

# YEAR 1 BULLETIN

*TERM 3 - Week 3*

**OUR BIG IDEA:** OUR SCHOOL LOGO IS DECIDED UPON AND REPRESENTS US IN OUR LOCAL COMMUNITY'

Living things has been our focus for the past two weeks and as we continue to unpack this, an opportunity, that came about due to our building of nests, has been brought to our attention. As mentioned during assembly, and one of our learning dispositions, persistence is important and building persistence has become our focus for this week. Enabling our students to be more persistent will lend itself to them being better problem solvers and enables them to think outside the box when approaching new concepts.

As we continue to wonder about the living world around us, we have endeavoured to create bird nests, looking at materials that are used, the style and design as well as the size and shape (thus incorporating a lot of skills of negotiation with natural materials and problems solving strategies). We have also, as part of our reading rotations included an activity where we are making bird feeders, that will be placed strategically around the school to encourage wildlife to the grounds.

Puss in Boots Pet Detective Performance:

Thank you to Pippa for organising the wonderful performance from the the very talented theatre company, Playhouse Australia. The panto was well received by the children and staff as we ALL got involved.

**We have been learning about...**

## **WRITING**

When writing this week we have used our experience in making the nests as our inspiration. We asked the students to write about their process, reflecting on what worked, what didn't and what would work better next time. Our focus this week is in Creating texts: short imaginative or informative texts showing use of appropriate text structure.

## **MATHS**

This week we are looking at establishing and expanding our use of mathematical language, to better describe, classify and categorise colours, shapes and sizes in relation

to patterns.

## **INVESTIGATIONS**

Feedback on our observations of the students within each area.

Investigations session this week have been an interesting compilation of wonderings and practical uses of the students time. Many have begun to discover how they can create a focus within each area, without bringing a prompt from home. This has allowed our students to become more independent with their learning and allows us to monitor them in different ways. From our observations, the students have taken on this new approach to Investigations with a positive and open mindset.

### **What you can do at home:**

Please continue to encourage your children to work through the My Word Book together with yourself and use these high frequency words to allow for our student to improve with their spelling. It is such an important part of their development and lends itself to their confidence when writing in class and at home. By now we are sure that your child has adopted a spelling strategy that works best for them but if you would like more information about different strategies to try, please look at the following ideas from the Scholastic website:

<http://teacher.scholastic.com/lessonrepro/lessonplans/instructor/spell4.htm>

1. Develop Phonemic Awareness
2. Explore Sounds
3. Discover Spelling Patterns

A very big thank you to Larissa, Rose's mum, for making some (a lot) of natural dough for the Cafe. The children are absolutely loving this area of Investigation and we can certainly see some very successful Masterchefs in the future.

We would really appreciate any cardboard boxes, no larger than a cereal box, for the construction area of Investigations. (Saves you putting them in your recycling bins!)

### **DATES TO REMEMBER:**

Writing Workshop: Monday August 7 and Tuesday August 8.

**Have a great week!**

**The Year 1 Team**