



Year 1 Term 3 Overview

We have a very busy term with lots of new and exciting concepts to learn. We appreciate your ongoing support in assisting your child to be a successful learner through attending school and reading nightly with them. We are looking forward to seeing the continued growth of the students throughout this term.

English: Expressing opinions about procedures in texts

Focus:

This term, students will engage with a range of texts that contain topics or story elements that can be presented as a procedure.

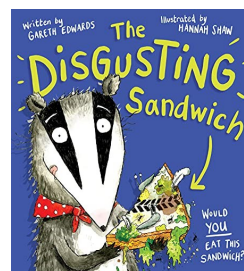
Students will:

- interact with others, and listen to and create short spoken texts including re-counts of stories
- share ideas and retell or adapt familiar stories, recount or report on events or experiences
- identify the language features of texts including connections between print and images
- express opinions using a small number of details from learnt topics, topics of interest or texts
- sequence ideas and use language features including topic-specific vocabulary and features of voice
- read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences

- identify the text structures of familiar narrative and informative texts, and their language features and visual features
- blend short vowels, common long vowels, consonants and digraphs to read one-syllable words
- read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words
- use sentence boundary punctuation to read with developing phrasing and fluency

Assessments

- **Speaking and Listening Assessment Task:**
Completed Term 3 Week 7
- **Reading and Phonemic Awareness Assessments:** Completed throughout term



Mathematics

Focus:

This term, students will focus on Number and Statistics

Students will:

- connect number names, numerals and quantities, and order numbers to at least 120.
- solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies
- collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies

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Assessments:

- **Number Assessment Task:**
Completed Term 3 Week 5, 7 & 9
- **Statistics Assessment Task:**
Completed Term 3 Week 2

Term 3

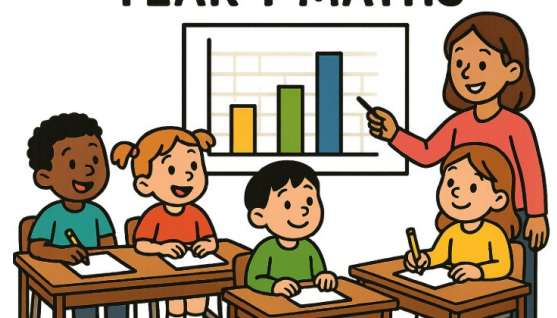
Key Dates:

- **Assembly:** Friday 12.30pm
- **STARLAB:** 6th August
- **Athletics Carnival:** 7th August
- **NAIDOC Assembly:** 8th August
- **Book Week Parade:** 14th August
- **School Photos:** 18th–20th August
- **Life Education:** 26th August–3rd September
- **Parent Teacher Interviews:** 1st September
- **Student Free Day:** 5th September
- **Celebration of Learning:** 19th September

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YEAR 1 MATHS



Science: Up, Down and All Around

Focus:

In Focus:

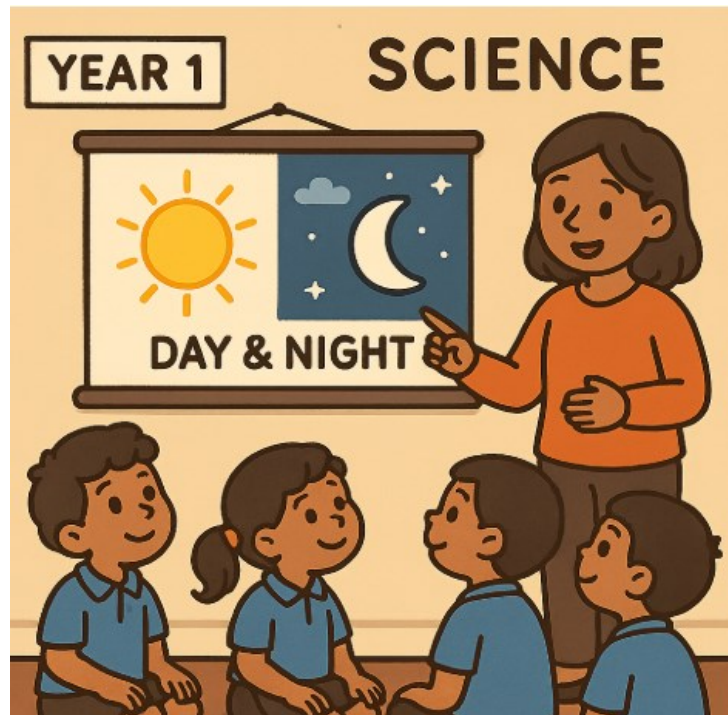
In Term 3, students will explore observable changes that occur in the sky and landscape. Students will respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They will follow instructions to record and sort their observations and share them with others.

Students will:

- describe night and day, with objects and events that they encounter in their everyday lives
- describe changes in the local environment.
- Share observations of their local environment.
- Explore the use of appropriate scientific language.

Assessment:

- **Up, Down and all Around Task:** Completed Term 3 Week 9



HASS: My Changing World

Focus:

This semester, students will conduct an inquiry to investigate places and their features at a local scale.

Students will:

- Draw on studies at the personal and local scale, including familiar places, e.g. the school, local park and local shops
- Recognise that the features of places can be natural, managed or constructed
- Identify and describe the natural, constructed and managed features of places
- Examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the

weather and seasons of places

- Represent local places using pictorial maps and describe local places using the language of direction and location
- Respond to questions to find out about the features of places, the activities that occur in places and the care of places
- Collect and record geographical data and information, such as observations to investigate a local place
- Reflect on learning to respond to questions about how places and their features can be cared for

Assessment:

- **Hass Assessment Task:** Completed Term 4



Technology: Buzzing with Bee Bots

Health & P.E

Focus:

This terms 2 and 3, students will explore digital systems and their uses. They will also use digital systems to represent simple patterns to move a Bee Bot toward a specific goal.

Students will:

- Identify, define and categorizing different digital systems by their use
- Collect, explore and use digital systems to present the data creatively.
- Follow, describe and represent a sequence of steps and decisions needed to solve simple problems.

Assessment:

- **Digital Technology Assessment Task:**
Completed Term 3 Week 10



Health Focus: Good Choices, Healthy Me

In Health, students will describe changes that occur as they grow older. They will select and apply strategies to keep themselves safe and able to ask for help with tasks or problems.

Physical Education Focus: They See Me Rolling

In Physical Education (P.E) students will develop the fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets)

Monitoring Tasks:

- **Health Assessment Task:**
Completed Term 3 Week 10
- **P.E Assessment Task:**
Completed Term 3 Week 10

The Arts: Drama and Music

Drama Focus:

This Semester, students will make and respond to drama by exploring the school / local community / imagined places as stimulus for process drama and dramatic play.

Music Focus:

This Semester, students will be exploring how to make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.

Assessment:

- **Drama Assessment Task**
Completed Term 2 Week 7
- **Music Arts Assessment Task**
Completed Term 2 Week 7



A cartoon illustration of a grey eagle with a yellow beak and large eyes, sitting on a stack of three books (green, blue, and orange). The eagle is holding a large red book open with its talons. The book's cover features a small graphic of a tree and the text 'Learning to Love Reading'. The eagle is looking down at the book with a focused expression.

Your child's homework includes:

- Each term, homework will be issued in your child's homework folder. Homework needs to be completed neatly and to the best of their ability. Please see your teacher for further details.

- Ensure in the mornings, that Year 1 students walk to the appropriate zone if they arrive before 8:20am. At pickup time, please ensure that parents are waiting in the designated parent areas to avoid distraction during learning time. We appreciate your support.
- Please remember: NO HAT, PLAY IN THE SHADE! Please ensure that students have their hats at school everyday for sun safety.
- Water bottles are not only welcome but encouraged in our classrooms. Remember to bring your bottle every day; hydration is key!
- Please ensure that your students are equipped with book packs. There is an expectation that students bring all required resources to school. Please ensure that all books are clearly labelled. If you need a booklist please do not hesitate to contact your student's teacher or the school office.
- We love healthy eating at Fernbrooke and encourage students to bring a healthy lunch each day. Students may also bring fruit or vegetables for morning Munch and Crunch so we can be healthy like Perry!
- Dates for assessment have been included in this newsletter. If you are planning on a holiday during term time, please be mindful of this.

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