



# Galada Term 4 Community Newsletter

Hello Year 1 Families,

Welcome back to another exciting and eventful term in Year 1 at Harvest Home Primary School. We have had a fantastic start to term 4 and we are looking forward to many exciting things to come! Thank you for all of your support throughout the year. We are so proud of the amazing growth we have seen from every student this year. As this is our last newsletter for the year, we would like to wish all of our families the best for the end of the year.

If you have any questions, please don't hesitate to email one of us via Compass.

Kind Regards,

Stephanie, Emma, Holly and Lourdes

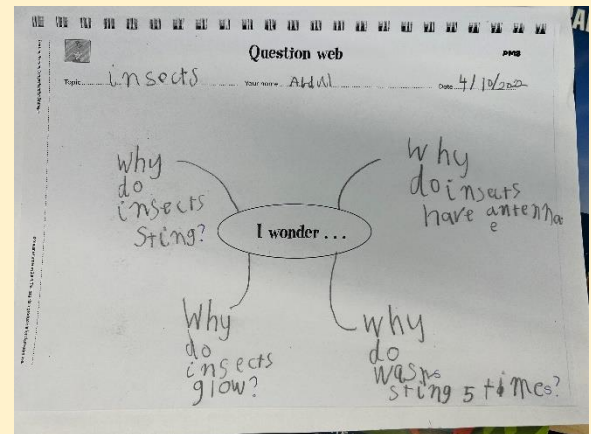
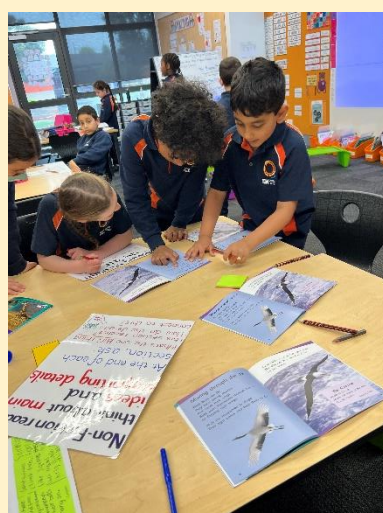
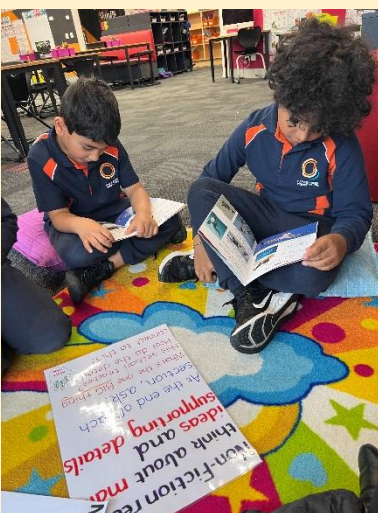
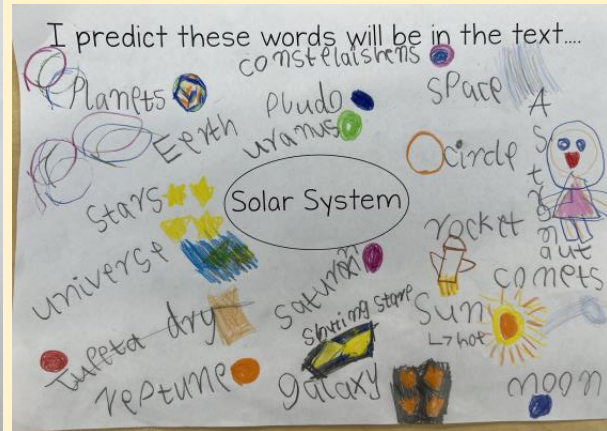
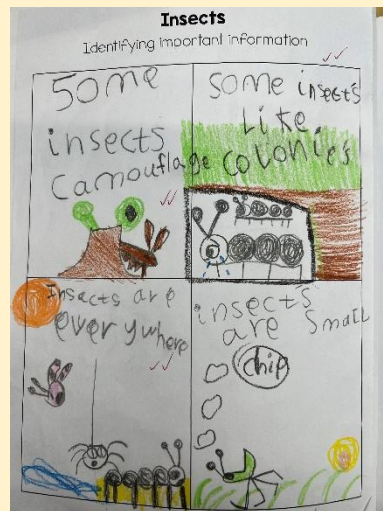
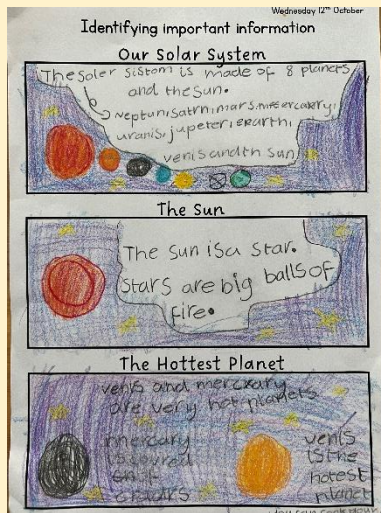




# Reading

This term, students have been continuing to work on various aspects of reading, such as:

- exploring different genres of texts and their features
- identifying text features and explaining the purpose of different text types, e.g. author's purpose
- developing a range of comprehension skills, such as summarising, inferencing, synthesising and analysing texts
- building independent reading stamina
- identifying different OWL words and phonics sounds in words being read



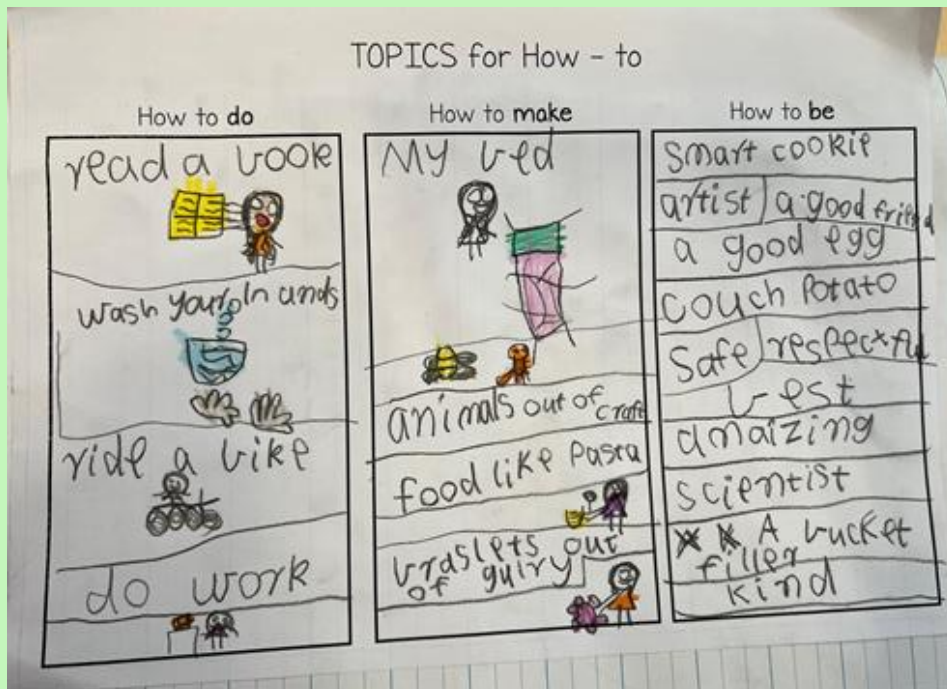
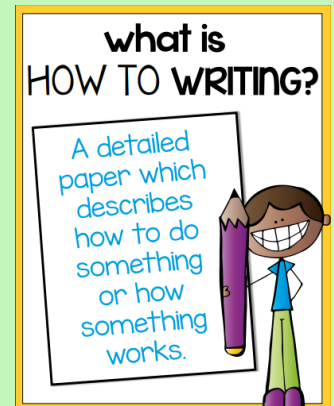


# Writing

This term we are focusing on writing procedural texts. We will be writing the steps that provide instructions on how to do or make something.

Students are also exploring a variety of other text types and engaging in authentic writing experiences. Students will be following the writing process of planning, drafting, editing and publishing their work. Within their groups, students will be continuing to work on the following skills:

- using consistent boundary punctuation such as capital letters and full stops
- adding detail to their writing using adjectives and adverbs
- rereading and editing their work for grammar and spelling
- using the dotted thirds to help with letter formation



## Phonics / Spelling

Each week students have sessions dedicated to Phonics and Spelling based on the needs of the students. Within the Phonics sessions students develop their phonological and phonemic awareness. Jolly Phonics is used within the communities to identify, segment and blend sounds.





# Numeracy

This term we are continuing to focus on students' problem solving and reasoning skills across a wide range of Numeracy topics.

These include:

- **Addition and Subtraction** - revision of strategies such as count on, count back, doubles, friends of ten
- **2D shape** - identifying and describing the features of 2D shapes
- **3D shape** - identifying and describing the features of 3D shapes
- **Place Value** - needs-based revision of place value concepts such as tens and ones, locating numbers on a number line
- **Fractions** - identifying different representations of one half
- **Mass** - comparing the mass of objects by using words such as heavier, lighter, same
- **Division** - sharing into equal groups

Students' number fluency will continue to be supported through their individual Counting Goals.

**COUNTING GOALS**  
To help me practise I can....

- use a number chart
- circle the numbers
- and find a pattern
- use a calculator

$\boxed{+}$   $\boxed{2}$   $\boxed{=}$   $\boxed{=}$   $\boxed{=}$   $\boxed{=}$

**Reasoning**

- I can explain my thinking
- I can show how I got my answer
- I can prove it to a friend

Name: L. VILLIET

**Subtraction**

On the holidays, I baked 17 cupcakes and my dog ate 4 of them. How many did I have left? 13

I put the bigger number in my head and took away 4.

I baked 17 cupcakes and 12 people came over for a party. They each had one cupcake. How many were left? 5

There are 5 left because I put 17 in my head and used my fingers to take away 12.



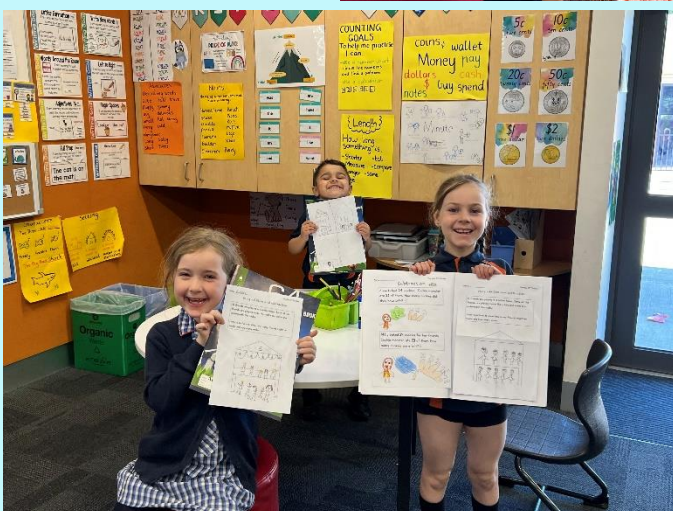
Name: \_\_\_\_\_ Tuesday 4th October

**Subtraction**

I had 11 Pokemon cards and I lost 4 of them. How many cards did I have left? 7

Great working out! ✓✓

I had 19 Pokemon cards and I gave away 3. How many cards I have left? 16



# Personal and Social Learning

In terms 3 and 4, students in Years 1 and 2 have been exploring the Bravehearts program through Personal & Social lessons. The Bravehearts Education Program is a personal safety education program for children ages 5-8. Their mission is to provide a coordinated and holistic approach to the prevention of child sexual abuse. All lessons consider age-appropriate content and language.

Teaching children personal safety strategies can help them build confidence, resilience and help keep them safe.

The 3 rules of personal safety:

1. We all have the right to feel safe with people.

This rule teaches children and young people that they have the right to feel safe and secure where they live, play, and learn, and that no one has the right to make them do something that makes them feel unsafe or unsure.

2. It's OK to say 'NO' if you feel unsafe or unsure.

This rule teaches children and young people that it is OK to stand up for themselves and to be assertive if something doesn't feel right.

3. Nothing is so yucky that you can't tell someone about it.

One of the reasons that children and young people fail to disclose harm is because they are afraid of getting into trouble. This rule helps to encourage them to speak to a trusted adult, even if something seems scary or terrible.

This term, the focus for Bravehearts has been supporting students with what to do if they have a secret. Students develop an understanding of who the trusted adults may be in their lives and how to tell through songs, role plays and discussions.

To find out more please visit this link:

<https://bravehearts.org.au/about-child-sexual-abuse/personal-safety-for-children-young-people/>

Later this term, Years 1 and 2 will explore Topic 8 of the Resilience, Rights and Respectful Relationships learning resource. The main themes explored in Topic 8 – Positive Gender Relations are:

- What is fair / unfair play? Why do games work well when they are played fairly?
- Being inclusive and gender friendly – boys / girls should not be excluded from particular games due to their gender
- What does unsafe behaviour look like?
- The opposite of unsafe is respectful behaviour. How does it feel when people play respectfully?

This unit is research based and developed by experts in education and wellbeing, aligned with the Victorian Curriculum. All lessons consider age-appropriate content and language. You can find out more by following this link: <https://www.vic.gov.au/respectful-relationships>

If you have any questions related to your child's participation, please get in touch with their homegroup teacher.

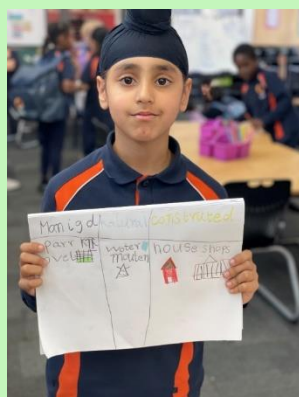






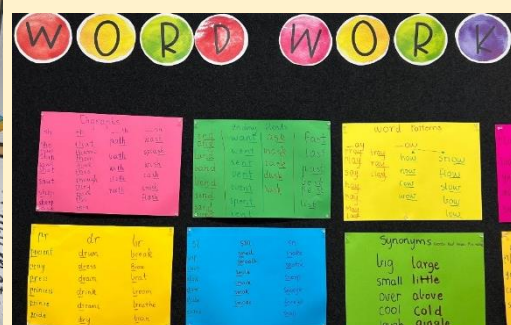
## Challenge Based Learning (CBL)

In CBL we are learning about our local community and its place in the country and world. We will be exploring local landmarks and students will have the opportunity to identify something to change to make the community of Epping a better place.



## Tutor Learning Initiative

Josie and Fraser have continued working with students in small groups to improve their Reading, Writing and Numeracy skills. In writing, students have loved participating in language experiences. For the experience 'Science' students explored the equipment that a scientist uses and the topics that they learn about. We have also had some 'fun with phonics' by integrating movement with learning OWL words and letter sounds.



# Year 1 Home Learning

In Year 1, Home Learning will continue to consist of Take Home reading, Tricky OWL word lists for students to practise reading and a number chart for students to practise their counting goal.

It is recommended that students in Year 1 participate in a minimum of 20 minutes of home learning per day with a family member. Students are to read either their take home book or a book on Reading Eggs or Sunshine Online on a daily basis. Please record the book read each night in their yellow home reader book. After reading, parents are encouraged to discuss the meaning of the books and give your child a deeper, richer understanding of what has been read.

Just a reminder you have access to the following subscriptions. In your child's yellow home reader book you will find the login details to the following websites:

**Reading Eggs-** [www.readingeggs.com.au](http://www.readingeggs.com.au)

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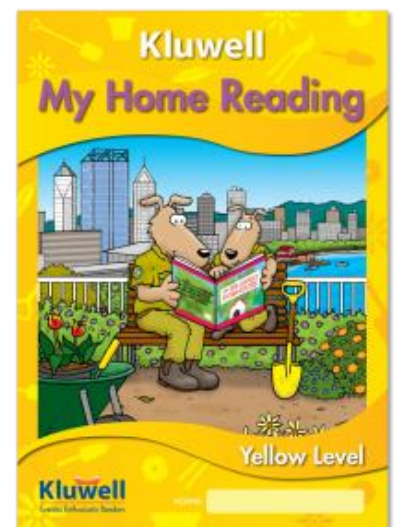
**Mathletics-** [www.mathletics.com.au](http://www.mathletics.com.au)

**Readiwriter-** <https://login.readiwriter.com/>

This term, each Community will continue to be celebrating home reading milestones on a display showing 25, 50, 75, 100 nights reading and more!

Each student has a counting goal that they are working towards. Please ensure you are regularly checking your child's progressive reports on Compass to see what their current goals are and how you can best support them at home.

We love to celebrate nights of reading. Please make sure nights of reading is recorded in the yellow book.



# Reminders

## Fruit Break

HHPS have introduced an allocated time where students can eat their fruit. Please ensure that your child has at least 1 piece of fruit or vegetable in their lunchbox.



## Absences

If for any reason your child is absent from school, you can explain the absence on Compass or make contact with the school office on 8468 9000.



## Hat Policy

It is expected that children wear their hat to school for the duration of Term 4. Please ensure that your child brings their hat to school with their name clearly labelled.



## Swimming

Day: Tuesday Sessions

Dates: 18<sup>th</sup> October, 25<sup>th</sup> October, (1<sup>st</sup> November), 8<sup>th</sup> November 15<sup>th</sup> November.

01A & 01D: Stephanie & Lourdes - 1.45 - 2.15pm

01B & 01C: Emma & Holly - 2.15 - 2.45pm

# Galada Specialist Timetable

		Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Monday	PE					1D Lourdes	1C Holly
	Science					1B Emma	1A Stephanie
	Steam					1A Stephanie	1D Lourdes
	Spanish					1C Holly	1B Emma
		Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Thursday	PE	1B Emma	1A Stephanie				
	Science	1D Lourdes	1C Holly				
	Spanish	1A Stephanie	1D Lourdes				
	Steam	1C Holly	1B Holly				

## Key Dates

**Monday 31<sup>st</sup> October**  
Curriculum Day

**Tuesday 1<sup>st</sup> November**  
Melbourne Cup Public  
Holiday

**Monday 14<sup>th</sup> November**  
Year 1 incursion – Billy Carts

**Monday 21<sup>st</sup> November**  
KABOOM SPORTS P-2

**Tuesday 13<sup>th</sup> December**  
State-wide Orientation Day  
(HHPS step up morning)

**Tuesday 20<sup>th</sup> December**  
Last Day 2022



It's **SO MUCH FUN** in **YEAR ONE**









THE SKY IS  
THE LIMIT



# Wurun Community Newsletter

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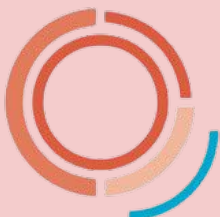
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Kind regards,

Cassie, Laura, Sarah, Charee and Fraser

## Key Dates

- Monday 31st October - Curriculum day
- Tuesday 1st November - Melbourne Cup Public Holiday
- Monday 14th November- Billy Cart Incursion
- Monday 21st November - KABOOM SPORTS P-2
- Wednesday 19th October- Swimming Begins
- Tuesday 13th December - Statewide Orientation Day (HHPS step up morning)
- Tuesday 20th December - Last Day 2022



HARVEST HOME  
PRIMARY SCHOOL





# Reading

**This term, students have been continuing to work on various aspects of reading, such as:**

- Exploring different genres of texts and their features
- Identifying text features and explaining the purpose of different text types, e.g. author's purpose
- Developing a range of comprehension skills, such as summarising, inferencing, synthesising and analysing texts
  - Building independent reading stamina
- Identifying different OWL words and phonics sounds in words being read







Within the Phonics sessions students develop their phonological and phonemic awareness. Jolly Phonics is used within the communities to identify, segment and blend sounds.

In Grammar sessions students have been learning about different types of words such as nouns, verbs, adjectives. Students have also explored tenses and plural words.



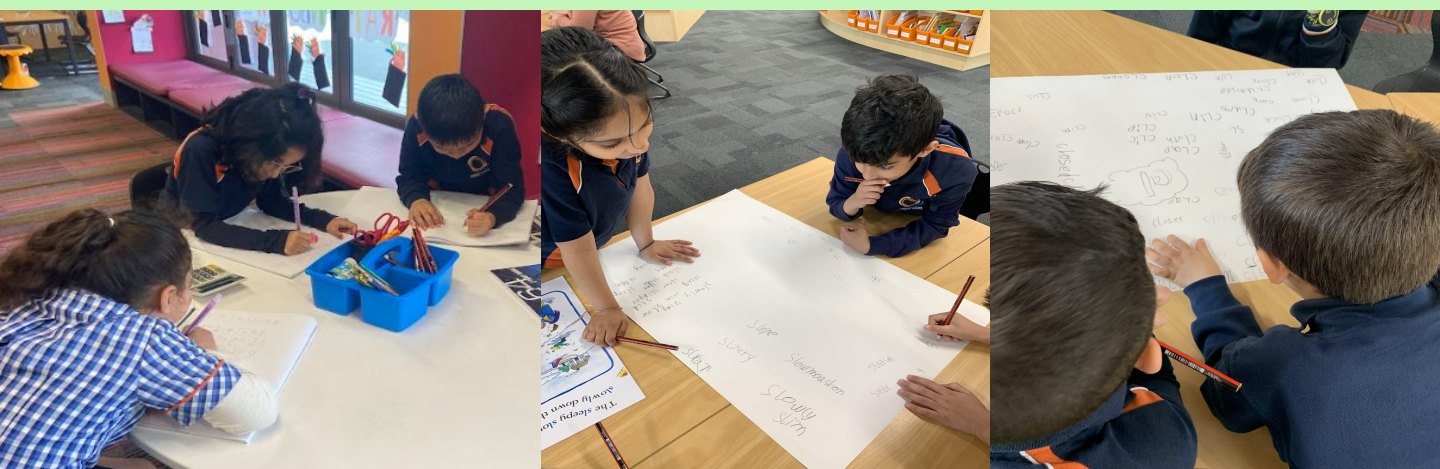


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- Mass: Comparing the mass of objects by using words such as heavier, lighter, same.
- Division: Sharing into equal groups.

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if you have any questions related to your child's participation, please get in touch with their homegroup teacher.





## Personal and Social Learning continued

Later this term, students in Years 1 and 2 will explore Topic 7 of the Resilience, Rights and Respectful Relationships learning resource. The main themes explored in Topic 7 – Gender and Identity are:

- Understanding that we can have different interests to others
- How giving a label to someone is not helpful
- Understanding that boys and girls can like or do the same things
- Using personal strengths to help in tricky situations

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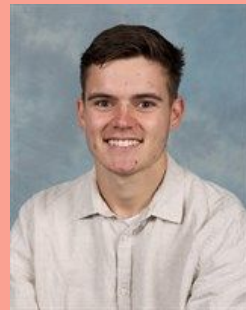


# Tutor Learning Initiative

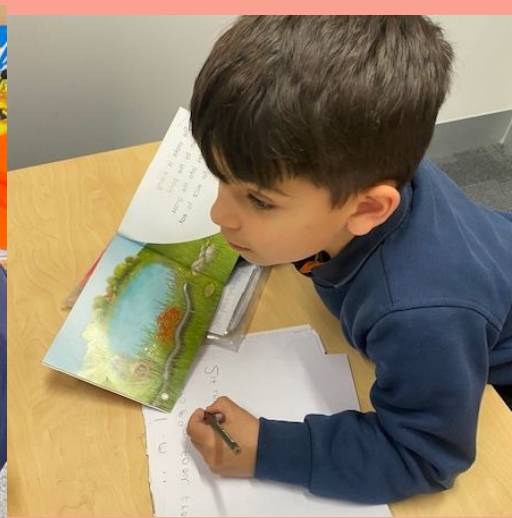
Josie and Fraser have continued working with students in small groups to improve their Reading, Writing and Numeracy skills. In writing, students have loved participating in a language experience. For the experience 'In the City', students collaborated to build a city using Lego. For the experience 'At the Beach', students designed their own sandcastles using kinetic sand.



Josie



Fraser





# It's SO MUCH FUN in YEAR ONE!





# Year 1 Home Learning

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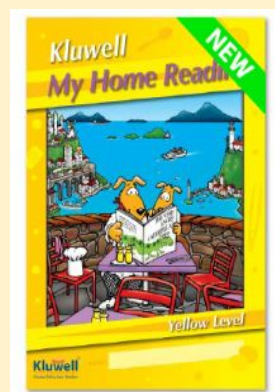
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Monday	Science	1E- Cassie	1F- Sarah/Charee				
	STEAM	1G- Laura					
	P.E	1F- Sarah/Charee	1E- Cassie 1G- Laura				
	Visual Art						
		Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Friday	Art			1E- Cassie	1G- Laura		
	Science			1G- Laura			
	Spanish				1F- Sarah/Charee		
	P.E						
	STEAM			1F-Sarah/Charee	1E- Cassie		

Once again, if you have any questions, please don’t hesitate to email one of us via Compass, or call the office to arrange a time to meet.