



## Year 1 Term 3, 2022 Parent/Carer Learning Support at Home

*Outlined below is information relating to the learning foci across core curriculum areas for students in Year 1 during Term 3. You may wish to discuss with your child and further support their learning at home through the suggested activities, prompts or questions.*

### **READING & SPELLING**

Focus	Approximate Timing	How you can support your child's learning
Spelling Letter sounds and alternative spelling patterns	All term	<ul style="list-style-type: none"><li>● Encourage your child to practise their spelling word lists sent home weekly in their sound books.</li><li>● Assist your child to use the Google Classroom to access videos of Jolly Phonics single sounds and digraphs.</li></ul>
Literal Comprehension	Weeks 1 - 3	<ul style="list-style-type: none"><li>● Help your child to learn to skim read by looking at headings and sub-headings, pictures, photos, diagrams, captions, any italicised or bold words, and the first and last paragraphs of the text.</li><li>● After sharing a book, ask questions about things that happened in the story.</li></ul>
Reading with fluency and expression and solving words using strategies	Weeks 4 - 6	<ul style="list-style-type: none"><li>● Read favourite books multiple times to develop fluency.</li><li>● Ask your child what strategies they could use to work out unfamiliar words (decoding) as they are reading.</li><li>● Encourage your child to read aloud with expression and pay attention to punctuation to guide the tone and volume of their voice</li></ul>
Monitoring and self-correcting	Weeks 7 -10	<ul style="list-style-type: none"><li>● When your child reads aloud and they make a mistake, wait until the end of the sentence and ask 'Did that make sense? Did that sound right?'</li><li>● Ask them if they know where they went wrong and encourage them to go back and reread words and phrases to self-correct.</li></ul>

## WRITING

<b>Conventions of writing</b> <ul style="list-style-type: none"><li>❖ Spelling</li><li>❖ Revising</li><li>❖ Proofreading</li><li>❖ Editing</li><li>❖ Letter formation</li><li>❖ Handwriting presentation</li></ul>	<b>All term</b>	<ul style="list-style-type: none"><li>● Use strategies such as look-say-cover-write-check to learn an increasing number of high-frequency sight words (using Oxford word lists).</li><li>● Encourage your child to read back their writing. Ask them if it makes sense? Does it sound right? Does it look right?</li><li>● Begin to use dotted third lined paper/ books at home and discuss letter placement within the lines (head, body and tail letters).</li></ul>
<b>Information Reports</b> continued	<b>Weeks 1-3</b>	<ul style="list-style-type: none"><li>● Support your child in researching facts about a topic of interest. This can be done using texts, magazines, documentaries and search engines; with your supervision.</li><li>● Encourage your child to talk about differences between fiction and non-fiction texts they read</li></ul>
<b>Stimulus Writing</b> <b>Grammar/Punctuation</b>	<b>Weeks 3-6</b>	<ul style="list-style-type: none"><li>● Through incidental writing opportunities, such as birthday invitations, shopping lists, journals etc, remind your child to use capital letters for a person's name or place as well as commencing a sentence with a capital letter.</li><li>● Prompt your child to finish sentences with a full stop.</li></ul>
<b>Narrative</b>	<b>Weeks 7 - 10</b>	<ul style="list-style-type: none"><li>● Encourage your child to write a made up story, asking them to think about including a beginning, middle and an end.</li><li>● Remind your child to use a capital letter at the beginning of a sentence and a full stop to mark the end of a sentence.</li><li>● Allow your child to draw their ideas first, before writing their story.</li></ul>

## MATHS

Counting & Number Patterns	Ongoing	<ul style="list-style-type: none"><li>● Have your child practise counting using Paint Splat (can be found inside Gr1 Google Classroom).</li><li>● Encourage your child to count forwards/backwards, identify numbers before and after, skip counting by 2s, 5s and 10s. As a challenge, begin at any starting point or past 100.</li></ul>
Fractions	Weeks 1-4	<ul style="list-style-type: none"><li>● Together with your child, look at recipes. Using measurement utensils, support them to measure a whole and a half e.g. (e.g. <math>\frac{1}{2}</math> cup of sugar etc).</li><li>● Using spare paper in your household, ask your child to show a whole and to fold in half. As an extension can they fold into quarters?</li><li>● Support your child to make their sandwiches and cut them into halves or quarters.</li></ul>
Telling Time Analogue/Digital	Weeks 1-4	<ul style="list-style-type: none"><li>● Support your child in practising telling the time on an analogue clock.</li><li>● Wherever possible, ask your child to tell you the time with a focus on o'clock and half past.</li><li>● If your child wears a digital watch/FitBit, ask them to tell you the time.</li></ul>
Money	Weeks 5-7	<ul style="list-style-type: none"><li>● Encourage your child to explore Australian coins and discuss the features of them (including colour, size, and images).</li><li>● Using spare change, allow your child to order coins from least value to highest value.</li><li>● Where possible, provide opportunities for your child to make cash payments using Australian coins.</li></ul>
Location	Weeks 5-7	<ul style="list-style-type: none"><li>● Provide your child with a set of instructions to follow. Locational language includes 'forward', 'backwards', 'left' and 'right', clockwise and anti-clockwise).</li><li>● Encourage opportunities for your child to explain how to get from one familiar place to another.</li></ul>
Place Value Revision	Weeks 8-10	<ul style="list-style-type: none"><li>● Write out a 2 or 3 digit number for your child and get them to write down what the number consists of. For example the number 27 could be written as 2 tens and 7 ones.</li></ul>
3-Dimensional Objects	Weeks 8-10	<ul style="list-style-type: none"><li>● Encourage your child to find 3D shapes in their everyday environment and name them e.g, a ball is a sphere.</li><li>● Ask your child to identify the properties of 3D shapes. For example how many faces, edges and vertices (corners) does the shape have?</li></ul>

## INQUIRY

Completion of Term 2 Inquiry - How do weather patterns and seasons affect our world?	<b>Weeks 1 - 3</b>	<ul style="list-style-type: none"><li>● Listen to your child read through their weather report script in preparation for filming. (Videos will be used as part of the 'Writers Festival' scheduled for end of Term 3)</li><li>● Help your child select clothes/props that match the type of weather they will be reporting on.</li></ul>
<b>HISTORY:</b> How have things changed over time?	<b>Weeks 3 - 10</b>	<ul style="list-style-type: none"><li>● Suggest ideas about what objects from the past may have been used in everyday life.</li><li>● Distinguish between what is old and what is new using clues, such as the condition of an object, for example, you may have a toy from when you were very young.</li><li>● When out and about, discuss the local community identifying signs of the past and in the present, for e.g., street names, monuments, built and not built landmarks</li><li>● Share family histories and show photographs.</li></ul>

## SPECIALISTS

### VISUAL ART

Impressionism	<b>Term 3</b>	Take a virtual tour of Impressionism exhibitions at the National Gallery of Victoria.  <a href="#">Virtual Tour - French Impressionism</a>
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### PE (Physical Education)

Athletics	<b>Term 3</b>	<b>Athletics</b>  The document below is a resource from athletics Australia. It introduces the key teaching points of the skills including running, jumping and throwing.  The activities are designed to develop the skills to participate in athletics events.  Athletics Australia - <a href="#">IAAF Kids Athletics</a>
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### MUSIC

Music	<b>Term 3</b>	<b><i>Cat Rap – Hip-Hop Rap to the Beat!</i></b> Practise performing the Cat Rap (Cats Sleep Anywhere) along to the Hip-Hop drums by talking to the beat and keeping in the tempo. Listen to Ms S' example. Yo! Resources at the following link:  <a href="https://drive.google.com/drive/folders/1xI43mDS-zrzIZY75d2_JkyrlSanprNDc?usp=sharing">https://drive.google.com/drive/folders/1xI43mDS-zrzIZY75d2_JkyrlSanprNDc?usp=sharing</a>
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