

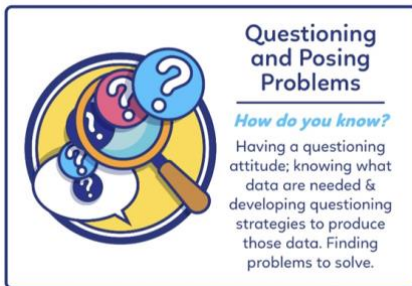


Year 1 - 2025 Term 3 Overview

Welcome back to Term 3! It's going to be an exciting and fun-filled Term 3 with many engaging learning opportunities for the students.

This term, the students will participate in a range of exciting learning experiences during Science Week, including a whole school incursion with the 'Science Discovery Dome'. This year, the students will also participate in the biennial Science Week Dress Up Day, and as always, they will be celebrating Book Week, exploring the shortlisted books and participating in the annual Book Week Activity Day. They also have our Performing Arts showcase to look forward to in Week 9. To conclude our term, the students will finish off with our much-enjoyed Footy Day where they can celebrate their favourite AFL/Sporting teams.

The students will continue to participate in our cyber safety program, 'Inform and Empower'. This digital safety and wellbeing program will include a live-streamed incursion and follow-up lessons throughout the term to support this important program and our students' learning.



The students will be supported through a range of learning experiences, which will continue to build upon their understanding of the Habits of Mind and a Growth Mindset, allowing the students to develop positive learning dispositions and view any mistakes as potential learning opportunities. This term, we will be focusing on the Habits of Mind, 'Questioning and Posing Problems' and 'Creating, Imagining and Innovating'.

The Four Capabilities from the Victorian Curriculum; 'Personal and Social', 'Ethical', 'Intercultural' and 'Critical and Creative Thinking', will continue to be taught explicitly in and through all learning areas. Through relevant, purposeful and age-appropriate learning experiences, the students will be given opportunities to collaborate, be creative, think critically and communicate effectively. The students will also continue to be supported to uphold the School Values, 'I am a learner', 'I am a friend' and 'I am respectful'. We look forward to another fabulous term!



RELIGION

Daily prayer, regular Christian meditation led by the students and liturgical celebrations are integral parts of our Religious Education program.

The learning units that will be explored this term are:

The Senses:

In this unit, the students will grow in appreciation that their senses are gifts from God for them to use and enjoy.

Parish Life:

In this unit, the students will be given the opportunity to explore the unique and diverse nature of parish life.



INTEGRATED TOPIC

Where does our food come from?

The students will:

- increase knowledge and familiarity with common fruits and vegetables
- describe food using the five senses
- identify plants and animals that are grown for food
- match common foods to their original food source
- sort food according to the food group categories.



Our school is also lucky enough to be taking part in Dairy Australia's *Picasso Cows* program, which will be taking the students on a deep dive into the Australian Dairy Industry. From its health and nutritional benefits to life on the dairy farm, all the way to how milk ends up in their lunchboxes, they'll learn it all in a hands-on way. And the best part? They'll transform a life-size fibreglass cow into a masterpiece of their own design!

MATHEMATICS

Developing 'number sense' is an essential component of learning in Mathematics, and every lesson will begin with a short activity that engages students and tunes them into the learning. This can include:

- skip counting forwards and backwards by hundreds, twos and fives
- doubles plus and minus 1, adding 10, 20 and 30 to tens numbers, adding from 10 (10 + 2, etc.)
- purposeful Mathematics games.



Alongside this, each Maths session will include a 'Daily Review'. This important component consists of reviewing and revisiting previously taught knowledge and skills in a considered, methodical approach. This is purposefully designed to ensure the students regularly practice retrieving previously taught knowledge and skills from their long-term memory, and 'recall' them in their working memory. Research into the Science of Learning shows that this methodology strengthens the neural connections in long-term memory, thereby aiding 'remembering' and reducing 'forgetting'.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem-solving* and *reasoning*. For Year 1 students, *understanding* would include what multiplication is and how it can be represented; *fluency* would include skip counting by 2s, 5s, and 10s; *problem-solving* would include skip counting to solve story problems, rather than counting all, e.g. 'John has 3 ponds and there are 2 fish in each pond. How many fish are there altogether?'; *reasoning* would include representing multiplication problems with diagrams.

The following topics will be covered this term through a variety of whole class, small group, partner and independent learning activities:

Number

Skip Counting / Patterns

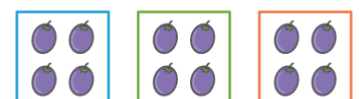
The students will:

- count by ones, to and from 120 and beyond, from any starting point
- skip count by 2s, 5s and 10s starting from zero
- partition numbers to represent numbers in different ways, e.g. 5 = 4 + 1, 2 + 3 etc.
- consolidate the ability to automatically recognise the number of objects in a small group (subitising)
- investigate and describe number patterns formed by skip counting and patterns with objects.

Sharing (Division)

The students will:

- represent practical situations that model sharing (e.g. sharing a set of objects equally between a group)
- recognise whether or not there is a remainder after sharing equally.



Grouping (Multiplication)

The students will:

- represent multiplication as repeated addition, by arranging objects into equal groups and arrays.

Measurement

Length

The students will:

- compare and order several shapes and objects based on length and use appropriate uniform informal units, such as icypole sticks or blocks.

ENGLISH

The English language is comprised of 44 phonemes - the units of sounds that make up words. These phonemes are represented in writing by symbols known as graphemes - the letter or group of letters that represent each sound unit that we read or write. This year, we will be further developing our whole school phonics approach to reading, spelling and writing through the implementation of, '*Little Learners Love Literacy*' learning and teaching program in Year 1.

The '*Little Learners*' program focuses on phonemic awareness (the ability to notice and work with the individual sounds - phonemes - that combine to form spoken words), the alphabetic code (phonics), vocabulary and the explicit linking of reading, spelling and writing.

Reading

The students will focus on the phonemes 'ow', 'ou', 'oi', 'oy', 'oo', 'a-e', 'a', 'i-e', 'i', 'e-e', 'e', 'o-e', 'o' this term through a variety of learning activities, such as:

- blending (encoding) sounds into words, e.g. /f/ /oo/ /d/ = food
- segmenting (decoding) words into sounds, e.g. hope = /h/ /o/ /pe/
- deleting and playing with the sounds in spoken words - changing the onset and rime - to make new words, e.g. /ch/ + at, /fl/ + at, /spl/ + at, /th/ + at, etc.
- practising high frequency 'sight' words such as, 'today', 'come', 'saw'
- exploring 'er' suffix
- re-read familiar texts to locate and recall specific information in order to answer comprehension questions accurately.

Writing

Using the phonemes 'ow', 'ou', 'oi', 'oy', 'oo', 'a-e', 'a', 'i-e', 'i', 'e-e', 'e', 'o-e', 'o', the students will practice writing and identifying the graphemes that represent them, and spelling through learning activities such as:

- blending (encoding) sounds into written words, e.g. /sh/ /a/ /pe/ = shape
- practising high-frequency 'sight' words such as, 'sees', 'with', 'said'.

The students will:

- plan before writing by using strategies such as drawing, writing keywords, sharing with a partner
- use learning experiences and texts as a springboard for writing
- use their increasing knowledge of phonemes to write words to form sentences
- express their ideas in simple sentences and short texts, incorporating appropriate punctuation, such as capital letters and full stops.



Each week a mentor text is used to guide and support the writing and reading program. Mentor texts are anchor texts that are used as examples for students, modelling genres of writing, grammatical skills, conventions of writing, and other writing skills. They may include short stories, picture-story books, novels, poems etc. These texts provide students with examples of the standard or skill they are working on, providing authentic, real-world examples for the students to model their learning on.

Handwriting

The students will continue to practise the correct formation of the letters and the placement of lower and upper case letters on dotted third lines. They will also continue to practise using a correct pencil grip and correct writing posture.

Language Conventions (Grammar & Punctuation)

Each week, the students will investigate an area of grammar or punctuation and then seek to include it in their own writing. This term, the students will explore:



- verbs
- pronouns
- adjectives
- ending punctuation, e.g. '.', '?', '!'.
- identify compound sentences and use conjunctions 'and', 'but' and 'because'
- identify all sentence types: statement, command, question and exclamation
- identify fragments and sentences.

These will be explored as part of the Little Learners Love Literacy Program as well as throughout the overall English program.

Speaking & Listening

The students will:

- engage in conversations and whole class discussions, practising active listening behaviours, such as showing interest, contributing ideas and information, and asking appropriate questions
- speak clearly, using appropriate volume and pace
- participate in 'Show and Tell' sessions once a week, where they will speak to the class about a particular topic and use pictures, photos and/or items brought from home to support the topic they will be discussing.



Library borrowing day is Thursday.

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this project will occur weekly throughout the term.



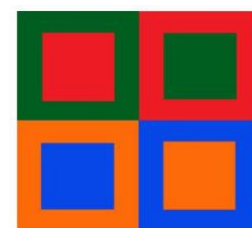
The topics that will be covered this term are:

- *Attitude of Gratitude* - having an attitude of gratitude makes us see the good things around us
- *Reactions* - reacting to situations in different ways
- *Calming Down* - using mindful strategies to calm our bodies and minds
- *Musical Emotions* - exploring how music affects our emotions
- *Emotional Performances* - demonstrating how emotions can be communicated through our body language.

VISUAL ARTS

The students will:

- learn that artists use contrast to show differences between two things in order to make something in their artwork stand out.
- understand and use warm and cool colours in contrast.



Tilla Ricci

DIGITAL TECHNOLOGIES

As part of Digital Technology lessons, the students will continue to participate in the 'Inform and Empower' program. The focus this term is on usernames and passwords, keeping information private and our digital footprint.



The students will:

- understand there are some types of information they need to keep private, such as our address
- explore that if someone online asks them for any personal information, they need to tell one of their trusted adults who can help them block & report
- understand that they don't share personal information because the internet can be accessed by everyone and not everyone is a trusted person.

This term the students will also be exploring the coding app, 'Scratch Jr'. Scratch Junior is a program where the students program blocks (of code) to make characters move, jump, dance and sing. The students can modify characters in the paint editor, add their own voices and sounds and then use the programming blocks to make their characters come to life.



The students will:

- add new characters and backgrounds
- use blocks for movement in different directions
- create short sets of sequenced instructions
- create and program their own interactive stories and games, including designing characters, changing backgrounds, programming their characters to move etc.
- learn strategies for debugging and editing to improve their character movements.

Mimma Roach

HOME READING

The students are expected to read every night. They have access to Little Learners Online, using the online readers for home reading. Books have been allocated for each child that are appropriate to their reading stage. The online books can be read independently by the students, or can be read with and to parents. At the end of the text, there are a series of activities to be completed, including comprehension questions. New texts will be allocated to the students periodically, but the students will still have access to previously read titles, which they can continue to read to help build fluency.



Each student has been assigned their own Username and Password to access their allocated texts using the Little Learner Love Literacy Online Portal.

ITALIAN

This term, the students will explore fundamental Italian vocabulary. They will begin with 'i colori' (colours) and 'i numeri fino a 30' (numbers up to 30), helping them build their basic language skills through fun and interactive activities.

The students will also learn to talk about 'i compleanni' (birthdays). To enrich cultural understanding, they will celebrate 'La Festa del Papà' (Father's Day), connecting language learning with Italian traditions.



Finally, the students will practise the Italian 'alfabeto' (alphabet), laying the groundwork for reading and pronunciation. Throughout the term, these topics will help the students develop confidence in speaking and listening in Italian through fun and creative activities.

Signora Lauren

PERFORMING ARTS

This term, the main focus will be on preparing the students for the upcoming Performing Arts Concert.

The students will:

- build confidence in performing by developing a sense of ease and self-assurance on stage
- practise accurate vocal pitch through targeted vocal placement techniques
- learn and rehearse the movements and choreography required for their performances
- develop skills in ensemble work, learning how to perform effectively as part of a group
- engage in a fun, collaborative and rewarding creative process.



Karil Torcasio

PHYSICAL EDUCATION

The students will continue to develop their Physical Education skills by engaging in a range of activities that consolidate their kicking abilities and introduce them to the fundamental skill of ball bouncing.

The students will:

- consolidate kicking skills by practising with different objects (e.g., soccer balls, foam balls) with varying speeds, distances and levels of control
- apply proper techniques for ball bouncing, focusing on hand placement, controlled force, and rhythm
- participate in skill-based drills to improve accuracy, ball control and coordination when kicking and bouncing
- develop spatial awareness by combining kicking and bouncing in movement-based games (e.g., dribbling, target kicking and bounce passing).

Coach Bruno

SCIENCE

The focus this term is on Earth and Space Sciences.



The students will:

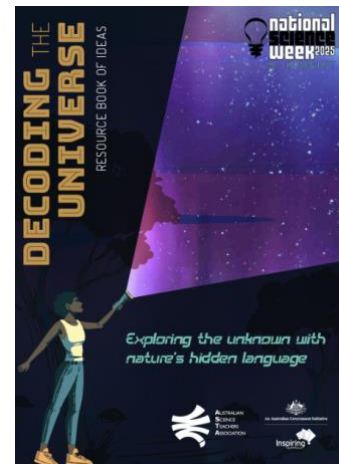
- investigate the planets in our Solar System, including Earth's place within it
- identify and model the moon cycle
- investigate how shadows change as a result of the Sun.

The students will also celebrate National Science Week in August. This year's theme is '*Decoding the Universe – Exploring the unknown with nature's hidden language*'. Throughout this week, the students will participate in a whole-school Science Week

Activity Day, and an incursion inside the visiting 'Science Discovery Dome'.

We are also having a Science Week Dress Up Day this year - students can come dressed in the 'Universe' theme - as their favourite space scientist, as an astronaut, as a rocket or space rover, as a planet or solar system, as a star or an asteroid belt - the possibilities are endless! I look forward to seeing their dress-ups at our Science Week dress-up assembly at 9am on Thursday August 21. Parents are welcome to attend.

Janelle Baldwin



REMINDERS

Monday:

- Digital Technology
- Assembly 2:45pm fortnightly - see school calendar for dates

Tuesday:

- Performing Arts
- Italian
- Physical Education - sport uniform to be worn

Wednesday:

- Physical Education - sport uniform to be worn

Thursday:

- Science
- Library - library bags are required for borrowing

Friday:

- Visual Arts - art smocks are required

CLASSROOM TEACHER CONTACT INFORMATION:

Please do not hesitate to contact me anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with me, please email to arrange a mutually convenient time.