**Curriculum News**

Next year HSS will begin using the Australian Curriculum V9 English in all year levels. This will involve changes to the content in each year level, including changes to some of the texts studied. Our teachers will be very busy this term, learning about the new English curriculum and planning for 2025.

**Heatley Fun Day/Water Safety Carnival**

As part of a focus on water safety, our Heatley Fun Day/Water Safety Carnival for P-6 is on Wednesday 6 November. The day will include a sausage sizzle ($2) and fun activities. As this is a very important part of the curriculum and life skills, all students are expected to attend the carnival.

**Reporting**

Semester 2 report cards will be sent home in on Tuesday, 3 December. Reports will be printed and emailed.

**Class Parties**

Class parties will be held on Friday, 6 December. Classes will send home information about suggested food items to send with your child to share with their classmates.

**Week 11**

This year there will be an extra week of Term 4. All learning and regular end of year events will occur by the end of Week 10. Week 11 will be alternative programs.

**Sun Safety – Hats**

As we are a Sun Safe school, students must wear a wide-brimmed hat for outdoor activities including playtime. Hats are available for purchase from the tuckshop, however any bucket style hat is suitable. Sun cream has been provided to each classroom for outdoor learning activities. If your child has allergies, please let the office know.

**How to contact the Year 1 team:**

1A – Teagan Franklin [tfran253@eq.edu.au](mailto:tfran253@eq.edu.au)

1B – Nikita Borellini [nbore7@eq.edu.au](mailto:nbore7@eq.edu.au)

SEP Teacher –

Jody Smith (0.5) [jsmit0@eq.edu.au](mailto:jsmit0@eq.edu.au)

Or phone the school on 47 595 333 to leave a message for the teacher and they will phone you back when available.

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| heatley LOGO - COLOURED - 2008 | Keep up to date with our Website and Facebook  <https://heatleyss.eq.edu.au/>  <https://www.facebook.com/HeatleySS/>  Regular school newsletters are also emailed home |  |



**Year 1 Semester 2 2024**

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| **October** | | |
| Wk 4 | Fri 25 Oct | Wear red for Day for Daniel  Gold coin donation |
| Wk 4 | Fri 25 Oct | World Teachers’ Day |
| Wk 4 | Fri 25 Oct-15 Nov | Prep 4 Prep |
| **November** | | |
| Wk 6 | Wed 6 Nov | Heatley Fun Day /Water Safety Carnival |
| Wk 6 | Thur 7 Nov | Pancake Breakfast |
| Wk 7 | Tues 12 Nov | P&C Meeting 2pm |
| Wk 9 | Wed 27 Nov | Year 6 into 7 Transition Day |
| **December** | | |
| Wk 10 | Tues 3 Dec | Report cards sent home |
| Wk 10 | Wed 4 Dec | P-2 Awards  Yr 3-6 Awards |
| Wk 10 | Thurs 5 Dec | Year 6 Graduation |
| Wk 10 | Fri 6 Dec | End of Year Concert |
| Wk 11 | Mon 9 - Fri 13 Dec | Alternative programs |
| Wk 11 | Fri 13 Dec | Last day of Term 4 |

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| **Year 1 Curriculum Overview**  **Term 3 and Term 4 Units** |
| **English**  **Term 3 - Retell of cultural stories**  Students listened to, read and viewed a range of cultural stories. They created and presented a retelling of a traditional or cultural story using a puppet as a prop.  **Term 4 – Procedural texts**  Students will listen to, read and view a range of texts. They will create a digital multimodal procedure. Students will also engage in a mini-unit about persuasive texts. |
| **Mathematics**  **Term 3**  Students demonstrated that numbers could be represented, partitioned and made in various ways, recognised patterns in numbers, extending their knowledge of numbers beyond 2 digits. They also explored and recognised shapes and objects in the environment. Students developed their ability to use spatial features to classify shapes and objects. In Measurement, students explained ways of making comparisons and began to use uniform informal units to measure attributes (length, mass, capacity).  **Term 4**  Students will continue to develop their understanding of number. They will also build their ability to recognise patterns in numbers and extend their knowledge of numbers to at least 120. |
| **Science**  **Term 3 – Chemical Sciences – Changes around me**  Students explored the properties of materials and used their understanding to design and build an object.  **Term 4 – Physical Sciences – Exploring Light and Sound**  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 as they create a musical instrument. |
| **HASS (Humanities and Social Sciences)**  **My Changing World**  Students will identify and describe the natural, constructed and managed features of places in their local area. |
| **Design and Technologies**  **Linked to English**  Students will learn about elements of design as they plan and make a puppet to use as a prop in their English retell of a cultural story. |
| **HPE (Health and Physical Education) – Health focus**  **Jo Anning**  Students will describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. They will recognise similarities and differences between students. Students will identify and practise emotional responses that reflect their own and others' feelings. |
| **PE – (Physical Education) -Tracy Riley**  **Term 3 - Playing with Balls/What’s your Target**  Students learnt and practiced the skills of throwing, catching, kicking, passing and dribbling using different balls including, netball, soccer, rugby and tennis balls. Skills were practiced in isolation and in fun, non-competitive, game situations. Students demonstrated fair play and positive ways to interact with others.  **Term 4 - Equipped to move**  Students will explore elements of movement while developing fundamental movement skills that involve manipulating equipment (hoops, balls and rhythm ribbons). They will perform skills, with and without equipment, in simple movement sequences.  Ribbon dance <https://youtu.be/vZ7jThX0TNc>  Group ribbon dances <https://youtu.be/s8mphBCu5kk> <https://youtu.be/ldNpyj0bnn8>  Hoop dance <https://youtu.be/YvN-mnAe6ts>  Group hoop dances <https://youtu.be/LFUTAsRvrDQ> <https://youtu.be/ei_LSYF-QmA>  Ball skills <https://youtu.be/JoxS9TG-ZqQ>  Ball dance <https://youtu.be/PpMjqHWhoRU>  Group ball dances <https://youtu.be/cplNbZKwDZ4> <https://youtu.be/izNGX2vd3pg?t=103>  **iMove, iJump, iLand:** Students will demonstrate fundamental movement skills of rolling, balancing and jumping. They will perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness. |
| **The Arts – Music Specialist - Michelle Rush**  Students will compose simple rhythms to accompany scenes from a familiar story book. They will learn to identify and play rhythms while building responding and performing skills. Students will develop their performance skills by learning music and lyrics for the end of year concert. |
| **The Arts – Dance**  Pin on Music/mvt. Activities  Students will respond to dance by exploring dance from other cultural groups. They will view performances from both Aboriginal and Torres Strait Islander student dance groups. Students will create their own short dance sequence. |