

Year 1 Term 4 2017 Newsletter

Miss Renie Sotiropoulos

“Learning and Caring for Life.”

Dear Parents and Families,

Welcome back! It's hard to believe we are already in Term 4. This term is a short but very busy term with only 9 weeks and there is still have so much learning to do. It has been an amazing year and the students will ready to move into Year 2 in 2018. I look forward to working with all the students again this term. It's important to keep the students focused on learning and this cannot be done without your support, so I thank you in advance.

Term 4 Theme 'Living Things'

This term the students will be learning about, '**Living Things**' in Science, Mathematics, Literacy/Language and Technology and Design Make and Appraise as part of Australian Curriculum, '**Biological Sciences**'.

Living things have a variety of external features (ACSSU017)

Living things live in different places where their needs are met. (ACSSU211)

Living things have basic needs, including food and water (ACSSU002)



The focus of this unit is to look at the 'Living Things and discuss and define living things that eat/drink, move and grow and have offspring. The students will be given the opportunity to research different living and non-living things found in our school environment or in our local community. Students will discuss, observe, collect and record in their own environment and compare and contrast living things and their need to survive and recognise common features of animals and plants. The students will be using a variety of science skills including discussing, illustrating, observing, predicting, and testing, experimenting and posing questions.

The Inquiry question for this theme is:

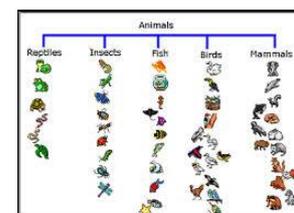
'Why do I live here?'



This unit of work the students will examine a range of living things and to explore the links between the external features of living things and the environment they live in. The students will explore the local environment, ask questions and make predictions based on their investigations and outcomes. They will begin to recognise common features of animals such as head, legs and wings and common features of plants such as leaves and roots. The students will also collect, record in tables and compare observations with predictions. The students will think critically and begin to make reflections on their learning by analysing information logically and making reasoned judgements. The students will also represent and communicate observations and ideas using oral and written language as well as diagrams.

Key Knowledge

- How different animals and plants live
- How to name, describe and label parts of living things
- How to demonstrate findings through observation and recording
- How to sort and classify animals by physical characteristics and actions



Skills

- Making comparisons and contrasts
- Describing and identifying similarities and differences of animals and plants



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- Observing and recording findings, illustrating and labelling diagrams to make meaning.

English

The students will continue to focus on Oral language skills, tasks and activities to assist with listening skills and processes for successful writing. This will include word association games including exploratory and presentational talks to support student vocabulary through discussions and shared conversations. As per terms 1, 2 and 3, the students will continue to comprehend a wide range of texts fiction and Non-fiction texts through listening and speaking, reading, writing and viewing.

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.

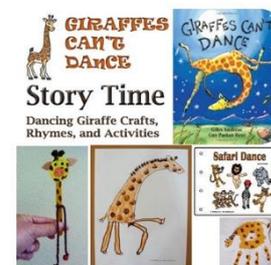
The students will continue to participate in thinking and learning through 'talking buddies' and 'think, pair share' strategies.

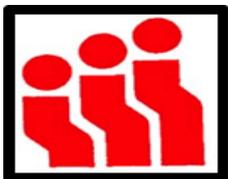
Phonological Awareness and **phonemic awareness**, blends and diagraphs will continue to be part of the program. Alphabetic and phonic knowledge including short and long vowels, consonant and blends when writing in '**Words Their Way**' spelling program for phonics, vocabulary growth and spelling development. Students will 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 Sheena Cameron reading strategies will continue this term to support student reading skills.

Writing

Students explore Retell (Reading Response), Responding to a variety of texts. (Receptive Modes, listening, reading and viewing) to understand the different purposes of texts. Students will make connections to a range of personal experiences when explaining characters and main events in short texts. As with previous genre writing, explicit teaching of the writing process includes, content, identify language features, images used to describe characters and events. (ACARA) The students continue to write recounts this term. We will also be focussing on Noun Groups which is part of the Language Features for Retell. The students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. This will help the students to read texts, use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning.

They will recall key ideas and recognise literal and implied meaning in texts. They will listen to others when taking part in conversations and use appropriate language features. These strategies will also support students to reproduce letter patterns and letter





clusters. The use of ICT, including iPads will be incorporated to support student learning.

Mathematics

In maths this term, we will be focusing on:

Number and Algebra - Continuing...

- 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 (ACMNA012)
- Count collections to 100 by partitioning numbers using place value(ACMNA014)
- Number games - number, skip counting, Buzz

Patterns and Algebra

- Investigate and describe number patterns formed by skip counting and patterns with objects (ACMNA018)
- Represent and solve simple addition and subtraction problems using a range of strategies including counting on, or partitioning and rearranging parts (ACMNA015)

Measurement -Using Units of Measurement

- Continue measure and compare the lengths and capacities of pairs of objects using uniform informal units (ACMMG019)
- Continue to describe duration using months, weeks, days and hours (ACMMG021)
- Continue to use language of time and sequencing the days of the week (ACMMG021)

Statistics and Probability

- Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' (ACMSPO24)
- Represent data with objects and drawings where one object or drawing represents one data value including everyday texts and describe simple displays.

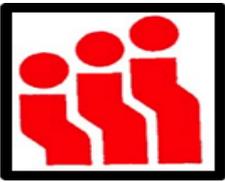
The students will continue to inquire - identify, explore and organise information and ideas. They will continue to clarify information and ideas and organise and process information.

Science

Science Understanding (Biological Science)

This term the students will be learning, discussing and defining living things that eat/drink, move, grow and have babies. They will learn about different living and non-living things they would find in their environment and locate items. This will include plants and animals. They will learn what living things need to survive and have discussions on whether plants need the same things to survive. They will also discuss how living things move in different ways and how they are made up of different parts. This will also include the care required. They will discuss habitats and their features and look at a variety of





animal homes into place in categories. A variety of fiction and non-fiction texts will be incorporated to support the students learning and enable them to make connections and comparisons. The students will need to think and reflect critically to help them become successful Scientists.

Content Focus - Links to Australian Curriculum, Year 1 Science

Biological Science

- Living things have a variety of external features (ACSSU017)
- Living things live in different places where their needs are met (ACSSU211)



Science as a Human Endeavour

Nature and development of science - Science involves exploring and observing the world using the senses (ACSHE013)

Science Inquiry Skills

Questioning and predicting

- Respond to questions about familiar objects and events (ACIS014)

Planning and conducting

- Explore and make observations by using the senses (ACIS011)

Processing and analysing data and information

Engage in discussions about observations and use methods such as drawing to represent ideas (ACIS233)

Communicating

Share observations and ideas (ACIS012)

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA)

STEM (Science, Technology, Engineering and Mathematics) activities will be incorporated in Science.

HASS History

Present and Past Family Life

Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)

The students will learn about present and past family life within the context of the own world. Students will learn about similarities and differences in family life by comparing the present with the past. They will begin to explore the links, and the changes that occur, over time.

The history content involves two strands:

Historical Knowledge, and Understanding and Historical Skills.

These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.





Key Inquiry Questions

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions. The key **inquiry questions** at this year level are:

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

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 4

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 the Year 1 students will be developing basic game skills, teamwork, rotating positions and understanding of safety when using a variety of different equipment through tennis, cricket & hockey.

Performing Arts - Ms Poppy

Students are introduced to a range of composers and their famous works. They are developing the ability to discuss and respond to music using formal language choices, such as pitch and other terminologies. (ACAMUR 083)

Visual Arts - Ms Glasper

Year 1 - Visual Art, term 4

In Visual Art this term we will continue to explore composition and colour but our main focus will be based around simple print making techniques. We will also be working on small craft activities.

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 afternoon, 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 to school every Friday.



Premiers Reading Challenge

Thank you for all families who supported their child with the Premiers Reading Challenge. All certificates and medals will be presented to students this term.

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.

Reading - Please listen to your child read each night.

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

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 tricky words.

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 would like to thank everyone for your support. Please keep monitoring Seesaw to capture the amazing work your child is learning in the classroom. I will be sending a Parent Handout again this term for parents who have had difficulty accessing Seesaw.

Maths Monster

Maths for Learning Inclusion Program. The Maths Monster has been a great success in Terms 1, 2 and 3. I have seen some amazing Mathematics done at home with families so I thank you for taking the time to support your child. The students really enjoy 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.

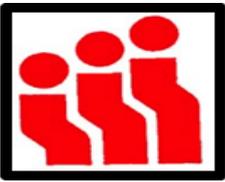
Skoolbag

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** compulsory for all students this term, please ensure your child brings a hat to school every day. Children without a hat will miss out on play and will only be allowed to play in the shade.

Please see link below for further information.



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<https://www.sa.gov.au/topics/education-and-learning/health-wellbeing-and-special-needs/hot-weather-policy>

Dates to Remember

Swimming

Monday 23/10/2017 - Friday 27-10-2017

Classes begin at 1.30-3.00pm - We leave school by bus at 1.05pm to ensure we are on time for the swimming lesson.

Governing Council Meeting

Monday 30 October 2017

Count Us In Performance

Thursday 2 November 2017

12.20pm

State Library Excursion (Year 1's only)

Tuesday 21 November 2017

10.00am to 12.00pm

Sports Day

Friday 24 November 2017

West Adelaide Football Oval

Reports Term 4

Reports are scheduled to go home on Wednesday 13 December 2017

Year 7 Graduation

Thursday 12 December 2017

Last Day of School Term

Friday 15 December 2017

Early Dismissal 2.00pm ☺

