



Fernbrooke
STATE SCHOOL
Exceeding Expectations



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 recounts 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 8
- **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

Assessments:

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



Term 3

Key Dates:

- **Assembly:** Mondays 8:45am (Even Weeks)
- **NAIDOC:** 24th July
- **Junior Athletics Day:** 29th July
- **Art Show:** 31st July
- **School Photos:** 17th–19th August
- **Book Week Parade:** 20th August
- **Fire Education Incursion:** 27th August
- **Parent-Teacher Interviews:** 31st August
- **Student Free Day:** 4th September
- **Celebration of Learning:** 17th September
- **Last Day of Term 3:** 18th September

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Science: Earth and Space Sciences

Focus:

In Term 3, students will become weather watchers as they observe and record daily and seasonal weather patterns. They will explore different types of weather, make predictions about upcoming conditions, and discuss how weather affects the clothes we wear, the activities we do and our everyday lives. .

Students will collect, sort and organise weather data, identify patterns and trends, and share their findings through simple weather reports. Through hands-on investigations and observations, students will develop their scientific thinking, communication and data skills while building an understanding of the world around them.

Assessment:

- **Earth and Space Sciences:**
Completed Term 3 Week 3 & 8



HASS: My Changing World

Focus:

This semester, students will investigate the places that are important to them and their local community. They will explore familiar places such as the school, local parks and shops, and learn about the natural, managed and constructed features that make each place unique.

Students will discover how different people, including First Nations peoples, describe the weather, seasons and places around them. Through observations, discussions, mapping activities and simple inquiries, students will collect and record information about local places and the activities that occur there. They will learn to use maps, directional language and location words to describe places,

and consider how we can care for and protect the environments and spaces that are important to our community. Through this unit, students will develop their geographical understanding, inquiry skills and appreciation for the places in which they live, learn and play.

Assessment:

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



The Arts: Media Arts and Music

Focus:

In **Media Arts**, students will explore how messages can be communicated through media such as posters. They will investigate the features of effective safety posters and discuss how images, colours, symbols and words are used to share important messages. Students will then design and create their own electronic poster that promotes a school safety message

In **Music**, students will explore music through songs and activities focused on caring for our environment. They will listen to, perform and respond to a variety of eco-themed songs while developing their understanding of the elements of music, such as beat, rhythm, tempo and dynamics. Students will have opportunities to sing, move, play instruments and create their own musical ideas to communicate messages about protecting our world. Through this unit, students will build confidence as performers, develop their creati-

ty, and discover how music can be used to share important messages and inspire positive action.

- **Media Arts Assessment Task:**
Completed Term 4 Week 6
- **Music Assessment Task:**
Completed Term 4 Week 6

Health & Physical Education

Health Focus: Applying Protective Behaviours and Help-Seeking Strategies

Students explore how to keep themselves and others safe by identifying and applying protective behaviours and help-seeking strategies. Through discussions, role-plays and practical learning experiences, students will explore safe and unsafe situations and identify trusted adults and community helpers who can provide support when needed. Students will develop skills to communicate their needs, seek help appropriately, and make safe and responsible decisions in a range of everyday situations. .

Physical Education Focus: Applying Movement Skills, Benefits of Physical Activity and Investigating Health Messages

Students will develop and apply a range of fundamental movement skills through active games, challenges and movement experiences. They will learn how to move safely

effectively with objects and in shared spaces while building confidence, coordination and teamwork skills.

Students will also explore the benefits of regular physical activity and how being active supports their health and well-being. Through discussions and investigations, they will examine health and safety messages, including the safe use of household items, and learn how to make safe choices in everyday situations..

Assessment Tasks:

- **Health Assessment Task:**
Completed Term 4 Week 6
- **P.E Assessment Task:**
Completed Term 4 Week 6

Digital Technologies

Focus:

In this unit, students will explore early coding skills by giving simple instructions to guide Bee-Bots along a path. They will learn how to create and follow sequences (algorithms), building problem-solving and logical thinking skills in a fun, hands-on way.

Throughout the unit, students will also collect and represent familiar data in meaningful ways, and begin using digital tools to organise and share their ideas. A strong focus will be placed on working safely and responsibly in online environments.

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



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 has a white cover with a green logo and the text "Learning to Love Reading".

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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