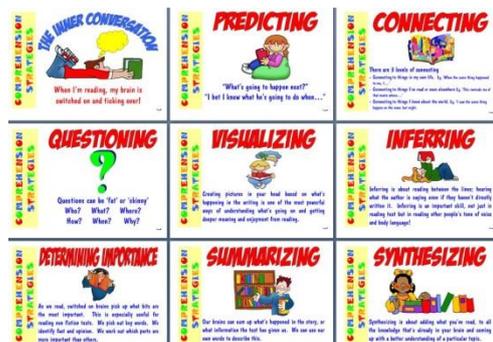
These strategies support students to compose ideas and reflect on the learning intention and success criteria for the lesson. Barrier games proved a great success in the classroom and they will continue again this term.

The students will continue to participate in thinking and learning through 'talking buddies' and 'think, pair share' strategies, through group conversations and discussions.

Phonological Awareness and **phonemic awareness**, blends and diagraphs will continue to be part of the program this term. Alphabetic and phonic knowledge including short and long vowels, consonant and blends when writing in '**Words Their Way**' spelling program for phonics, vocabulary growth and spelling development. Students will also continue independent reading in the Guided Reading program linked to the class theme to develop student reading independence, and use comprehension strategies to build literal and inferred meaning about key events and ideas in the text. The reading comprehension strategies by "Sheena Cameron" will continue this term. These strategies support students to improve comprehension skills.

These strategies include:

- Activating prior knowledge
- Predicting
- Self-monitoring
- Questioning
- Making connections
- Visualising
- Summarising and retelling
- Inferring
- synthesising



Writing

Students explore Information Reports - a report is based on present and factual information to inform and present to the reader. A report classifies living and non-living things such as an object, animal, person or place. The students will identify aspects of Information Reports, including classifying, describing and concluding facts. An example of a report is weather, moon, a planet, rocks or an animal. It is important for students to have personal connections with texts and understand what and why a report is required. As with previous genre writing, explicit teaching of the writing process includes, content, language features, grammar, punctuation, and structure both in written and spoken texts. The students will be reviewing recounts and descriptive texts this term. The use of ICT, including iPads will be incorporated to support student learning.



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Mathematics

In maths this term, we will be focusing on:

Continue Number and Algebra

- Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (ACMNA013)
- Count collections to 100 by partitioning numbers using place value (ACMNA014)
- Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015)
- Using mental strategies and informal representations of addition and subtraction
- Representing number in a variety of ways and developing the concept of equivalence.
- Maths online digital program will continue this term

Please go to following URL link for further information.

<https://www.mathsonline.com.au/info-for-parents>



Measurement -Using Units of Measurement

- Tell time to the half-hour (ACMMG020)
- Describe duration using months, weeks, days and hours (ACMMG021)
- Using language of time and sequencing the days of the week



Location and transformation

- Give and follow directions to familiar locations (ACMMG023)
- Using positional language and informal spatial plans

The students will be inquiring - identifying, exploring and organising information and ideas. Coding with Bee Bots will be incorporated into the learning program.

Students will:

- Identify and clarify information and ideas
- Organise and process information



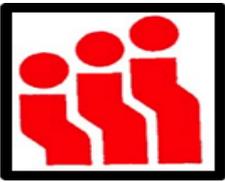
HASS - History/Science (Earth and Space Science)

Content Focus

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.

Aboriginal and Torres Strait Islander time and weather concepts and how they are explained in stories.

Examining seasonal calendars of Aboriginal and Torres Strait Islander groups (for example, the Gagudju (Kakadu) and the Dharawal (Sydney) calendars, each with six seasons, the Arrernte (central Australia) with five, the Woiwurrung (Upper Yarra Valley) with seven, and north-east Tasmania with three).



Inquiry skills focus:

- Questioning and predicting
- Planning and conducting
- Processing and analysing data and information
- Evaluating
- Communicating

The students will learn about the Aboriginal people of Australia and how traditionally they define time, weather and seasons by what is happening in the environment around them - the plants, animals, sky and weather. The students will learn the deep connection with natural environment, seasons and how environment and changes in the weather are often explained by stories, how day and night, and the sun's warmth through stories are significant to the Aboriginal people from different groups.

(Australian Curriculum, Science)

Science

Science Understanding -Our Weather - Earth and space Science

The students will learn about different types of weather and the symbols that represent them. They will pose questions, observe and collect information about the weather and learn to interpret results from weather study and describe what's happening outside with the air, sun, rain and wind speed (force), precipitation, temperature, sunshine, visibility, air pressure and cloud. The students will also investigate different types of weather in different places around the world.



Physical Science - Creation of sound

Light and Sounds - How sound is made?

The students will be learning about sound and how sound is a form of energy and can be changed to other forms of energy. They will learn about invisible vibration and how sound travels in waves, vibrations and soundwaves. The students will also be learning about Light and where it comes from, that light comes in many sizes and are waves of energy. (ACSSU020)

Links to Australian Curriculum

Make predictions

ACSHE021 Nature and development of science: Science involves asking questions about, and describing changes in, objects and events

AC ACSSU019 Earth and space sciences: Observable changes occur in the sky and landscape.

ACIS024 Questioning and predicting: Respond to and pose questions, and make predictions about familiar objects and events, pose questions and make predictions

AC communicate scientific ideas, data, information and evidence, using terminology, illustrations or representations.

STEM activities will be incorporated in Science and Technology.

Digital Technology

The students will follow, design and represent a sequence of steps and decisions needed to solve simple problems. The students will recognise and explore patterns in data and represent data as pictures, symbols and diagrams. Computers and iPads will be incorporated throughout student learning.





Health/Keeping Safe Curriculum - Continuation Term 2

The two main themes explored through the four focus areas are:

1. We all have the right to be safe
2. We can help ourselves to be safe by talking to people we trust.

The right to be safe

- Recognising and reporting abuse
- Protective Strategies

Physical Education - Mr Daniel Nguyen

This term students in Year 1 will be developing kicking skills through Aussie Rules and soccer as well as preparation for Sports Day.

Performing Arts - Ms Poppy

This term students will explore music through a program called Music: Count Us In. The learning experiences in the program will develop children's aural, technical and expressive skills. Use your preferred search engine online to type in 'Shine Together' for Music Count Us In 2017 - A Sing-Along Video (Official) to find the song online. Encourage your child to rehearse at home and perhaps you might find yourself singing along too....



Visual Arts - Ms Glasper

In Visual Arts this term the students will continue to explore a variety of different techniques and processes to create original and imaginative works of art. The students will be working with collage, painting and drawing.

Wellbeing with Mr Hart

The students will participate in a Well-being lesson once every three weeks on a Tuesday morning. During this lesson, the students will participate in Circle Solution activities.

Library

Every Friday, the students will visit the school library. Students will be able to borrow two books to read at home. Library books can be at home for two weeks. Please ensure your child brings a library bag every Friday.

Premiers Reading Challenge

Just a reminder to keep encouraging your child to borrow and read books from the Premiers Reading Challenge list. Forms are due 22 September 2017.

For further information on the Premiers Reading Challenge, please see link below.
www.premiersreadingchallenge.sa.edu.au/prc/pages/home

Music lesson

Ms Hima will continue with her specialised music program this term every Friday. The students thoroughly enjoyed their lesson with Ms Hima and we are very fortunate to have her with us again this term.

Buddies

This term the students will continue buddies with Ms Sherie and Mrs Lights class. The students really enjoyed working with their buddies last term.



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Reading - Please listen to your child read each night.

Please ensure your child brings their document folder to school each day.

This term the year 5/6 class will be listening to the students read for ten minutes each day. A time is yet to be confirmed so please stay tuned!

Tricky Word Books

A Tricky word book goes home with your child every Tuesday night. Please remind your child to return their book every Friday morning. Please support your child with their tricky words.

Sight Word Books

I encourage you to support your child again this term to read their sight words regularly. Level Sight Word Books will only be changed when your child has been assessed.

Seesaw

Please continue to support your child's learning by accessing Seesaw. It was wonderful to see so many parents support their children's learning last term. By supporting your child's learning, it builds their self-esteem and confidence and improves learning outcomes in the learning environment. It is a great communication tool and I like to thank everyone for your support. Please keep monitoring Seesaw to capture the amazing work your child is learning in the classroom. If you are having difficulties accessing Seesaw, please do not hesitate to ask for support.

Maths Monster

Maths for Learning Inclusion Program. The Maths Monster was a great success last term. The students really enjoyed taking home the Maths Monster and extending their maths knowledge and skills beyond the classroom. Generally the maths Monster goes home for one week. There is a roster for the Maths Monster and all students will have the opportunity to take it home.

Skoolbag

Skoolbag is a great school to parent communication tool. Please continue to use skoolbag this term.

You can download the app from the app store. Please go to www.skoolbag.com.au for further information.

Hats - Hats are not required this term, however in term 4 all students will be required to wear a hat at school every day.

Dates to remember

- **Friday 11 August 2017 - Sausage Sizzle Year 5 Camp Fundraiser**
- **21-25 August 2017 -Book Week**
- **Friday, 1 September 2017 - School Closure Day (Show Day)**
- **Monday, 4 September Pupil Free Day**
- **Friday, 29 August 2017 - End of Term 3.**

