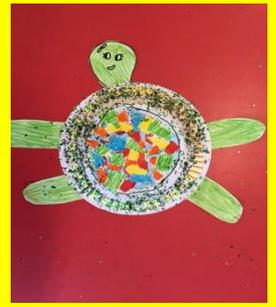


# WONDEROUS ONES

Curriculum Newsletter

Year 1 Team, Term 3 2018



To the parents/carers/families of our Grade 1 Learning Community,

Welcome back to term three and our second semester together!

Here are some important dates for term three:

23 <sup>rd</sup> - 27 <sup>th</sup> July	Science Week <i>Robokids Incursion</i>
16 <sup>th</sup> August	Excursion to Animal Land Farm
20 <sup>th</sup> August	PUPIL FREE DAY
21 <sup>st</sup> - 24 <sup>th</sup> August	NLPS Book Fair
23 <sup>rd</sup> August	Book Week Parade <i>Book Character Dress up Day</i>
24 <sup>th</sup> August	Children's Opera Excursion at Williamstown Town Hall
19 <sup>th</sup> September	School Production
21 <sup>st</sup> September	End of Term 3

## Assembly

We will continue to conduct assemblies on Friday afternoons at 2:45 pm. Weekly class awards are given out and parents are welcome to attend. Children will return to their classrooms at the end of assembly and will be dismissed from there at 3.30pm.

## Tissues

We ask that each child bring in a box of tissues for use in the classroom.

## Parent Helpers

We love having parent/grandparent helpers in our classrooms! This program will continue during terms three and four. So long as you have completed an induction session with Janet and you have a current Working With Children Check, simply pop your name down on the timetable outside your child's classroom. Helpers usually visit between 9 and 10am.



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## Curriculum Overview Term 3

### LITERACY

Students will change their books once a week (both their book bag and book boxes). It is very important that the blue book bag with take home books is brought to school every day. The books are only changed once a week, but children are encouraged to re-read these books during independent reading time.

Additionally, the blue bag is a useful spot to store notes for home.

### Daily Reading Hour

We will continue to model, discuss and demonstrate reading strategies by reading aloud to students, reading together with students (big books, songs, rhymes, chants and poems), reading in small groups and reading independently.

In Term 3 Students will continue to choose 'Just Right' books for both school and take-home reading. Each day texts will be read to the students and reading focuses discussed and modelled. Students will participate in daily independent reading.

We will continue to focus on strategies to help children read and understand new or unfamiliar words and to improve their fluency and phrasing when reading. A weekly passage will be rehearsed in class and then taken home in Songs, Rhymes and Chants books for further fluency practise.

### Foci for this term include:

- Non-fiction texts. We will discuss the structures and features of non-fiction texts
- Scaffolded Literacy. We will focus on a selected passage which will include full comprehension of the text, types of words used (grammar) and spelling
- Transactional texts. We will focus on the structures and features of letters and invitations
- Narratives. We will identify the beginning, middle and ending in a story as well as the setting and characters. This will be in preparation for writing narratives for our Literary Lights evening in term four
- Narratives - we will also study illustrations from published texts, noticing how each illustration supports the text. This will assist with selecting types of illustrations to use for the Literary Lights text
  - Revision of decoding strategies (Lips the Fish, Stretchy Snake, etc.)

Students will have regular conferences with their teacher throughout the term. This will most often be in the form of a guided reading group with peers. During these times reading goals will be established for the student to practise at school and at home.

Students will also continue to have a weekly turn on the classroom iPads during independent reading time, using the PM eCollection and Sunshine Online apps.

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## Daily Writing Hour



We will continue to model, discuss and demonstrate writing strategies. Writing processes will be explicitly demonstrated to the students and they will then have the opportunity to write in small groups and independently. Students will have regular conferences with the teacher to determine appropriate writing goals for their level. Students will work on various aspects of the writing process including: planning, composing, recording, revising and publishing.

In writing over term three, we will continue to focus on various English conventions, continue our Scaffolded Writing program, and focus on genres including descriptions, information reports, letters and narratives.

### **English Conventions**

Prior to most of our writing sessions we focus on a spelling, phonic, grammar pattern, rule, sound or convention. For example, during this term, we will be investigating suffix endings, such as 'ed', 's', 'es' and 'ing', as well as sight words and word families.

### **Scaffolded Writing**

Twice over the term we will implement scaffolded writing with the students. We select a mentor text to look closely at author choices, structure and language. The scaffolded writing occurs over a week over 4 lessons:

- orientation, reading and discussion of the book;
- close-up analysis of a passage of the book (usually the introduction);
  - spelling focus; and
- modelled, co-created and independent writing session.

In week two we used **The Rainbow Fish and the Blue Whale** by Marcus Pfister as our mentor text.

### **Genre Focus**

Our genre focus will often integrate and support our inquiry. In writing we work towards deepening our understanding of structure, purpose and audience.

In week one we explored and used strong verbs and descriptive language to write a description of an animal. We used different perspectives (colour, number, shape, size, doing, position, texture) to help us choose adjectives that describe the unique features of an animal.

Over the next couple of weeks students will be writing an Information Report about **How and Why Animals are Important**.

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Afterwards we plan to focus on letter writing, before we begin creative and imaginative work on writing narratives to publish for **Literary Lights** (term four).

## **Literary Lights**

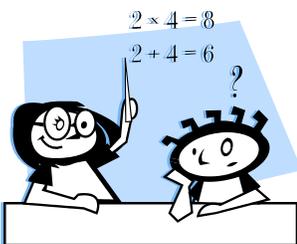
This is a fabulous evening where all our parents are invited into the classrooms in their PJs to share stories created by our students. Make sure you have this special evening in your calendar!

## Handwriting

The Victorian Cursive Script is continued to be modelled each day with the expectation that all students use the correct directionality, sizing and beginning and exit points, as they write independently.

## NUMERACY

### Daily Numeracy Hour



We will continue to model, discuss and demonstrate numeracy strategies by providing warm-up games to begin each lesson and differentiated learning tasks for each student depending on the individual learning needs.

Our focus in Numeracy this term will be on fractions (half, quarters and eighths), place value including partitioning numbers into 10s and ones, number lines and 100s charts, recognising and ordering Australian coins, time to the hour and half hour, strategies for addition and subtraction and simple division.

Students will receive maths goals to support their development in numeracy; we use 'ladders' that explicitly show children a sequential order of understandings they need in number-based concepts. Once we have familiarised children with these, we will send home a copy for your information.

Last term we introduced the 'counting learning ladders', where children were allocated a counting based goal which they were encouraged to work on at school and at home. These ladders will remain on display and will remain a focus in term three, as counting plays a huge part in so much of numeracy.

We will also be introducing the 'place value ladder' and children will again be given a 'Just Right' goal. The way this looks and the routines in place for this might look slightly different in each classroom, but every child will have a counting and place value goal given to them.



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## Inquiry Unit

Our big inquiry question for this term is...

# Why and how are animals important in our lives?

Below are some relevant links to the Victorian Curriculum:

### Science Inquiry Skills

**Biological Science:** They identify and describe the changes to objects, materials, resources, living things and things in their local environment. They suggest how the environment affects them and other living things.

Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met

Living things grow, change and have offspring similar to themselves

Participate in guided investigations, including making observations using the senses, to explore and answer questions

### Ethical Capability

Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts



At the end of the unit we hope the children will understand the following:

- Animals have different responsibilities in our world.
- Some animals are used for nourishment and clothing of humans, as pets, for transport, for companionship and service, and for entertainment.
- Above all, animals must be treated respectfully no matter their responsibility.



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## SPECIALIST CURRICULUM: Year 1 Term 3

Specialist	Monday	Tuesday	Wednesday	Thursday	Friday
LOTE		1/R	1/O 1/C		1/J
P.E.		1/C	1/O 1/J		1/R
Music			1/C	1/J 1/R	1/O
Art		1/O	1/J 1/R		1/C
Library	1/O 1/J 1/R			1/C	

Please note that the specialist timetable may change throughout the year due to whole school timetable changes and updates.

If you have any questions big or small, please don't hesitate to drop in and see us or send us an email.

We are all looking forward to another action-packed term with your children, and we thank you for your continual support.

Kind regards,

Tammi, Amy, Heidi and Lee

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