

# Year 1 Community Newsletter,

## Term 4, 2019



### Welcome Back!

Welcome back to Term 4! This term, students will be completing their final term of Year 1. We have had a fantastic and fun year together. The Durrong students have worked extremely hard and they are very proud of what they have achieved. We appreciate the time you spend with your children at home to work on student goals in all learning areas.

This term we are focusing on:

### Reading

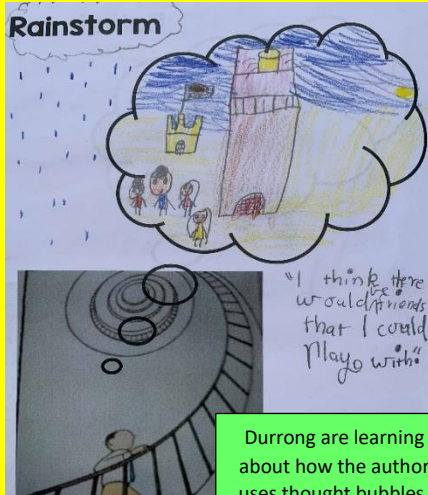
Students have begun working hard to achieve their shared and personal reading goals. Our focus this term is **Analysing and Critiquing**. When analysing a text, students notice different text features and the author's purpose for writing the book. When critiquing a text, students give their opinions, justify their reasoning and begin to think more critically about the text.

When analysing and critiquing texts in class, the students are asked the following questions during guided reading:

- Why did the author write this text?
- What is your opinion about the text? Do you like this story? Why/why not?
- What did the author do to make this text interesting?
- How do the illustrations help you to understand the text better?
- How did the author organise the text?
- Did you like the title? Did you like the ending? How would you change it?



Students use the 'Easy speak' microphone to record their reading to reflect on their reading fluency. They use the device to record their summary of their text.



Durrong are learning about how the author uses thought bubbles.

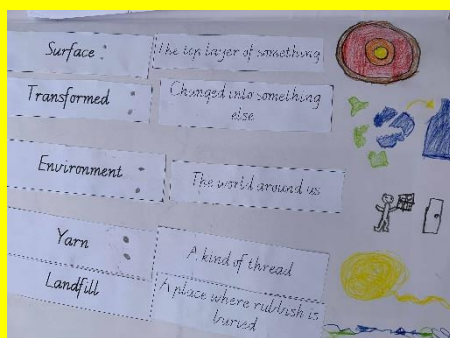
#### Transform It

Why do you think the author wrote this book?  
I think the author wrote this book ~~because~~ because so we learn how to ~~recycle~~ recycle rubbish.

What does the writer want you to know about rubbish?  
The writer wants you to know how to recycle rubbish into new things.

Why is it important to learn about this topic?  
It is important to learn about ~~this~~ this topic because we can recycle things instead of putting it in the bin.

Students are given the challenge to think deeply about the author's purpose and craft.





# Writing

Our writing genre this term is Procedural Texts. The purpose of a procedural text is to explain how to do something. Examples of procedural texts are *instructions, recipes and directions*.

Students will learn to identify the purpose and structure of procedural texts and to identify and use the language of procedural texts such as verbs, adverbs and transition words.

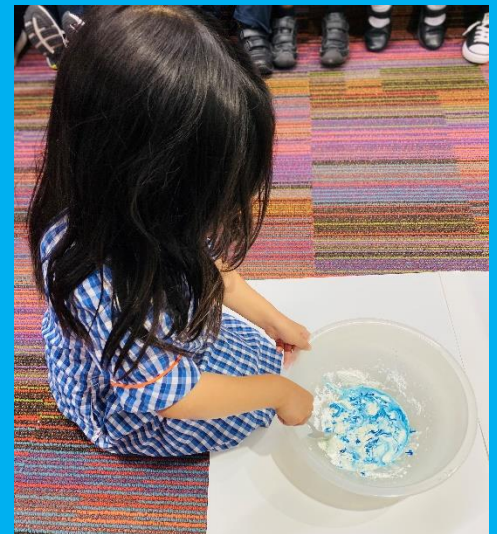
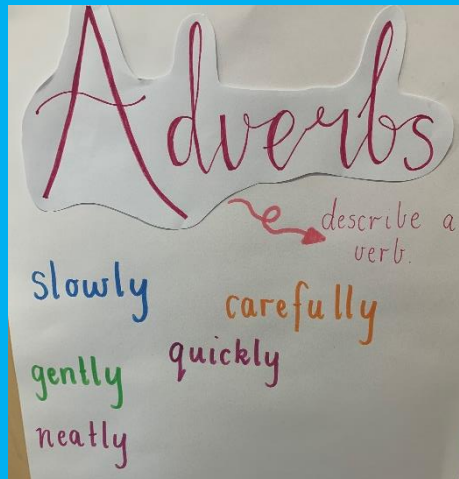
Students will write various procedural texts, focusing on correct structure and sequence.

They will also be taking their writing through the different stages of the writing process (planning, composing, editing, publishing).

Within their Writing groups, students may be focusing on the following skills:

- Punctuation and Grammar
- Vocabulary and sentence structure
- Sound knowledge and spelling
- Using interesting words, such as adjectives and adverb
- Compound sentences and editing

Students have been brainstorming verbs and adverbs they can include in their writing.



Students had lots of fun making chocolate truffles and slime.



# Numeracy

Students have been given individual counting goals which they have been working on during number fluency. Students are assessed to see whether they have achieved these goals and can move to the next goal. The counting skills involve counting forwards and backwards by 1 to 100, skip counting forwards and backwards by 2, 3, 5 and 10 from 0.

Students will learn about and be regularly assessed on the following topics:

- **Addition and Subtraction** – Students are learning to solve simple addition and subtraction sums using a range of strategies, including count on, count back and count up. Students are also practicing their doubles facts and tens facts.
- **Location** – Students are learning to give and follow directions to familiar locations.
- **Patterns** – Students are learning to investigate and describe number patterns formed by skip counting and patterns with objects.
- **3D Shapes** – Students are learning to recognise and describe familiar 3D objects.

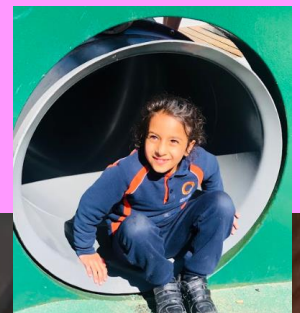


Students exploring location vocabulary, such as under, between and below.



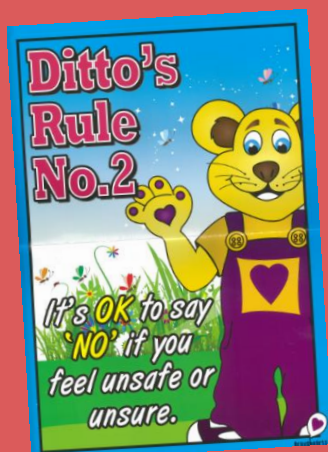


# Excursion to the Melbourne Museum





# School Wide Positive Behaviour Support



In SWPBS some of the topics we are discussing and covering are:

## My Feelings

Students will be learning about YES and NO feelings.

A yes feeling is when you feel happy, safe and comfortable. A no feeling is when you feel worried, nervous, yukky and scared.

## Warning Signs

Warning signs are signs on your body when you see or feel that you are in danger. Students will brainstorm warning signs they may experience if they are having a NO feeling.

We will also discuss what to do if you get these warning signs and who to talk to.

## Private Parts

Students will learn what 'private' means and identify private parts on the body. We will talk about body ownership and understanding that private parts are special and who to talk to and what to do if someone touches your private parts.

## Secrets

Student will identify and understand language associated with secrets and how secrets can make you feel. They will look at safe and unsafe secrets and who to tell if they have secret.

## Who to Tell

Students will define the word 'trust', something you feel when you know somebody would do the right thing to help and care for you. Students will learn that nothing is so yukky that you can't tell someone about.

# Challenge-Based Learning (CBL)

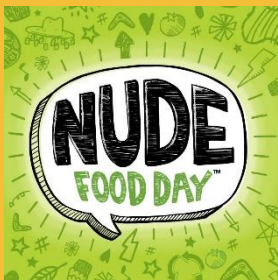
## Sustainability - Waste

This term, students will be investigating Waste and how it impacts our world. Students will investigate the different types of waste that we create and how we can become 'Waste Warriors' in our community. Students will begin thinking about an aspect of our community that they can redesign and create to help our community become more sustainable.

'Let's create a design to help our world shine!'



Students explored the different bins in Durrong and the waste that goes in each. They each drew a picture of the specific types of waste that goes in the bin. Students now use this display to ensure they are putting their rubbish in the correct bins.



### What we already know about WASTE

- . Wasting water
- . Wasting food
- . Food going in the bin after its expiry date
- . Rubbish
- . Paper
- . Waste goes in rubbish bins
- . We can reuse rubbish
- . Rubbish goes in garbage trucks
- . Recycling

Students brainstormed what they already know and what they would like to know about waste.



### What we want to know about WASTE

- . What happens to left over food?
- . Can we reuse rubbish?
- . Does rubbish go to landfill?
- . What is rubbish made of?
- . Where does rubbish go after it goes in the bin?
- . How is waste recycled?
- . How does waste affect our animals?
- . How we can reduce our rubbish?
- . What happens when you leave rubbish?

Don't forget to bring Nude Food on:

- Wednesday 20<sup>th</sup> November
- Wednesday 4<sup>th</sup> December



# Year 1 Home Learning Expectations:

It is recommended that students in Year 1 participate in a minimum of **20 minutes** of home learning per day. Students are to read either their take home book or a book on Wushka/Reading Eggs 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.

Being a 21<sup>st</sup> century learning school we have school and home access to some exciting online programs to support the curriculum. 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) Wushka: [www.wushka.com.au](http://www.wushka.com.au)

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

Students can also access the program **Spellodrome** [www.spellodrome.com.au](http://www.spellodrome.com.au) using their Mathletics password.

## PERSONALISED HOME LEARNING TASKS:

**OWL WORDS** - Students have already received their OWL Reading or Spelling Word Lists to work on at home at the end of last term. The words highlighted are the words that students were able to read or spell correctly at the designated testing time. Students can work on the words not highlighted at home throughout the term.

## PROGRESSIVE LEARNING GOALS:

A friendly reminder to regularly check Compass to view your child's current learning goals and achievements. This is a great opportunity to work on these goals at home and reinforce the learning your child is doing at home.

# REMINDERS

**Don't  
forget!**

### Important dates

**Step Up Day/ Orientation Day:**  
10th of December 2019

**Student Free Day:**  
13th November 2019

**End of Term**  
20th December 2019

### 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 some reason your child is absent from school, you can explain the absence on Compass or make contact with the school on 8468 9000.



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 pop in for a chat.

***Kind Regards,***

Jennifer, Stephanie, Lauren and Marina (Durrong Learning Community)

# Harvest Home Primary School



## Year 1 Wurun Community Newsletter

TERM 4 2019

### Welcome back to Term 4!

We can't believe how quickly this year has gone! We are now into our last term for 2019 and slowly getting ready to finish up the year. We are so proud of how the Wurun students have continued to show our school behaviours throughout the year and just as proud of them for demonstrating Kaizen each and everyday.

Coming into the end of term we have so many exciting things to finish off the wonderful year we have had and we look forward to continuing our learning for the remainder of the term.

As this is the last community newsletter for the year we would like to thank all the wonderful parents/guardians and families of our Wurun students for your continued support. We have loved getting to work with you to help the students grow.

We can't wait for the last few weeks of learning together and we are so excited to start preparing our AMAZING Wurun students for Year 2!

Thank you all once again for a wonderful year!



### IMPORTANT REMINDERS

- Ensure your child's name is on their belongings
- If for some reason your child is absent from school, please log into compass to notify the teacher
- School Phone number – 8468 9000
- Please ensure you check your child's goals and achievement on compass
- November 13th – Student Free Day – No School
- Step-Up Day 10th of December



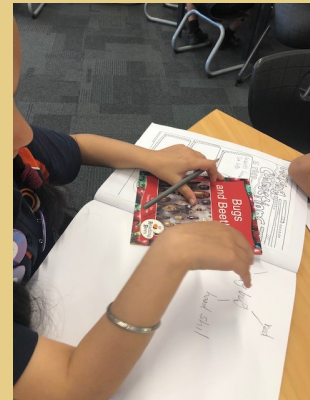
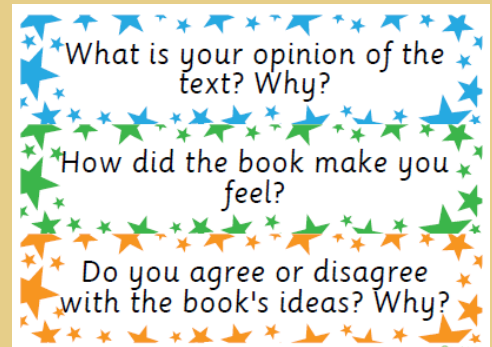
# Reading:

During Term 4 students' will be continuing to have opportunities for reading independently as well as working with their Literacy teacher in guided teacher groups.

Our focus this term is Analysing and Critiquing texts. This involves the students' thinking beyond the text and sharing their ideas and opinions about what they have read.

## Analysing:

- How the ideas in the text are related to the title
- Pointing out connections between the text and pictures
- Understanding that the story has a beginning, middle and an end
- Understanding humour in a text
- Recognise whether the text is fiction or non-fiction
- Identifying difference in illustrations and photos
- Discuss the layout of the text and features
- Identifying the problem in the story
- Discuss whether the story could be true and tell why



## Critiquing:

- Share opinions about books and illustrations and characters
- Make judgements about characters or events
- Agree or disagree with the ideas in the text
- Judge whether the text was interesting, humorous or exciting and why
- Use text evidence to justify your opinion

We continue to encourage reading each night as part of our Home Learning expectations with nights recorded in Yellow Reading Books.

**Happy Reading!**



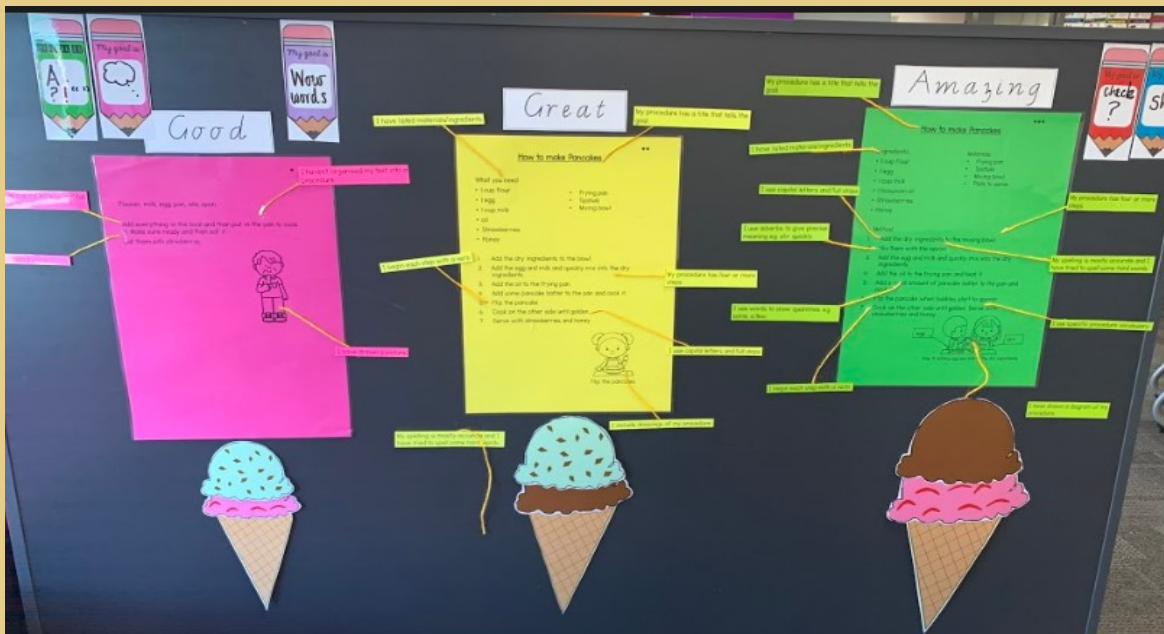


## Writing:

For writing in term 4, our focus has been looking at how to write a Procedural Text. By the end of this term, students will be able to write and give instructions on how to do or make something. A procedural text will include writing about the materials or ingredients and the steps someone needs to take. This term we've been looking at how students can make their good writing even better. This can be done through using time words such as first, then, next and including an adverb such as carefully, slowly or quickly. Furthermore, students will have the opportunity to respond to a picture prompt where they can practise their writing goals weekly.

**Here are some examples of different writing strategies the students are working on:**

- Stretching through the sounds in words and recording down those sounds they hear
- ensuring they start a sentence with a capital letter and finish with a full stop
- using word lists to help them spell common high frequency words, e.g. because, school, and
- rereading their writing to check it make sense
- using a different colour to edit their writing to fix mistakes or make improvements, e.g. add more detail, fix spelling
- using more ambitious vocabulary e.g. instead of happy using excited





# Numeracy:

Throughout the term and year we have been working with the students to help them develop their

mathematical skills. To achieve this we have been focusing with the students on developing their skills in the four areas of proficiencies in maths. The four proficiencies are fundamental to learning mathematics and working mathematically. These proficiencies are:

- **Fluency**—which refers to the students ability to recall mathematically knowledge and facts readily.
- **Problem Solving**— which refers to the ability of students to make choices, interpret, formulate, model and investigate problem situations.
- **Reasoning**— which refers to students developing a capacity for logical, statistical and probabilistic thinking and

actions, such as analysing, proving, evaluating and explaining.

- **Understanding**— which refers to developing an understanding of the relationship between the 'why' and the 'how' of mathematics, for example, multiple exposures to location experiences promote an understanding of spatial awareness.

## Our Term 4 Topics:

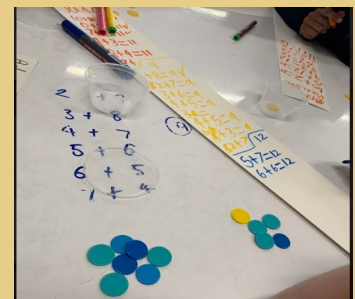
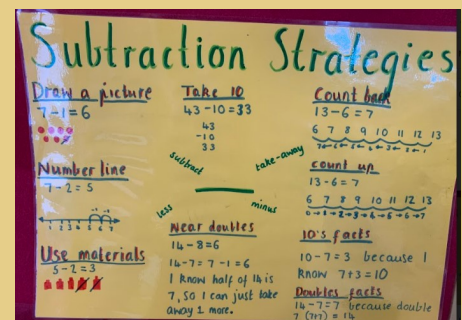
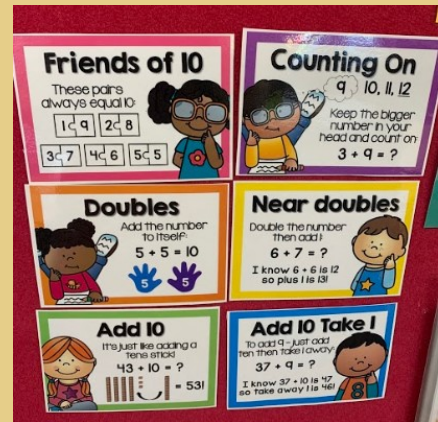
**Addition and Subtraction** – Students are working on developing different strategies to solve addition and subtraction problems. Some of these strategies include:

- Count on
- Count back
- Doubles facts/ Near doubles facts

**Location**– Students are working on giving and following simple directions, e.g. Clockwise and anticlockwise.

**Patterns** – Students are working on skip counting and making and identifying patterns with objects.

**3D Shapes**– Students are working on recognising and classifying familiar 3D objects using obvious features, e.g. Sides, faces, corners





# S.W.P.B.S:

In School Wide Positive Behaviour Support we have been developing students' personal and social skills, focusing on recognising feelings, resilience, and understanding others using the 'Brave Hearts' program. This term Wurun students have looked at how to recognise their feelings as either 'yes' (good) or 'no' (bad) feelings, looking at a variety of scenarios and the signs their body may give them to tell them how they are feeling, for example butterflies may signify feeling nervous or scared. Aside from themselves, students have also investigated how to help others in their community who may be experiencing 'no' feelings.

Wurun has explored ways to show resilience when faced with new and challenging situations and how to best overcome them. We have discussed problem solving, and recognising there are many ways to resolve conflicts. To aide this skill development we have looked at point of view and how we all may have a different point of view, but we must be respectful and understanding towards one another.



## Challenge Based Learning– CBL:

In CBL this term Wurun has been focusing on how they can develop their skills in design and technology to tackle the issue of waste, specifically hard rubbish waste. So far this term, students have explored how waste affects the school, the larger community and worldwide. They have learnt about the different kinds of rubbish there are and which coloured bin to use at school to dispose of their rubbish, for example paper goes in the blue bin. Wurun has investigated the 3Rs, looking at how they can reduce, reuse & recycle waste.

Students have been set the challenge to create a design that will limit the amount of waste at school. In the spirit of the 3Rs, students will be reusing cardboard and other reusable waste to create models of their designs. We would appreciate any cardboard or plastic waste to be clean and brought to school to create these models. Examples include cereal boxes, bottle lids, shoe boxes. For hygiene purposes empty toilet rolls are not needed. We look forward to a challenging term of learning and tackling waste at Harvest Home!



# Year 1 Home Learning Expectations:

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**Spellodrome-** [www.spellodrome.com.au](http://www.spellodrome.com.au)



## PERSONALISED HOME LEARNING TASKS:



**OWL WORDS** - Students received their OWL Reading and Spelling Word Lists to work on at home last term. Students will be assessed on the reading of their OWL words in Week 8 and 9 of Term 4. Please continue to practise the OWL words at home.

**Numeracy** - Students also received a hundreds chart in their take home reader bag. Please continue to use the chart to help your child practise their counting goals and fluency at home.

## PROGRESSIVE LEARNING GOALS:

A friendly reminder to regularly check Compass to view your child's current learning goals and achievements. This is a great opportunity to work on these goals at home and reinforce the learning your child is doing at school.



# Upcoming School Events:

## **Step Up Day/ Orientation Day-**

Step up day will be on the 10th of December 2019. During the day the students will spend time in their new learning communities for 2020.

The students will get to spend time with the other children in their home group and learning community, as well as spend time getting to know their community teachers.

## **Student Free Day– 13th November-**

On the 13th of November we will be having a student free day at school. No students are required to come to school. The staff will be spending the day engaging in professional learning to build their teaching capacity.

## **End of Term– 20th December-**

Just a reminder that school will finish for the year on the 20th of December. As per usual we will finish at an earlier time than normal. More details to follow on compass.



# Year 1 Wurun Specialist Timetable:

**Year 1 Specialist Timetable**

Blue = Wurun	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 (9:00 – 9:50)				1E (Megan) – P.E 1F (Amali) – Spanish 1G (Cassie) – Science 1H (Alanah) – Performing Arts	
Session 2 (9:50 – 10:40)				1E (Megan) – Spanish 1F (Amali) – Performing Arts 1G (Cassie) – P.E 1H (Alanah) – Science	
Session 3 (10:40 – 11:30)					
Recess (11:30 – 12:00)					
Session 4 (12:00 – 12:50)					
Lunch (1:00 – 1:30)					
Session 5 (1:30 – 2:20)	1E (Megan) – Science 1F (Amali) – P.E 1G (Cassie) – Performing Arts 1H (Alanah) – Spanish				
Session 6 (2:20 – 3:10)	1E (Megan) – Performing Arts 1F (Amali) – Science 1G (Cassie) – Spanish 1H (Alanah) – P.E				

As always, if you have any questions, please do not hesitate to email one of us via Compass, or call the office to arrange a time to meet.

Wishing you all a wonderful end to the term!

***Kind Regards,***  
**Megan, Cassie, Amali & Alanah**