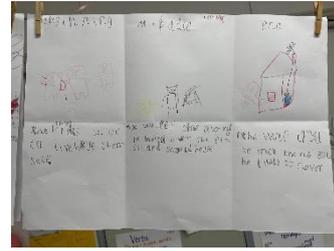
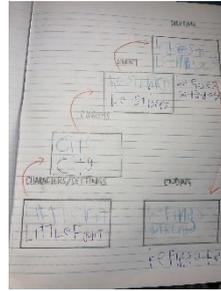


Year 1 Learning Snapshot

Reading

Summarising/Procedural Texts

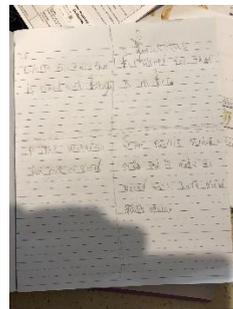
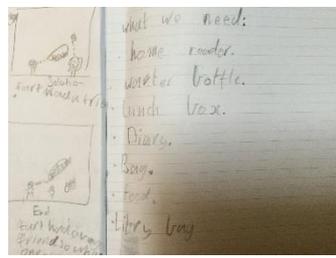
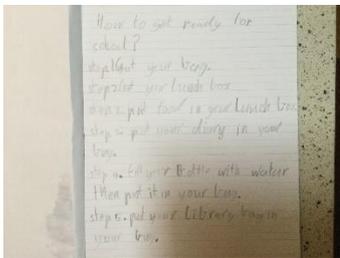


Last week, students read and followed instructions of a procedural text to make their own snowflakes. Lots of concentrating, folding and cutting!
We are learning to read and follow procedural texts carefully. The students have learnt that procedural texts come in many forms such as recipes, instructions for toys or games and i

Students are focusing on the comprehension skill of summarising in Reading. They have been learning to identify and retell the most important parts of a text. The students have also learnt how to use a story mountain to summarise the main events of a story. They are thinking about the main characters, the setting and the most important parts from the beginning, middle and end of a story. You can continue this learning at home by asking your child to summarise books you read at home.

Writing

Finger Spaces/Procedural Texts

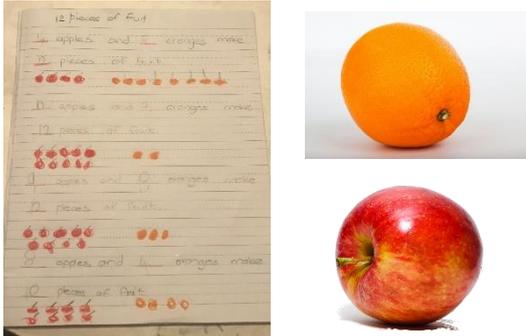
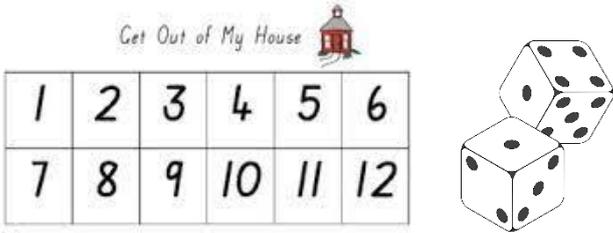
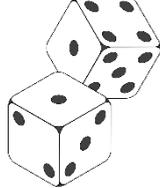


We are learning how to write procedural texts that include a heading, the materials needed and instructions/steps. Students have written procedural texts about building towers and getting ready for school.

We have been focusing on secretarial skills in writing, such as finger spacing and letter formation. Ruby practiced using finger spaces as she planned a narrative during the writing cycle.

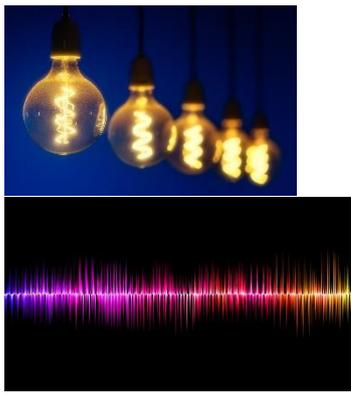
Numeracy

Addition

 <p>12 Pieces of Fruit 14 apples and 11 oranges make 25 pieces of fruit 11 apples and 11 oranges make 22 pieces of fruit 11 apples and 11 oranges make 22 pieces of fruit 11 apples and 11 oranges make 22 pieces of fruit</p>  	 <p>Get Out of My House</p> <table border="1" data-bbox="874 318 1279 465"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr></table>  <p>How to Play The game board is divided into 12 squares. Roll the dice and move your counter on the board according to the number. Take a counter to all the dice. Roll the dice again and move your counter on the board according to the number. If you roll a 6 on the dice, you get all 12 squares on the board. If you roll a 12 on the dice, you get all 12 squares on the board. If you roll a 1 on the dice, you get all 12 squares on the board. If you roll a 2 on the dice, you get all 12 squares on the board. If you roll a 3 on the dice, you get all 12 squares on the board. If you roll a 4 on the dice, you get all 12 squares on the board. If you roll a 5 on the dice, you get all 12 squares on the board. If you roll a 6 on the dice, you get all 12 squares on the board.</p>	1	2	3	4	5	6	7	8	9	10	11	12
1	2	3	4	5	6								
7	8	9	10	11	12								
<p>In maths we have been using various addition strategies. We've practiced reading worded problems and identifying what the question is asking us. An example of this was the 'Fruit Salad' question from week 2's remote learning session. There are 23 pieces of fruit. How many of them might be apples and how many oranges? Lots of possibilities here!</p>	<p>The students have enjoyed playing the game, 'Get Out of My House!' This game encourages them to roll two dice and practice the addition strategy of counting on from the larger number.</p>												

Big Question

Tuning In stage

 	<p>We asked students to think of any questions they might have and share them with the class.</p> <p>Thank you to those families who shared their child's questions on Google Classroom. Students asked the questions:</p> <ul style="list-style-type: none">• How does light get created?• How does light get created by a torch?• Where does sound come from?• How did light start?• How does sound go higher and lower?• How do our ears work?• How do light bulbs work?• What is light made of? <p>We are looking forward to exploring these questions through investigations and experiments!</p>
<p>Our big question for term 3 is 'How is light and sound created and experienced?'. We are currently tuning in to this inquiry question by thinking about what we already know and what we want to find out about this topic.</p>	

Spanish: Students are learning about families in Spanish this term. They are focusing on words for close family members such as: papá (Dad), mamá (Mum), hermano (brother), hermana (sister) and bebé (baby). Together, we have been singing the finger family song in Spanish. Students have used this knowledge to create family portraits and draw their own finger family.