

Welcome to the Possums!

It's time to kick start another wonderful year at Martins Gully School. I hope that you all had a happy Christmas and enjoyed the busy holiday season. Whether you travelled to the beach or relaxed at home, I hope it was exactly what you needed.

This year we are beyond excited to get to know your beautiful children and look forward to welcoming them into our Possum classroom. As a Stage 1 team, we have already planned lots of fun things for this term, and we cannot wait to share them with our parent/carer community.

This term the Possums and Magpies will be working closely together as we will be utilising the amazing support we have on offer. This means we have Emma Polson (Assistant Principal Curriculum Instruction) helping students in both Literacy and Maths, and Bronwyn Beard as our Diverse Learning teacher. We are also lucky enough to have Star Shing-Kelly and Travis Murdock as our SLSO's. Because of the abundance of teachers, we can cater for all students' learning needs by effective group work and whole stage collaborative lessons. This is something we are most excited about as it not only benefits the students, but also helps the teachers to be better educators.

This year the Possums' will have Library on a Wednesday with Mrs Karen Dunham who the kids are all familiar with. They will have Library straight after recess at 11.30am - 12.30pm. After their Library lesson, they will have P.E until lunch time at 1pm. Kids will have a chance to borrow and return books during this session. As I will be on release from 11.30am on Wednesdays, the kids will then have Mrs Jess Corcoran for their afternoon session. This is also outlined in the attached copy below of the Possums' Term One timetable. There is also an outline of what will be taught in each KLA (key learning area) this term.

Term 1 2024 – 1/2 Possum's Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 Morning	MORNING DUTY		<i>Diverse Learning Meeting - Wks 3, 6, 9</i>		
9:00-9:15	Roll/Crunch & Sip MiniLit text	Roll/Crunch & Sip MiniLit text	Roll/Crunch & Sip MiniLit text	Roll/Crunch & Sip MiniLit text	Roll/Crunch & Sip MiniLit text
9:15 – 10:15	Component A Literacy <ul style="list-style-type: none"> Heggerty - 10 mins word work/handwriting - 10 mins Fluency whole class read - 10 mins Spelling & guided reading 30 mins 	Component A Literacy <ul style="list-style-type: none"> Heggerty - 10 mins word work/handwriting - 10 mins Fluency whole class read - 10 mins Spelling & guided reading 30 mins 	Component A Literacy <ul style="list-style-type: none"> Heggerty - 10 mins word work/handwriting - 10 mins Fluency whole class read - 10 mins Spelling & guided reading 30 mins 	Component A Literacy <ul style="list-style-type: none"> Heggerty - 10 mins word work/handwriting - 10 mins Fluency whole class read - 10 mins Spelling & guided reading 30 mins 	Component A Literacy <ul style="list-style-type: none"> Heggerty - 10 mins word work/handwriting - 10 mins Fluency whole class read - 10 mins Spelling & guided reading 30 mins
10.15-11.05	Maths Wk1 -learning intentions -success criteria -number sense	Maths Wk 2 -number sense -learning consolidations	Maths	Maths	Maths
11:05-11:30 Recess	RECESS DUTY				
11:30 –12:30	Component B Literacy	Component B Literacy	Science/tech (RELEASE) - Kaz	Component B Literacy	Component B Literacy
12:30-1:00	Art - Literacy Unit	PE (rotations with Kinder)	PE (RELEASE) - Kaz	PE (rotations with Kinder)	YCDI/ Assembly
1:00-1:50 Lunch			1st LUNCH DUTY		2nd LUNCH DUTY (Top)
1:50-3:00	Scripture Non-scripture- Possum PAX – Word of the fortnight and lessons	Geography (HSIE)	Component B Literacy (RELEASE) - Jess	CAPA- Drama	PD/H Sport
3:00 Home			Staff / Stage Meeting Professional Learning		

Literacy Topics Term One

Week 2-3 (Context)

Text 'Welcome to Country' by Aunty Joy Murphy and illustrated by Lisa Kennedy and 'I'm Australian Too' by Mem Fox and illustrated by Ronojoy Ghosh

Stage One will explore the purpose and importance of an Acknowledgement of Country and the differences to a Welcome to Country. They will make connections to their own context and that of Aboriginal communities across NSW. Stage One will write to convey their own personal story of belonging.

Week 4-5 (Narrative)

Text 'Peggy: A Brave Chicken on a Big Adventure' by Anna Walker and 'Where the Wild Things Are' by Maurice Sendak.

Stage One will build on their understanding of narrative text structure by reading texts that contain a circular ending. Experiences with adding language and dialogue to textless picture books will be included before students create their own short circular narrative.

Week 6-7 (Character)

Text 'Sophie Scott Goes South' by Alison Lester

Stage One will explore how characters can be real or imagined - or a combination of both. They will also be provided with opportunities to engage with multiple text forms including timetables, diary entries, information reports and diagrams.

Week 8-9 (Perspective and argument)

Text 'Koala Ark' by Stephen Michael King

Stage One will build on their understanding of perspective and argument through exploring animal characters with human characteristics. They will have opportunities to engage with informative texts and explore how information can be used to support opinions in persuasive texts.

Week 10-11 (Imagery, symbol and connotation)

Text 'Mallee Sky' by Jodi Toering and illustrated by Tannya Harricks

Students explore how figurative language can be used to build rich descriptions of places, people and experiences. They will innovate from mentors and supporting texts to compose poems.

Maths Topics Term One

Week 2-3

This two-week unit introduces Stage One to the big ideas that collections of 10 are really useful. Students are provided opportunities to:

- sort objects and numbers according to their attributes
- notice, wonder, and ask questions about objects and collections
- collect and play informally with objects, such as pattern blocks and counters
- count large collections of objects by grouping them into tens
- collect and analyse data.

Week 4-5

This two-week unit develops Stage One knowledge, understanding and skills of two-dimensional shapes and their attributes and properties. Students will also explore patterning in nature and number. Students are provided opportunities to:

- sort collections using attributes and properties
- recognise, name and explore properties of two-dimensional shapes
- investigate repeating shape patterns that grow, shrink, radiate and are symmetrical
- investigate repeating number patterns that grow and shrink.

Week 6-7

This two-week unit develops Stage One knowledge, understanding and skills of measurement. Students are provided opportunities to:

- measure, record, compare and estimate a variety of attributes including length, area, volume, and mass using informal and formal units
- explore and connect mathematical measurement concepts
- apply mathematical measurement techniques to solve problems and communicate their thinking.

Week 8-9

This two-week unit develops Stage One knowledge, understanding and skills of place value and how smaller numbers can be found hiding in bigger numbers. Students are provided opportunities to:

- visualise, estimate, and investigate the structure of groups of 10
- sort, create, recognise, and represent numbers and collections up to 100 in different ways
- ask questions, represent ideas, and record thinking using objects and drawings.

Week 10-11

This two-week unit develops Stage One knowledge, skills and understanding of how new shapes can be made by joining (combining) and breaking apart (partitioning) existing shapes. Students are provided opportunities to:

- explore how shapes can be made by joining (combining) and breaking apart (partitioning) existing shapes
- create new shapes by adding or removing sides and vertices (corners)
- recognise how two-dimensional (2D) shapes can be classified into different categories according to their features
- create linear patterns with shapes that transform (slide and reflection)
- make designs with symmetry from reflection
- measure areas using uniform informal units
- recognise, sort, and describe the features of three-dimensional (3D) objects
- use concrete materials to model subdividing a whole length into both halves and quarters
- model sharing and grouping collections of objects to represent division.

Library and Digital Technology

Each Wednesday Stage 1 will visit the library for a digital technology session with Mrs Dunham. During this time students will have the opportunity to participate in a wide variety of technology based learning as well as borrowing some books to take home. Children may only borrow books for home if they have a library bag to put their books in, this just protects the books from any lunch bag leaks!

This term the children will be exploring the world of coding a robotic car called Sphero Indi [Meet Sphero indi: the screenless programmable robot for kids 4+! \(:90\)](#).

The big learning challenge this term for the students is, **Identify the places that are truly important to you. Write the words that express how and why it is special. Create a tour of this special place led by Indi.** Students will be learning to code using coloured tiles and combining the skills of creative writing with coding!

Geography

This Semester in Geography, Stage One will be learning to describe the weather and seasons. They will investigate the concept that different places have different weather patterns and explore how activities in places change according to the weather. We will also study the story of Tiddalick the Frog and the creation of lakes, rivers and billabongs. Stage One will observe how natural features can inspire creation stories. Students act out a Bunyip Hunt and draw a freehand map of their journey identifying the natural features.

PD/H/PE

This term, Stage One will be participating in a rotating P.E program concentrating on Gross Motor Skills. This will include obstacle courses, skipping, and different sports games.

You Can Do It!

You Can Do It! is the program which we use to teach social emotional skills and character strengths that help us to become happy, healthy and successful learners and friends. This term we will be introduced to our five new friends - Gabby Get-Along, Connie Confidence, Oscar Organisation, Pete Persistence and Ricky Resilience. These friends will help us identify the characteristics needed to be successful and happy. Students will be able to reflect on how they can use these skills and characteristics, as well as building their confidence to ask for help when needed.

Drama

In this unit students will explore the world of toys through improvisation, movement and storytelling, and make links with learning in Science and Technology.

They will:

- take on roles
- notice and respond to drama elements
- use movement and language skills effectively
- express feelings about drama and through drama
- enhance their understanding of how toys work.

Homework

We are aware that your children participate in a number of extra curricular activities after school and have therefore decided not to send home a weekly 'Homework Task'. Rather, we will send home a weekly flyer with activities that are designed for you to enjoy fun, learning experiences with your child.

PAX Good Behaviour Game:

PAX means peace, productivity, health and happiness, and this is what the PAX Good Behaviour Game helps create and strengthen in each classroom. At Martin's Gully PS we use this internationally-recognised PAX Good Behaviour Game (PAX GBG) for our students in Years K-6.

PAX GBG consists of proven behavioural strategies used daily by teachers with students. The 10 evidence-based and trauma informed strategies build self-regulation in children, strengthen peer networks, reduce impulsivity and teach prosocial decision-making in children. The 'peaceful' classroom environment supports learning, wellbeing, participation and confidence.

PAX GBG develops students who can be fully attentive and engaged in learning so teachers can use their time and resources to teach. Schools using PAX GBG report:

- Increased time for teaching and learning
- Increased attention to and completion of academic tasks
- Engaged learners
- Improved learning outcomes including reading scores
- Reduction in off-task and disruptive behaviours.

I hope this letter provides you with a brief term overview and makes the transition into the school year a little easier.

If there is anything else you would like to know more about, please do not hesitate to call or email me. I am more than happy to organise a time to meet in person too. It is always nice putting a face to name.

Happy, 2024!

Kind regards,

Miss Holly Newman

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