



## Year 1 Community Teachers

### Kirrip A

1A – Stephanie/ Charee

1B – Jasmine

1C – Sarah/ Charee

### Wurun

1D – Amy

2E – Lourdes

2F- Laura

## Key Dates

**21st July:** Pyjama Day  
**26th July:** Curriculum Day  
 (no student to be at school)  
**4th August:** Progressive Reports notification  
**7th-11th August:** Book Fair  
**24th August:** Book Week Dress Up Day  
**30th August:** Father's Day Stall  
**1st September:** Father's Day Celebration  
**5th September:** Progressive Reports notification  
**7th September:** Parent Teacher Interviews  
**12th September:** Footy Colours Dress Up Day  
**13th September:** Writing Showcase  
**14th September:** R U OK? Day  
**15th September:** Last Day of Term 3

Welcome to the Wurun Learning Community. Wurun means 'River Red Gum'.



We are proud to acknowledge the Wurundjeri people as the traditional custodians of this land.

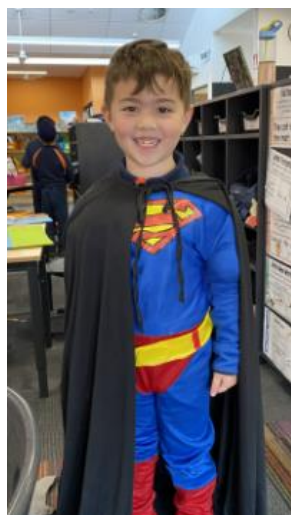
WURUN		TERM 2			
iHOLA!		MON	TUE	WED	THU
SESSION 1	1D: STEAM 1E: VISUAL ART 1F: SPANISH				
SESSION 2					
SESSION 3			1D: MINDFULNESS 1E: SCIENCE 1F: STEAM		
SESSION 4					1D: SCIENCE 1E: PE 1F: MINDFULNESS
SESSION 5		1D: SPANISH 1E: STEAM 1F: VISUAL ART			1D: PE 1E: MINDFULNESS 1F: PE
SESSION 6					

Welcome back to another exciting and eventful term in Year 1 at Harvest Home Primary School. We have had a fantastic start to term 3 and we are looking forward to many exciting things to come! This term the students have continued to work on their learning goals and are enjoying new challenges in all areas of their learning. The following pages will share our focuses for the term in different learning areas. If you have any questions throughout the term, please contact any of the Wurun community teachers.



Kind Regards,

Amy, Laura, Lourdes





## READING

This term, students will be learning to understand and remember the events in a Fiction text by:

- Summarising and sequencing events in longer texts
- Discussing characters and settings
- Identifying and discussing the problem and solution in a text
- Using prior knowledge to make and confirm predictions when reading.

Students will also be learning how readers infer and relate to characters in the texts they read by:

- Discussing how authors use language to describe character traits
- Talking about character's feelings, attributes, motives or actions through text and pictures
- Discuss how a character has changed throughout the text
- Making predictions based on knowledge of characters
- Show understanding of characters and their traits using evidence from text
- Discuss how characters could have behaved differently.



## PHONICS

Each week students have sessions dedicated to Phonics 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. As students continue to develop their knowledge of letter sounds, they are introduced to alternative spellings for some common sounds, e.g. the 'ay' in 'play' making /ai/.



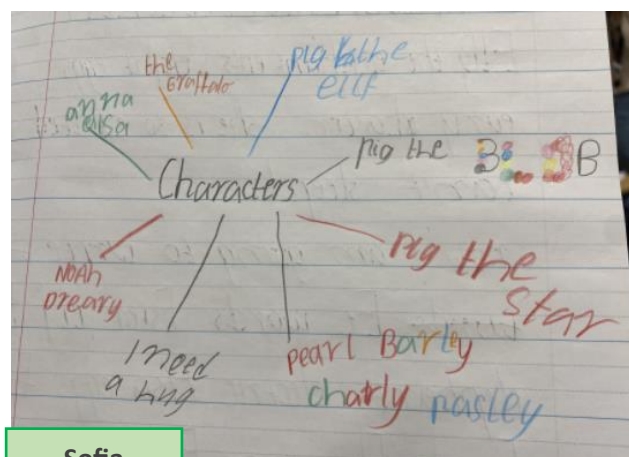
# WRITING

This term we are focusing on writing narratives. We will begin by exploring traditional fairy tales to further students' knowledge of the features of a narrative. Our aim is for students to create and publish their own narrative.

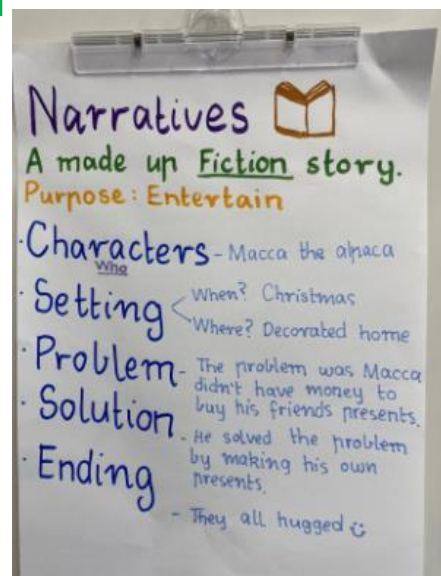
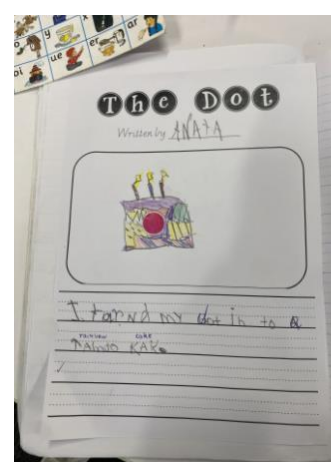
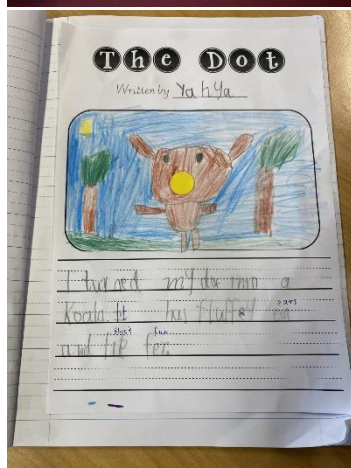
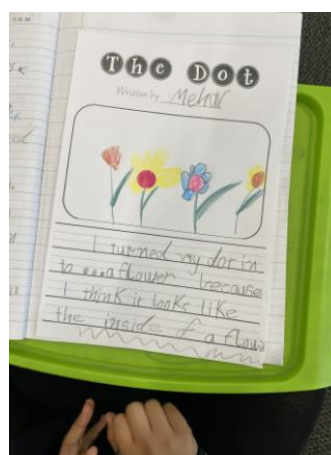
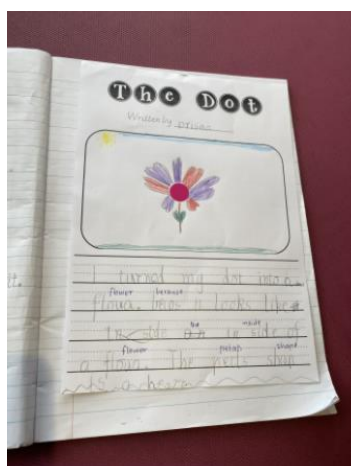
Students will be following the writing process of planning, drafting, editing and publishing their narratives, which will include characters, settings, a problem and solution.

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
- Using their phonics and OWL word knowledge to spell tricky words.



Sofia





# NUMERACY

We are going to be looking at a range of numeracy topics in Term 3. Across all areas of numeracy, students are encouraged to display a growth mindset. Students will continue to participate in Numeracy challenges which will encourage them to use a range of problem solving skills.

Within planned activities, students will be focusing on the following skills:

## Place Value:

- Recognise, make, read, write and order numbers to at least 100
- Locate these numbers on a number line
- Identify ten more and ten less

## Money:

- Recognise, describe and order Australian coins according to their value

## Chance and Data:

- The language of chance, e.g. will happen, might happen and won't happen
- Choose simple questions and gather responses and represent the data that students have gathered

## Length:

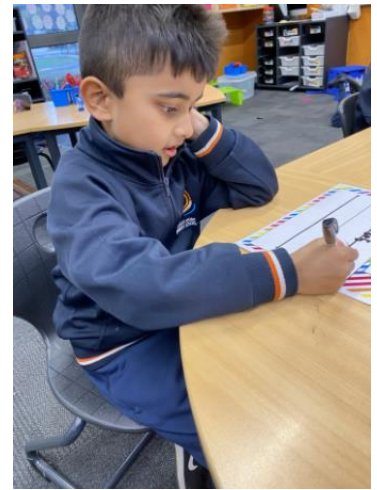
- use informal units of measurement (e.g. blocks, pencils) to order objects based on length

## Mass:

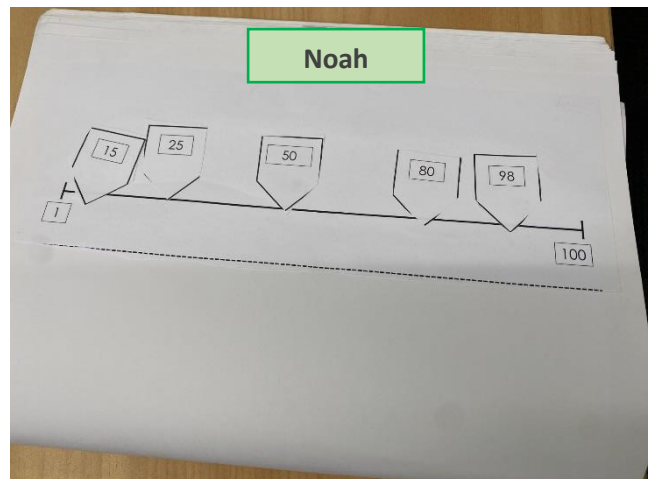
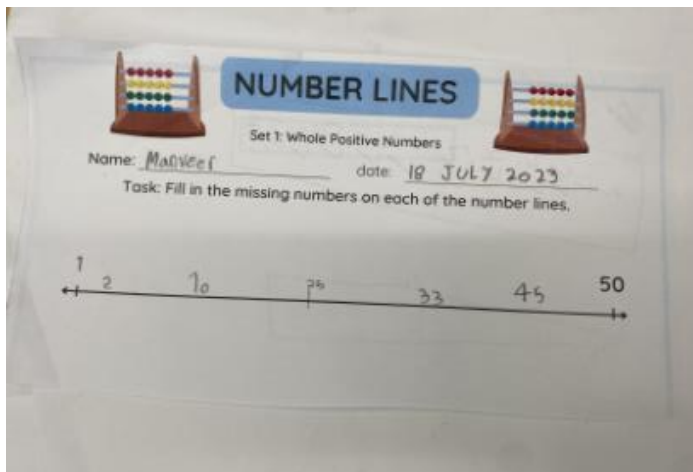
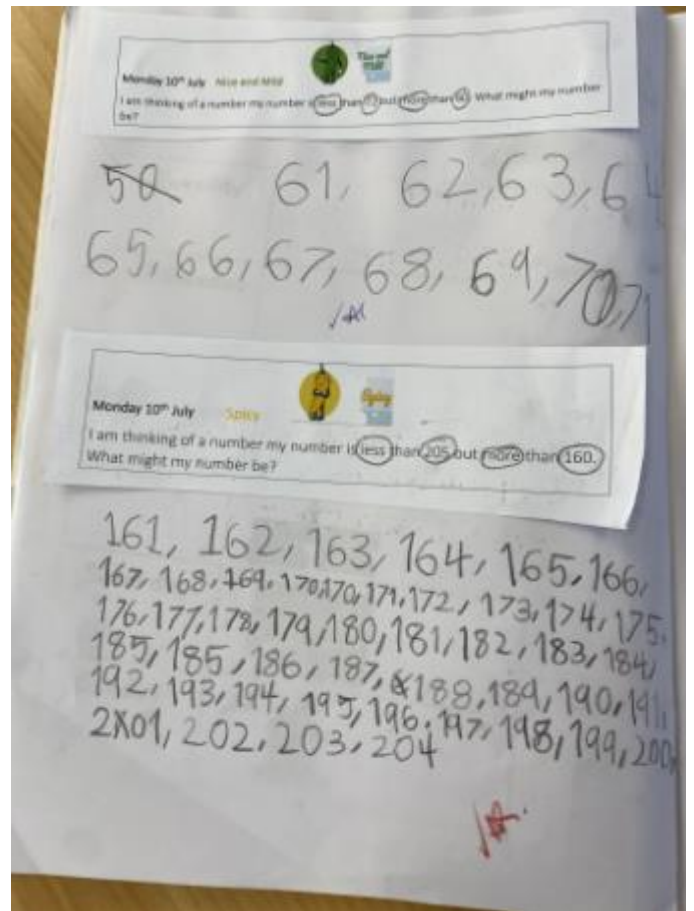
- Lifting to compare the masses of pairs of objects using the words 'heavier', 'lighter' and the 'same'.







Ruri



# PERSONAL AND SOCIAL LEARNING

In our Personal and Social lessons students have been exploring the Resilience, Rights and Respectful Relationships topic of 'Problem Solving'. They have been developing their skills to work collaboratively with others and they have been exploring strategies they can use to solve problems they experience.

Later in the term students in Year 1 will be exploring the Bravehearts program. 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 will be 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/>

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, Year 1 students will be exploring the theme of Change. They will be exploring areas of the Design Technologies curriculum. They will be exploring problems we experience in the environment and they will learn about the impact these problems such as waste have on people, animals and the environment. They will then use their new learning to develop solutions to reduce waste in the community.

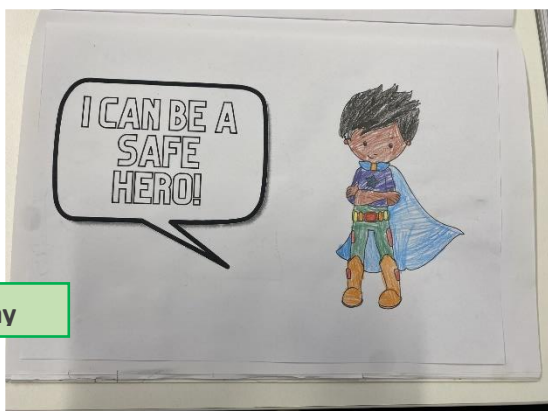


## Tutor Learner Initiative (TLI)

Throughout Term 3 and Term 4, Danyaal and Fraser will be working with students in small groups to improve their Reading, Writing and Numeracy skills. Danyaal and Fraser will also be working with a selection of students in the LLI (Levelled Literacy Intervention) program. This program is used to build reading skills such as comprehension, fluency, and vocabulary.



Danyaal



Dufay

Teodora





## 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)

**Sunshine Online-** <https://www.sunshineonline.com.au>

**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.

## 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.

**Thank you,**

**Wurun Community  
Teachers**

Amy, Lourdes and Laura

