



Dear Parents / Caregivers of Year 1A,

Hi! Welcome back to Term 4. I can't believe that we are here already!

We have lots of exciting learning happening this term. Please see below for unit outlines:

English:

Through the InitialLit-1 program we will be revising content from foundation and expanding our literacy knowledge by identifying contractions, suffixes, prefixes, homophones, vowels, bossy 'e' and eer, oy, air, ear, ou, ow, _ey, aw, oi, _are, ir, ew, _y, _dge, _tch, _ch, within words. We will be focussing on Procedural Texts; we will be looking at a variety of procedural picture books to explore and expand their writing skills to form detailed sentences and stories aimed at procedures.

Maths: *This term we will be covering the following topics and content in mathematics*

- **Number and place value** - count collections beyond 100; describe patterns created by skip counting; skip count in 1s, 2s, 5s and 10s; identify missing elements; identify standard place value partitions of two-digit numbers; record numerals and number names for two-digit numbers; position and locate two-digit numbers on a number line; partition a number into more than two parts; explain how the order of parts does not affect the total; identify compatible numbers to 10; use compatible numbers to ten to add, describe addition and subtraction processes; use addition facts to solve problems; subtract a multiple of ten from a two-digit number; identify unknown parts in addition and subtraction; solve addition and subtraction problems mental strategies for addition and subtraction problems; recall addition and subtraction number facts.
- **Fractions and decimals** - identify one half.
- **Patterns and algebra** - describe and represent growing patterns, apply a pattern rule to continue a growing pattern, describe patterns resulting from addition and subtraction, represent addition and subtraction number patterns.
- **Chance** - identify the chance of events occurring, predict outcomes of familiar events.
- **Data representation and interpretation** - ask suitable questions to collect data, collect and represent data.

HASS (Humanities and Social Sciences):

We will be continuing to explore the unit: **My changing world.** In this unit, students:

- 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.

Science:

Our unit for science this term is: Exploring light and sound

In this unit students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate their understandings in a variety of ways.

Health:

My safety, my responsibilities

In this unit, students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practise strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.

Media Arts:

This term will see us continuing our unit - Family portraits

In this unit, students use digital manipulation to present alternative representations of family portraiture.

Students will:

- explore contemporary family portrait representations in the form of digital collage combining representations of family members to communicate relationships
- experiment with abstraction and media technology (photographing, selecting, copying, pasting, moving, resizing, rotating, grouping and adding sound) to manipulate existing images
- present manipulated images in digital or print form to share understanding of generational relationships
- describe and discuss the representation of family relationships in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples to respond to meaning and visual language.

TECHNOLOGY:

We will be exploring the unit: **It's Showtime.**

In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show.



Housekeeping:

- **Homework:** This term the children will still have their spelling homework to complete and I will be placing a maths page in their homework book also to complete over the week. Homework will go home on Mondays and needs to be returned on Fridays so I can mark it over the weekend and prepare the following week's homework. Having homework to do will help consolidate what we are learning in class and also prepare the children for higher grade levels. **Please note as I am away most of the first week, homework will begin the 2nd week of school.**
- **Library books:** Students need to have a library bag to borrow out books, it can be a pillow-case. Students choose **2 books** during Friday's Library session.
- **Home Readers/Student diaries:** Need to be returned with home readers. Please **write down books** that a student has **read** or has read with you. This builds their confidence and love of reading! You can colour in 1 owl in their diary per 15-minute session of reading, and they earn a badge per page-full of owls.

Library books and home readers will need to be returned by Thursday and will be given back on Fridays.

Contact:

Please feel free to contact me if you have any questions. This can be done via ClassDojo or you can email me at lande306@eq.edu.au. I will be checking these at least once per day.

Thank you all for the support I have received since beginning last term. I look forward to working together this term.

Kind regards,

Lesley Anderson
1A Classroom Teacher