

# Year 1 Term Letter, Term 1 2018

Dear Families,

Welcome to Term 1 and a new school year, thank you so much to everyone that managed to come along to the parent night on Wednesday. It was great to get to meet you and put faces to names and children.

As I am sure you have seen there is some new fantastic furniture in our year one classroom. This flexible seating allows us to offer different seating arrangements to students in the class and find what is most comfortable for them to work in. The options available are, a standard seating option with desks and chairs, standing, cushioned bench seating, stools, padded cushions on the floor and soft floor chairs. This seating will also allow us more flexibility in the coming weeks when we begin to engage with "Active Learning". The theory behind setting up a classroom like this is that as the space evolves to meet the needs of each individual student, it impacts how they learn, how they interact and their whole experience of the classroom. Our aim is to give them a positive experience in the classroom and therefore create happier and productive learners who are enjoying what they are doing.

As mentioned above, in year one this year we will be engaging in "Active Learning". This means that the children will experience their learning through real life situations and play based activities. It is an initiative introduced in year one last year with great success and enjoyment. Children will participate in these activities and the literacy, numeracy and other curriculum areas will flow on from these.

Homework in year one is not meant to be an arduous task. The main thing that we ask is that students are reading every single day. This could be them reading to you or a sibling or friend, or you reading to them or with them. We will be sending home readers each week on a Friday and we ask that they are returned the next Friday to be swapped over. Please write down what you are reading with your child in the reading log that will also come home with the readers. Where possible try to make this reading time enjoyable. Homework will be uploaded to the blog every Friday and will be expected to be handed in the following Friday. Students have two homework books (Homework A and Homework B) these books will be rotated on a weekly basis. They will be given nine tasks of which they must complete three. Reading is also a compulsory task. If you have any problems with the homework please feel free to contact us.

## Term 1 Units of Work

### Religious Education

This term in Religion we will be focussing on God's plan for creation. We will be reading the stories of creation and Noah from the Bible. We will use these stories, along with discussions about our understanding of God to make connections between his plan for us and how to live in a community where everyone is safe and valued. Students will also participate in mediation daily and recite the school prayer, Hail Mary and Our Father.

### English

In Term one English we will be exploring characters in books, with a particular focus on describing characters. We will be doing this by engaging in a variety of different texts and books. We will also be learning and revising our sounds with emphasis on consonant blends (two consonants together, eg. bl, br, gr etc). We are also focusing on our handwriting and the formation of our letters and in particular writing between the lines in our exercise books.

## **Mathematics**

In Mathematics this term we will be investigating numbers to 20. We will explore skip counting in twos, fives and tens. We will be using concrete materials to create representations of numbers to 20. We will be learning to partition numbers into place value and investigate patterns within our number system. This term we will also be exploring time duration, focusing on days of the week, months of the year and hours.

## **Humanities and Social Sciences (HASS)**

In HASS this term we will be focussing on the features of different places and how different people describe them. We will also be looking at how different people need different things from their environment. In conjunction with our Science unit we will also be investigating how to look after the different places around us.

## **Science**

This term in Science we will be looking at changes that occur in the local environment. We will be investigating the moon, stars, weather and seasons. In conjunction with our HASS unit we will also be looking at some changes in the environment around us.

## **Health Education**

In Health this term we will be focusing on our individual strengths, how these contribute to our individual personalities and how they help us to all live together as a community. We will also explore ways to make everyone feel included and loved. This unit will also incorporate aspects of the Commonwealth Games.

## **Drama**

Students will present drama that communicates ideas, including stories from their community and poetry.

- Become aware of role and situation as they listen and respond as fictional characters
- Explore voice and movement to create role
- Learn how their ideas can be expressed through role and story

## **Physical Education**

- Performing locomotor movements using different body parts to travel in different directions
- Performing fundamental movement skills involving controlling objects with equipment and different parts of the body
- Demonstrating balances and describing what helps to maintain stable positions
- Selecting and implementing different movement skills to be successful in a game
- Constructing and performing imaginative and original movement sequences in response to stimuli

## **Technology**

This term, the students will discover that computers work because people write instructions to tell them what to do. These instructions are written as signs and symbols called code. They will design solutions to simple problems using a sequence of steps and decisions. They will have fun programming robots to follow their instructions as well as using online programs to consolidate their basic coding skills.

## **LOTE**

Students reflect on similarities and differences in verbal and non-verbal ways of greeting, introducing and describing themselves in English and Japanese.

Students:

- Use language to introduce themselves and identify others
- Interact with the teacher and other students to identify body parts, sing songs and play games involving moving the body
- Present a children's song with actions and movement in Japanese and English
- Reflect on similarities and differences in ways of introducing and giving information about oneself.

Warm regards,

Leeanne Taylor and Jo Stower

Classroom Teachers

Brett Kitchener

Principal