



Learning Update # 1

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

Dates & Events; Term 1	Learning – Term 1																				
<p>Diary – Term 1 – Year 1</p> <ul style="list-style-type: none"> • 31st Jan: <ul style="list-style-type: none"> • Parent Information Evening – in classrooms • 14th Feb: <ul style="list-style-type: none"> • Assembly – Investiture ceremony • 21st Feb: <ul style="list-style-type: none"> • School Photos • 9th Mar: <ul style="list-style-type: none"> • Chappy Disco (tbc) • 29th Mar: <ul style="list-style-type: none"> • School Cross Country & Fun Run 	<p>Subject Topics – what we are teaching</p> <ul style="list-style-type: none"> • English: Unit 1: ‘Engaging With Poetry’ • 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 1: ‘Living Adventure’ • HASS (History/Geography) Unit 1: : ‘My Changing Life’ (new Australian Curriculum Unit trial) • HPE (Health): ‘Communicating and Working With Others’ • HPE (Physical Activity): ‘Let’s Get Moving & Cross Country Fun Run’ (new Australian Curriculum Unit trial) • The ARTS (Visual): ‘Using Line and Colour’ <ul style="list-style-type: none"> ○ The ARTS (Music): ‘let’s Sing and Play Together’ (new AC unit trial) 																				
<p>Specialist Timetable – 2018</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>1K</th> <th>1L</th> <th>1V</th> <th>1W</th> </tr> </thead> <tbody> <tr> <td>Phys Ed</td> <td>Wednesday</td> <td>Monday</td> <td>Wednesday</td> <td>Tuesday</td> </tr> <tr> <td>Music</td> <td>Friday</td> <td>Wednesday</td> <td>Friday</td> <td>Wednesday</td> </tr> <tr> <td>Library</td> <td>Thursday</td> <td>Wednesday</td> <td>Thursday</td> <td>Wednesday</td> </tr> </tbody> </table>			1K	1L	1V	1W	Phys Ed	Wednesday	Monday	Wednesday	Tuesday	Music	Friday	Wednesday	Friday	Wednesday	Library	Thursday	Wednesday	Thursday	Wednesday
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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: bvanl10@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 One 2018

- Our P&C meetings
- Tuckshop roster
- Weekly Assemblies

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 – ‘Engaging With Poetry’

Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.

English – Assessment

- Assessment 1: **Reading/Viewing/Listening;** *Format: PM Benchmark / PROBE2 standardised passage;* Students read a short passage aloud to the teacher and then answer comprehension questions about it.
- Assessment 2: **Comprehension;** *Format: Written;* Students read, view or listen to a poem, identifying language features and vocabulary used in poetry and recognising literal and implied meaning.
- Assessment 3: **Informative Text;** *Format: Oral Presentation;* Students perform a recitation or reading of a poem for a familiar audience

<p>MATHEMATICS</p> <p>Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.</p> <p>Through the proficiency strands – <i>Understanding, Fluency, Problem solving</i> and <i>Reasoning</i> students have opportunities to develop understandings of the topics of <i>Number and place value, Using units of measurement, Chance, and Data representation and interpretation.</i></p>	<p>Mathematics – Assessment</p> <p>Assessment 1: Understanding teen numbers; <i>Format: Written short answer test</i>; Students recognise, model, write and order numbers to 20, locate numbers on a number line and partition numbers using place value.</p> <p>Assessment 2: Classifying outcomes; <i>Format: Teacher Observation</i>: Students classify outcomes of simple familiar events.</p> <p>Assessment 3: Investigating data representation; <i>Format: Written short answer test</i>; Students use simple strategies to reason and solve a data inquiry question.</p>
<p>SCIENCE: ‘Living Adventure.’</p> <p>Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats.</p>	<p>Science – Assessment</p> <p>Assessment: Describing a habitat; <i>Format: Short-answer questions</i>; Students describe changes in their local environment and how different places meet the needs of living things. To respond to questions, make predictions and share their observations with others.</p>

HASS (Humanities and Social Sciences) – My Changing Life’

Students Inquiry question: *How has my family and daily life changed over time?* Students explore family structures and the roles of family members over time, recognise events that happened in the past may be memorable or have personal significance, identify and describe important dates and changes in their own lives, compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences, respond to questions about the recent past, sequence and describe events of personal significance using terms to describe the passing of time, examine sources, such as images, objects and family stories, that have personal significance, and share stories about the past.

Health: ‘Communicating and Working With Others’

Students explore effective communication, emotions and how to work with others (friends and family).

HPE (Physical Activity) – ‘Let’s Get Moving & Cross Country Fun Run.’

Students demonstrate fundamental movement skills of rolling, balancing and jumping in sequences and situations. Students learn bat and ball skills to develop co-ordination. They also learn and develop skills for a range of running and modified field events.

Students learn how to dribble a ball with their foot and kick a ball correctly.

THE ARTS (Visual) – ‘Using Line and Colour.’

Students use line and colour to create art works that express their ideas and feelings.

THE ARTS (Music) – ‘Let’s Sing and Play Together’

Students explore rhymes and songs as stimulus for music making and responding. Students express their ideas through music and begin to develop their understanding of the elements of music. They explore the concept of beat by listening, clapping and engaging with simple songs.

