



Learning Update #3

Year 1 Term 3 Teaching and Learning – here's what's happening in class

Dates & Events; Term 3	Learning – Term 3
Diary – Term 3 – Year 1	Subject Topics – what we are teaching
<ul style="list-style-type: none"> • 30th July • 31st July • 30th July – 2nd Aug • 2nd – 3rd Aug • 6th Aug • 8th Aug • 13th Aug • 14th Aug • 15th Aug • 16th Aug • 17th Aug • 20th Aug • 22nd Aug • 27th Aug • 31st Aug • 3rd Sept • 10th – 13th Sept • 15th Sept (Saturday) 	<ul style="list-style-type: none"> • English: Unit 1: 'Character Description' • Mathematics: Topics in mathematics can last a couple of days, a week, or a fortnight depending on their complexity. These concepts are then built on in the next unit later in the term, and revisited as students build skills across their schooling. • Science: Unit 2: 'Material Madness' (new Australian Curriculum Unit trial) • HASS Unit 2: 'My Changing World' (new AC Unit trial) • HPE (Health): 'We all belong' • HPE (Physical Activity): 'Over the net – hand-eye coordination skills' (new Australian Curriculum Unit trial) • The ARTS (Dance): 'Footsteps dance classes' ○ The ARTS (Music): 'Different Places' (new AC unit trial) ○ Technology: 'Spin it!'

Parent Teacher Interviews – Term 3

Parent Teacher Interviews – Week 9 (10th to 13th September)

Bookings will open on the 27th August, with details on how to register online, and login and book a time with your child's teacher being provided on a note coming home with each child. Late bookings can be made through contacting Mr. Taylor at mtayl70@eq.edu.au.

Interviews are 15 minutes long, and cover the general progress your child is making academically and in supporting daily learning routines and expectations. This is a great chance to chat to your child's teacher about how you can support the goals your child has in reading.

Spring Fest Fete – 15th September

Class Contributions – 15th September

Classes are preparing for our biennial BHSS P&C Springfest Fete fundraiser. Your volunteering skills are required to help with

- Running the Year 1 'Plants and Pots' stall
- Admiring the Year 1 Pompom rugs – maybe you can try them out!
- Donating materials (see the newsletter for what to collect and send to school each week)
- Watching the 'Footsteps' performance of Year 1 students

The P&C work hard at our school to raise funds, having in the past achieved major projects such as the air-conditioning of the school classrooms to improve learning for the whole day (remember those boiling hot afternoons as a child?) and contributing to the upgrade of computers and equipment across the school.

Keeping in Touch

Be a part of the life of our school.

Teacher contacts:

1K: kwhal21@eq.edu.au
 1L: vxlal0@eq.edu.au
 1V: bvan110@eq.edu.au
 1W: mbens39@eq.edu.au

Key information sources

- Our School Newsletter ([sign up](#) @ the BHSS website)
- Our School website www.baldhillss.eq.edu.au
- The Q-Schools App
- **Twitter** @BHSSPrimary
- Ring to explain absences to our office (3261 1554)
- Email our school's front desk at admin@baldhillss.eq.edu.au

Term Two 2018

- Our P&C meetings
- Tuckshop roster
- Weekly Assemblies
- Volunteering in classes

Homework



Homework tasks are set on a Monday.
Homework tasks are due by Friday.
Homework is usually designed to be additional practice of material already covered in class. Sometimes the task has been begun in class, and needs completion at home. If the set work is causing conflict in your house, or you need to check in about an issue, please contact your class teacher to sort things out.



Helping readers at home

- Share at least one library book for pleasure together each day with your child. Dads can make a real difference here, and you get a free cuddle too. Reading the same books over and over really helps with learning more complex language and new words.
- 1 book a day before enrolment = 2 years schooling – boost skills now!
- ‘Readers’ (those simple books brought home with a ‘level’ number on them) are for practice. They’re for getting ‘reading miles on the clock’. Help your child to ‘flow’ fast enough through the words to keep the meaning. The pictures are sometimes vital to reading the story.

ENGLISH – ‘Character Description’

Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. They describe the features of a character in a literary text, and discuss their choices in an interview.

English – Assessment

Assessment 1: *Format: Written* Students create a character description using writing and images.

Assessment 2: *Format: Oral*; Students answer questions in an interview with the teacher about the character from a familiar story that they have described.



MATHEMATICS

Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the proficiency strands – *Understanding, Fluency, Problem solving* and *Reasoning* students have opportunities to develop understandings of the topics of *Number and place value, Using units of measurement, Chance, and Data representation and interpretation.*

Mathematics – Assessment

Assessment 1: **Demonstrating concepts 3**; *Format: Written short answer test*; Students complete questions to demonstrate their understanding of number, addition and subtraction, money, time and measurement, months of the year, shape and direction.

SCIENCE: ‘Changes around me.’

Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on living things.

Science – Assessment

Assessment: **Exploring sky and land**; *Format: Project*; Students plan and create a diorama of a landscape with built and natural features. They represent a day, time, sky and weather.

HASS (Humanities and Social Sciences) – ‘My changing world’

Inquiry question: *What are the features of my local places and how have they changed?*

Students draw on studies at the personal and local scale, including familiar places. They recognise that the features of places can be natural, managed or constructed.

HPE (Health): ‘We all belong’

Students recognise how strengths and achievements contribute to identities. They identify and practise emotional responses that reflect their own and others’ feelings.

HPE (Physical Activity) – ‘Over the net – hand-eye coordination’

Students demonstrate hand/eye co-ordination skills and racquet skills, practise throwing, catching, hitting and batting skills using different types of racquets such as paddle and tennis racquets and apply fundamental movement skills when participating in activities.

THE ARTS (Dance) – ‘Footsteps dance classes’

Students respond to dance by exploring sequences and movements together.



THE ARTS (Music) – ‘Different Places’

Students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes; and the built environment as stimulus for music making and responding.

Students understand and use the elements of music. They use the concept of beat as they clap, sing and play, and listen for how many sounds occur on any one beat in simple time. Students perform the rhythmic pattern of known songs.

TECHNOLOGY – ‘Spin it!’

Students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a spinning toy.