

# Term 1 Newsletter

## Year 1/2



### General Information

A huge welcome to all students and parents/ guardians into our class of 1/2D. I look forward to working with you and your child throughout this year.

Each student will be given a book which will be used for communication. Please ensure your child brings it every day and you check it regularly. Please feel free to contact me through coming in, communication book or at [bgall21@eq.edu.au](mailto:bgall21@eq.edu.au) if you have any questions.

#### Some important days to note:

Specialist lessons: **Music** is on **Monday**.

**Religion** is on **Monday**.

Library borrowing day is **Tuesday**.

**PE** is on **Wednesdays**.

Students are required to bring a library bag so they can borrow and take a book home. Religion is on Mondays for those who participate.

Homework commences in week two and is handed out on Thursdays and is due back Wednesdays. Please hand your homework into the box in the classroom when it is fully completed. Homework is a simple revision of concepts taught in class. If clarification is needed, please contact me.

### English

#### Year 1

Students engage with a range of texts that depict characters, settings and events. They read, view and comprehend simple decodable texts aligned with phonic development.

Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They respond to and explore language to provide reasons for likes, dislikes and preferences.

Students engage in shared and independent writing and/or learning experiences in response to texts. They participate in informal and structured discussions in response to texts and give short oral presentations.

#### Year 2

Students engage with a range of imaginative texts that use language in different ways to present characters and settings.

Year 2 students are transitioning to independent readers who can discuss how characters and settings are connected and how language is used to convey actions, emotions and dialogue. Students will use a combination of simple and compound sentences to convey meaning.

### Science

**Year 1** students will understand the cause and effect of a push or pull on an object, discussing how it moves or changes shape. They will predict changes and describe the change to the object and how it affects its movement.

**Year 2** students will identify ways to change materials by bending, twisting and plaiting. Students will design a chair out of newspaper that is strong enough to hold an object. They will pose questions to explore observed patterns or relationships and make predictions.

### HASS

**Year 1** students will identify the similarities and differences between different family structures, examining the roles of family members over time and comparing to present day.

While **Year 2** examine changes in technologies over time, comparing past and present objects. They will discuss the cause and effect and how changes in technology have shaped people's lives.

### Maths

#### Year 1

As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they:

- develop a sense of equivalence, fairness, repetition and variability when they engage in play-based and practical activities
- use physical and virtual materials to demonstrate that numbers can be represented, partitioned and composed in various ways, recognise patterns in numbers and extend their knowledge of numbers beyond 2 digits
- use curiosity and imagination to explore situations, recognise patterns in their environment and choose ways of representing thinking when communicating with others

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- use simple transformations, give directions and follow pathways to move the positions of people and objects to different locations
  - use simple surveys to collect and sort data, based on a question of interest, compare data

### Year 2

As students continue to develop their proficiency and positive attitudes towards mathematics and its applications, they:

- use physical and virtual materials to represent numbers, partition and combine numbers flexibly, recognising and describing the relationship between addition and subtraction and employing part-part-whole reasoning and relational thinking to solve additive problems
- locate and identify positions on familiar two-dimensional representations, such as maps; and use familiar mathematical language to describe relative position and follow directions and pathways
- build the foundations for statistical investigations by choosing questions based on interests, such as favourite fruit or game, when collecting, representing and interpreting data, and recognising features of different representations using visual or physical models

### Health

#### Year 1 and 2 - We all belong

**Year 1** students explore skills and strategies to develop respectful relationships with peers and adults through story, discussion and self-regulation strategies. They explore kindness and how their actions impact others positively and negatively.

**Year 2** students will explore what shapes their own, family and classroom identity. They will discuss individual strengths and describe changes that occur as they grow older, examine ways to include others to make them feel they belong and identify a range of emotions and how emotional responses impact on others feelings.

### Respectful relationships

The aim of respectful relationships education is to teach students how to develop behaviours and attitudes that promote healthy, safe and respectful relationships.

Students will take an active role in discussions about the school rules and behaviour expectations, and what it means to be in a respectful classroom

member.

### Visual Arts

**Year 1 Self-portrait** Students will explore how changes in facial features, style and form communicates emotion in artworks. They will explore the visual language of portraiture and self-portraits in artworks, using these ideas to develop their own artworks. They will experiment with visual conventions (drawing, photography) and observation to create artworks to communicate emotion.

**Year 2 Character Diorama**, students will express their ideas of character using different techniques processes and materials. They will describe their diorama and respond to visual artworks, considering questions - where and why people make art.

### Music

This term in Drama students will explore the story Jack and the Beanstalk. They will create characterisations for the characters by following a script. Students will then manipulate the drama elements to perform the story. Students will continue to develop their music skills and knowledge by singing songs and playing instruments. Students will focus on the concepts of beat and rhythm with rhythmic dictations and clapping games.

In the Music room students are expected to stay safe by using inside voices and using equipment for the purpose of the activity. They are expected to be respectful by taking turns and listening and they are expected to have a go at learning. These expectations will be modelled and explicitly taught throughout this term.

### Physical Education

**Year 1** students will focus on developing fundamental movement skills. They'll practice hopping, jumping (both horizontal and vertical), log rolls, balance, and skipping. Fun games like the egg and spoon relay, rob the nest, and hoop races will help improve coordination and teamwork.

**Year 2** students will continue to build on their fundamental movement skills through a variety of exciting activities. They'll work on team-building and coordination through running and dogging games, while also playing fun games like Cross the River and Rob the Nest.

### Thank you

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**Balinda Gall**