

**Always our Best**



## YEAR 1 News | Term 1 2021

### CURRICULUM FOCUS

	<b>Content</b>	<b>Assessment</b>
<b>ENGLISH</b>	Students will retell and make connections to imaginative texts. Students will explore various procedural texts.	Students will write a procedure to make a paper bag puppet.
<b>MATHS</b>	Students will investigate number and place value, addition, subtraction and chance. They will use units of measurement, and represent and interpret data.	Teachers will undertake classroom observations, monitoring tasks and assessments of addition, chance and teen numbers.
<b>HASS</b>	Students will explore terms associated with the passing of time. They will describe dates and changes that have personal significance.	Students will present a storyboard to peers, describing important dates and changes in their lives.
<b>SCIENCE, DESIGN &amp; TECHNOLOGIES</b>	Students will investigate light and sound. They will explore how light and sound can be sensed and produced by a range of sources. Through hands on investigations, students will explore how different sources of light and sound can be manipulated. They will observe changes in outcomes and will develop ideas about everyday uses.	Students will complete a portfolio of work. They will order a variety of shakers from softest to loudest. Students will plan, design and construct a rain stick and evaluate according to personal preference.
<b>HEALTH AND PHYSICAL EDUCATION</b>	Students will explore changes that occur as they grow older. Students will participate in simple games, which incorporate fundamental movement skills.	Students will participate in scenarios where they identify changes that occur as they grow older. Students will demonstrate knowledge, understanding, skills and the ability to apply these in different contexts.
<b>MUSIC</b>	Students are introduced to the concept of beat and use body percussion, movement, beat charts and instruments to explore different speeds in music.	Students compose and perform a four beat body percussion pattern.

At Gumdale State School, we are:



**Great Learners**

# FOCUS | TERM 1

Department of Education

## Supporting your child's reading in Year 1

Learning to read is a significant milestone in any child's life, and one that will bring many benefits over an entire lifetime. You play an important role in modelling reading behaviours and supporting your child's reading efforts. You make a difference to how your child will discover the world of literacy and how they view themselves as a reader.

What can you do to help your child become a reader?

What can you do to help support your child's reading skills?



### In Year 1 your child will:

#### Vocabulary knowledge

- ✓ increase their range of vocabulary
- ✓ explore a wide variety of listening, speaking and writing opportunities

#### Comprehension

- ✓ interpret and understand a range of reading material
- ✓ make connections and predictions when reading and listening
- ✓ create mental visualisations of the content in reading material

#### Phonics

- ✓ use knowledge of letter and sound relationships

#### Concepts about print

- ✓ use print, symbols and punctuation

#### Phonemic awareness

- ✓ hear and alter sounds
- ✓ make links between spoken words and written words

#### Reading texts

- ✓ use word recognition strategies
- ✓ use decoding strategies

### Ways you can help your child's reading in Year 1

**Model reading** Let your child see you reading, read to yourself and read to your child – often.

**Join your local library** Find out where it is and what programs and activities they offer, and of course borrow books regularly! Librarians are full of ideas about which books your child might enjoy reading.

**Make time for reading** Make regular time for reading, even if it is only ten minutes a day!

**Break it up** Encourage your child to clap or tap out unfamiliar words, found in stories and books, into syllables, for example, ty / ran / no / sau / rus.

**What happened next?** Encourage your child to retell experiences and events in sequence. You can prompt them by asking, 'What happened next?' Do this after reading stories with them, allow them time to retell what happened and ask questions about the characters or the plot or the setting.

**Letter search** Allow your child to find letters on newspapers, junk mail, brochures to find letters, for example, circle all the 'e's on a page.

**Encourage and praise** Reading should be enjoyable for you and your child. Always encourage their attempts and praise their efforts.

**Talk to your child's teacher about how you can support your child's reading.**



## YEAR 1 | TEACHERS

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