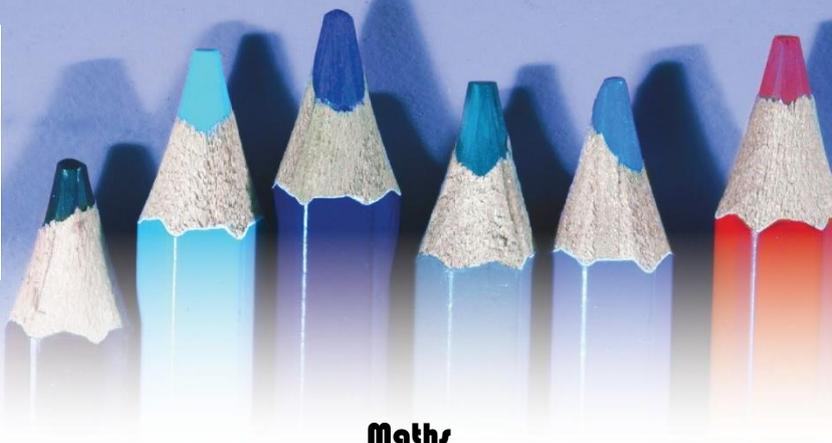


## Term 4 Newsletter

Class 1/2c – Yr 1



### General Information

Welcome to Term 4, the year is flying by. We'll be into Christmas craft before we know it! Thank you to all parents for their assistance throughout Term 2, it was a very busy one and the kids have done themselves proudly by achieving well. Not many changes this term; PE and Music times remain on Wednesday and Thursday. Library is on Wednesday and our computer time is on a Thursday morning.

Homework also remains the same as the previous term. Please remind your child to change their reading book on a Thurs or Fri morning ready to bring home on Friday for the week. Some students have indicated they aren't reading each night, this is part of their homework, and your assistance with this is appreciated as it greatly improves their overall results. Please continue to fill in your child's reading log book, once they have read out loud to you. At this stage of their reading, it is required for them to be reading aloud to an adult. If you have any questions, please feel free to see me before or after school or email me (kmnor0@eq.edu.au) if time restricts a classroom visit.



Next term I will be endeavouring to have the students do a couple of oral presentations to enhance their confidence in presenting in front of a group of listeners.

### English

#### Persuasive Text: Creating persuasive imaginative texts

In this unit students read and view elements of persuasion in multimodal texts. For assessment they will write a letter focusing on modal verbs.

#### Narrative Text: Creating a narrative

In this unit students create a Christmas Narrative, focussing on the structure of a narrative (beginning, middle and end). They all contribute to making a whole class story with each student illustrating a page for the published story.

### Maths

Students develop deeper understandings of:

#### Number and place value –

- Count collections beyond 100
- Recall the 1s, 2s, 5s and 10s counting sequences
- Identify standard place value partitions (tens and ones) of two-digit numbers
- Record numerals and number names for two-digit numbers
- Sequence and order two-digit numbers
- Position and locate two-digit numbers on a number line
- Partition a number into more than two parts
- Identify that the total remains the same regardless of the order of joining the parts
- Identify compatible numbers to ten
- Use compatible numbers to ten to add
- Describe addition and subtraction processes
- Use addition facts to solve problems
- Subtract ten and multiples of ten from two digit numbers
- Solve addition and subtraction problems with parts unknown
- Explain strategies used and verify solutions
- Recall addition and subtraction number facts

#### Fractions and decimals –

- identify one half

#### Patterns and algebra –

- Describe and represent growth patterns
- Apply a pattern rule to continue a growth pattern
- Describe patterns resulting from addition and subtraction
- Represent patterns resulting from addition and subtraction
- Explore concepts of number, addition, subtraction, patterns and chance in a variety of contexts
- Identify the missing element in a familiar counting sequence



#### Chance and data:

- Identify the chance of events occurring.
- Predict outcomes of familiar events.
- Ask a suitable question for gathering data.
- Gather, record and organise data.
- Choose a suitable question for gathering data.
- Collect & display data and describe the data displays.

## Term 4 Newsletter

Class 1/2c – Yr 1

### Science

#### Exploring Light and Sound

Students explore sources of light and sound. They manipulate materials to observe how light, sound are produced, and how changes can be made to light and sound effects. They examine how light and sound is useful in everyday life. Students will also respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and communicate their understanding in a variety of ways.

### Humanities & Social Science

**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.

### Physical Activity

Students will develop the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games. They will explore positive ways to interact with others, including strategies to work in groups and play fairly during tagging games.

Students will demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).



### Health

This term, students are doing the Life Education Program for health. This unit of work includes learning about:

- recognising safe and unsafe environments
- how to care for others
- how good nutrition and physical activity contribute to social and emotional health
- behaviours that maintain friendships
- places and people who we can go to for help

### Performing Arts

#### Music

This term students will continue to explore music from different places. They will refine their knowledge of music elements rhythm, dynamics and expression.

#### Dance

This term students will continue to explore how to manipulate movement to represent the weather and the four seasons.

#### Drama

This term students will continue to explore short poems and turn them into dramatic performances.

### Technology and Design

This term children will be designing, create and make a musical instrument and present it to the class. More information will be sent home closer to this activity with relevant details pertaining to the assessment of this item. Children will also participate in a variety of creative art activities throughout the term.