

ROOM 11 - TERM THREE OUTLINE



A NOTE FROM THE TEACHER

Happy Term 3!! How fast has this year gone! We are already over halfway through the year together and have had so much fun learning! Below is information that we hope you will find useful regarding the organisation of your child's learning program this year. Please email me at any time if you would like to have a meeting regarding your child's learning and progress. I will respond to you between 8:00am-4:00pm Monday to Friday.

EVENTS

Upcoming Events:

21 July – Pupil Free Day
22 July – Students Commence
24 July – Open Night 5pm-7pm
Week 2 – NAIDOC Week Celebration
14 August – Early Close 12pm-6pm – Parent teacher catch ups
21 August – Assembly Room 1
Week 5 – Bullying Awareness Week
Week 6 – Science Week
28 August – Room 8 Assembly
Week 7 – Book Week
3 September – Indigenous Literacy Day
5 September – Book Week Parade
11 September – Athletics Carnival
18 September – RUOK Day
26 September – Last Day of Term

REMINDERS

- **Home Reading** – Students should read a minimum of 4 nights a week to adults for 10 – 15 mins. Home reading books will be given out on a Monday or Tuesday for students to take home to practice their reading. This will commence again in week 3.
- **Homework**: Each week, starting in Week 3, students will have a Mathematics worksheet to be completed. I will check them on a Monday or Tuesday when their readers are due to see how they went.
- **Library** – Every Tuesday afternoon after Lunch (2:05pm). Please ensure you pack your child's library book for return.
- **Hats** – it is important that hats are worn each day to play. We are sun smart!
- **No Toys** – there are to be no home toys brought to school. I can't guarantee the safety of these items and would hate to lose anything of value. They also become a distraction for students when they are learning. Please see the teacher if special arrangements need to be made.

LEARNING FOCUS

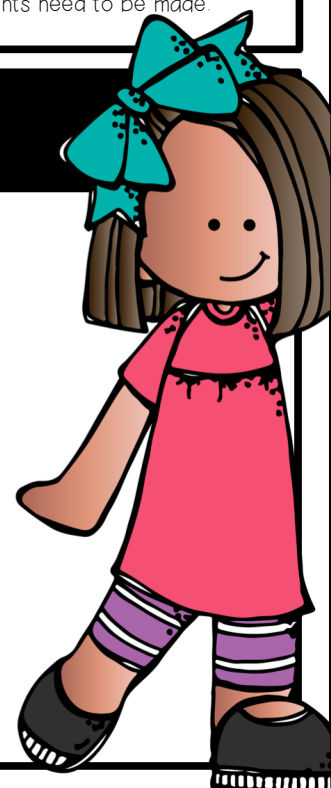
English

Writing

This term in Writing, students will be learning how to read simple non-fiction texts to find out information about different Australian animals. They will look at helpful features like headings, pictures, and fact boxes to help them understand what they are reading. Using what they have learned, students will then write their own information reports about an animal. In their reports, they will include facts about what the animal looks like, where it lives, what it eats, and other interesting facts. They will also learn how to organise their writing clearly, using simple paragraphs and subheadings, and how to use factual and specific words. By the end of the term, students will be able to create an informative and well organised report to share what they have learned.

Reading and Oral Language

- Expression and fluency
- Sounding out & chunking unknown words
- Non-fiction and fiction
- Heggerty





LEARNING FOCUS CONTINUED

Handwriting

The students will be engaging in explicit lessons using NSW Foundation Font. This font more closely resembles text that children will encounter in everyday life, is easier to learn and teach, and is endorsed by occupational therapists.

Phonics and Spelling

Students in year 1 will continue to use the Structured Synthetics Phonics Programme, Letters and Sounds. This programme has commenced in week 2. We are learning about the alternative ways of spelling regular phonemes and extending their code knowledge, to support their writing. This phase is called Phase 5.

Grammar and Punctuation

When learning a particular text type (through reading and writing), the children are also taught the grammar and punctuation conventions relevant to that genre. Because the learning is contextual, it is also more meaningful. While learning about fairy tales, the students will be consolidating and developing their understanding of concepts specific to their year level. In term three, they will specifically review or learn to:

- Pronouns
- Proper and Common Nouns
- Combine two-short declarative sentences with and (compound predicate)
- Define & identify adverbs, match to verbs
- Define & identify adverbs, match to verbs
- Identifying fragments vs. sentences
- Expand sentences - containing adverb (how)

Mathematics

In Mathematics, the students will work individually, in small groups or as a whole class to participate in activities. These activities may include using mini whiteboards, worksheets, the large interactive whiteboard, hands on concrete material and iPads.

Number and Algebra

This term:

- I can locate numbers to 100 on a number line (starting with multiples of ten)
- I can use a number line to find the 'nearest ten'
- I can use concrete materials to determine if a number (1 to 10) is odd or even
- I can use number bonds to bridge 10 with addition (e.g. $5 + 7$)
- I can use number bonds to bridge 10 with subtraction (e.g. $13 - 6$)
- I can solve equivalent number sentences involving addition within 10 (e.g. $5 + 2 = 3 + __$)
- I can add and subtract numbers within 100 by adding or subtracting ones with and without base ten blocks (e.g. $45 - 3$, $23 + 6$)
- I can add and subtract multiples of ten with and without base ten blocks (e.g. $50 - 30$, $40 + 30$)
- I can add numbers within 100 by adding tens with and without base ten blocks (e.g. $45 + 30$)
- I can subtract numbers within 100 by subtracting tens with and without base ten blocks (e.g. $45 - 30$)
- I can add numbers within 100 by adding tens and ones with base ten blocks (no regrouping)
- I can subtract numbers within 100 by subtracting tens and ones with base ten blocks (no regrouping)
- I can subtract numbers within 100 using a vertical written algorithm without regrouping
- I can describe a collection using the words 'groups of' and skip count to find the total
- I can represent two- times tables equations using concrete materials and skip count to find the total



LEARNING FOCUS CONTINUED

- I can represent five times tables equations using concrete materials and skip count to find the total
- I can represent ten times tables equations using concrete materials and skip count to find the total

Measurement and Geometry

- I can measure and compare the capacity of containers using informal units by filling them with water or sand
- I can measure and compare the capacity of containers using informal units by packing them with blocks
- I can make rectangular prisms from cubes and record the volume
- I can name and describe 3D shapes (including cubes, cylinders, spheres and rectangular prisms) using the words 'edge', 'vertex/vertices' and 'face'

Data and Representation

- I can interpret data in horizontal and vertical picture graphs by identifying the biggest and smallest values and by answering 'How many...?', 'Were there more...?' and 'Were there less...?' questions
- I can choose simple questions and gather responses and make simple inferences

HASS – Geography

The *People Live in Places* topic is organised into three main units: Weather and Seasons, Features of Places, and How Places are Organised. Throughout these units, students learn about different types of weather and how seasons vary across places, using terms to describe conditions such as rainfall, temperature, and wind. They explore how these seasonal changes affect daily activities, cultural practices, and the way communities operate. Students also investigate the location of the equator, hemispheres, and poles, developing their understanding of how geography influences climate. They examine the natural, managed, and built features of places, how these are shown on pictorial maps, how they may change over time due to natural or human factors, and how they can be cared for. Students explore the different activities that take place in local communities, such as farming, recreation, education, and retail, and how these contribute to the identity and organisation of places. Across the topic, students develop a range of inquiry and communication skills: they identify and process relevant information, explore different points of view, represent data in various formats such as maps and tables, and present their findings using written, oral, digital, or creative forms. They also create descriptive texts about events and places and reflect on their learning by discussing what they have discovered and how it shapes their understanding of the world around them.

Health

This term, our learning in Health and Wellbeing includes a variety of fun and meaningful topics that support students' personal development and safety awareness.

- In our Body Bright program, under the theme Happy and Thoughtful, we are exploring alphabet foods and lunchbox choices. These activities help children build healthy eating habits in an enjoyable and engaging way.
- As we continue with the Zones of Regulation, we are moving into Chapter Five, Approaching the Finish Line. This chapter focuses on helping children recognise their emotions and use strategies to manage them in positive ways.
- We are also learning important safety skills, including road safety such as safe ways to cross the street and how to stay alert near traffic. We are learning about snake safety, where children learn how to stay calm and make safe choices in outdoor settings. These lessons are taught in a gentle and age-appropriate way to help children feel confident, capable and supported.



LEARNING FOCUS CONTINUED

Design Technology – Engineering Principles

As part of the Technologies curriculum, students engage with the text *Possum Magic* by Mem Fox to explore engineering principles. After identifying a problem from the story, where Hush needs a safe way to travel around Australia, students will engage in a hands-on design challenge. Using the design thinking process, they plan, sketch, and construct transport solutions for Hush, experimenting with a range of materials. As they build their models, students consider how their designs move, how forces and materials influence movement, and how simple systems like wheels and axles work. They are encouraged to test, evaluate, and refine their creations to better meet Hush's needs. This unit promotes creativity, critical thinking, and collaboration while embedding key engineering concepts in a meaningful and imaginative learning context.