

# YEAR 1 NEWSLETTER

Welcome to Term 1, 2024

## Introduction:

Welcome to Year 1 2024 and a year of amazing learning! Our team is a dynamic, creative and ever evolving team. We are looking forward to a wonderful year of getting to know your children and fostering their love of learning.

## Teacher contacts

<b>1M</b> Vim Mistry (Mon- Fri)	vmist9@eq.edu.au
<b>1H</b> Georgia Haddow (Mon- Fri)	ghadd9@eq.edu.au
<b>1B</b> Liz Bateman (Mon- Thur) Raelee Bonython (Fri)	lbate68@eq.edu.au rbony3@eq.edu.au
<b>1N</b> Lauren Neech (Mon- Fri)	lgibb35@eq.edu.au

## Key Dates

Australia Day Public Holiday- Friday 26<sup>th</sup> January  
Parent Information Evening- Tuesday 6<sup>th</sup> February (5:30pm/6:30pm)  
Dance Curriculum- Monday 5<sup>th</sup> – 16<sup>th</sup> February (Weeks 3 & 4)  
Religious Instruction begins- Friday 1<sup>st</sup> March  
Swimming Intensives- Monday 4<sup>th</sup> – 15<sup>th</sup> March (Weeks 7 & 8)  
Parent Teacher Interviews- Tuesday 19<sup>th</sup> March  
School Photos- Thursday 21<sup>st</sup> March  
Harmony Day- Friday 22<sup>nd</sup> March  
Good Friday- Friday 29<sup>th</sup> March

## Classroom Routine

Please make sure that your child knows the class and school routine. Children are not to be at school before 8.00am. If they are, they should be at OSHC or sit in the area under Block A until released to play in the quadrangle at 8.30am. Please make sure that your child has gone to the toilet before school. Learning begins as soon as they enter the classroom. No child is allowed up in the Year 1 verandas before school to place personal items. This is an out-of-bounds area before the bell.

## Subject Outlines- Classroom

**English-** In this unit students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text.

In this unit students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.

**Maths-** In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

**Number and place value** -count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the two counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growing patterns, represent two digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction and explore commutativity.

**Using units of measurement** -sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations

**Data- representation and interpretation-** ask a suitable question for gathering data, gather, record and represent data.

**Chance** -describe the outcomes of familiar events.

**Science-** Students will explore sources of light and sound. They will manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life.

**You Can Do It (YCDI)-** Lessons focus on the five keys- Getting Along, Persistence, Confidence, Organisation Resilience.

## Specialist Classes

**Dance** -Throughout the semester students make and respond to dance by exploring dance from other countries and cultural groups as stimulus.

**HASS-** In this unit students will explore the following inquiry question: *How has my family and daily life changed over time?*

**Health** – We all belong: In this unit, students recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.

**PE** – Playing with balls: Students develop the object-control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They also apply rules and fair play practices. We will be building up our endurance for cross country. Swimming intensives will take place in Week 7 & 8.

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## Homework

Homework in year one consists of **must do** and **might do** tasks. The **must do** task is nightly reading. Home readers will be sent home early in term one. 2 readers will be sent home each week and need to be returned on Friday.

**Might do** activities consist of Reading Eggs and Maths Seeds.

These passwords will also be sent home early in term one.

## Technology in the Classroom

In the Year 1 classrooms, students will use a shared iPad during group learning. Some of the apps we use include- Reading Eggs, Maths Seeds, Book Creator and Seesaw.

We also use our Interactive Whiteboards on a regular basis to support learning across all Key Learning Areas (KLA's).

## Specialist Timetable

	Hass	Music	Health	YCDI	Library	P.E.	Dance
1M	Monday	Monday	Tuesday	Tuesday	Tuesday	Wednesday	Friday
1H		Tuesday	Thursday	Wednesday			
1B		Tuesday	Thursday	Wednesday			
1N		Monday	Tuesday	Tuesday			

## Class Communication

The Year 1 team are happy to communicate with parents through email. We ask that you keep these points in mind:

- We may only check emails before and after school as the school day can be busy. We will aim to reply within 48 hours.
- If there is an issue you need to discuss, we are happy to make a time to see you and discuss these face-to-face.
- If you need to contact us or your child urgently, please call the office.

## School Contacts

**A/Principal Lisa Masek** | [lmase3@eq.edu.au](mailto:lmase3@eq.edu.au)

**Deputy Principal (P - 2) Stacey Thomasen** | [sthom677@eq.edu.au](mailto:sthom677@eq.edu.au)

**Deputy Principal (3 - 6) Janice Lenarduzzi** | [jlena1@eq.edu.au](mailto:jlena1@eq.edu.au)

**A/HOD/C Cara Middleton** | [cmidd40@eq.edu.au](mailto:cmidd40@eq.edu.au)

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