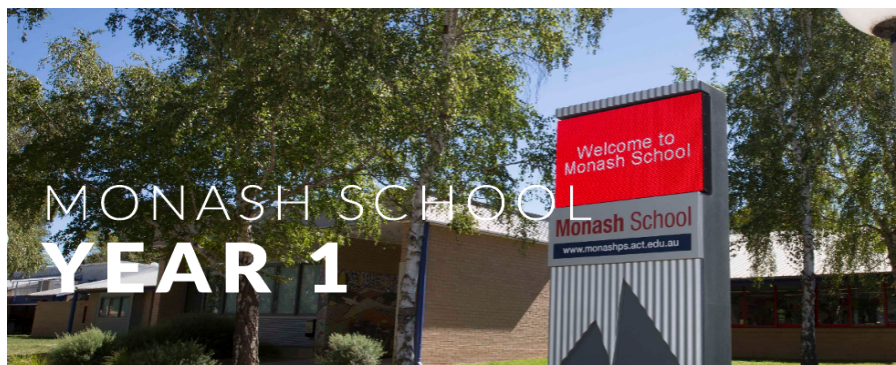




Term 3, 2026 Term Overview

WELCOME

Welcome back to Term 3, 2026! We're excited to begin another exciting and busy term of learning with our Year 1 students! We kindly remind you to send your child with a hat and drink bottle to school each day. Additionally, please ensure that all belongings, particularly jumpers, jackets, and lunch boxes, are clearly labelled.

As with last term, the library will be open every day during breaks and students will have the opportunity to browse and borrow during break times. Students are required to have a library bag to ensure our precious books are protected. *Please note that due to timetable restrictions we are unable to go during class time.*

The home reading program will continue this term. Students have received a plastic sleeve with 1-2 decodable texts that they take home and practise. These books can be returned and exchanged any day of the week. Don't forget to complete the yellow home reading log form to ensure you are in the draw to win a free book from Scholastic. *Home practice booklets will continue to go home this term, these are to support student learning and are not mandatory to complete.*

As always, we are committed to supporting every student to reach their full potential and value our ongoing communication with families. Please don't hesitate to contact us via email if you have any questions or would like to discuss your child's learning or wellbeing. Elizabeth Sheils (Elizabeth.Sheils@ed.act.edu.au), Natalie Lautier (Natalie.Lautier@ed.act.edu.au), Rhianna Byrne and Mike Desmond (Rhianna.Byrne@ed.act.edu.au and Michael.Desmond@ed.act.edu.au)

ENGLISH

Students will continue to develop their phonological awareness by breaking words into parts, identifying syllables and manipulating sounds. This term, we will learn long VCC sounds such as -ild, -ind, -olt and -ost as well as r-controlled vowels such as ir, ur, er. We will also revise long vowel sounds (digraphs) such as ai, ay, ea, ey and oa, ow, oe. As students continue to develop letter-sound knowledge, they will practise orally segmenting and blending words, supporting their reading of decodable texts. Our book studies this term are:

The Day the Crayons Quit by Drew Daywalt which explores expressing opinions, feelings and problem-solving through letters written from the perspective of different crayons. Students will explore how to express dislikes and make clear, kind requests. They will revise verbs and adjectives to edit sentences and improve vocabulary choices. Students will explore the persuasive genre and write a personal response or opinion in the form of a letter, which they will then present to the class, practising speaking with a focus on volume and pace.

The Boy Who Tried to Shrink His Name by Sandhya Parappukkaran which tells the story of Zimdalamashkermishkada, a boy who starts a new school and feels his long name might be too difficult for others. He tries to shorten it, but learns that his name carries special meaning and is an important part of his identity. This heartwarming story celebrates cultural diversity and inclusion, encouraging students to embrace their own and others' uniqueness and understand that no one should feel the need to shrink themselves to fit in. Students will explore character traits in a narrative text, focusing on how characters are described through their thoughts, feelings, actions and dialogue. They will also revise prepositions and adverbs to expand simple sentences (*who/what, how, where, when*).

Jetty Jumping by Andrea Rowe which explores friendship, courage and the excitement of seaside adventures. Students will explore the features and structure of narrative texts and create a five-sentence story innovation of *Come Down, Cat!* with one or two elements changed, supported by a pictorial representation. They will present their story as spoken text to a small group, focusing on narrative structure including character, setting, problem, feeling and solution. Students will also learn the conjunction 'and' and use it to combine sentences for improved flow.

Migaloo, The White Whale by Mark Wilson which follows a rare white humpback calf as he travels with his mother on a long journey. The text builds knowledge about the basic needs of animals, the unique places they call home, and how these environments support their survival and wellbeing. Students will explore how authors show character traits through words and how illustrations convey feelings and actions through images. They will apply this understanding by comparing what the text says with what the illustrations show to make simple inferences about characters. Students will revise the conjunctions *and* and *because* and practise writing sentences from a picture prompt.

MATHEMATICS

Daily Review

Each day, students will participate in short, fast-paced lessons to review previously taught concepts across all areas of Mathematics.

Fluency Practice

Each day students complete a number based fluency practice. This is aimed at developing quick and accurate recall, and applying facts for addition and subtraction.

Number

Students will continue learning to apply a range of strategies for single and two digit addition and subtraction sums. They will be learning how to identify halves and quarters of shapes and using arrays to create equal groups.

Measurement, Shape, Statistics and Probability (MSSP)

Students will continue to extend their knowledge of measuring length and start to use informal units to measure the area of a variety of objects. They will tell time to the half hour on an analogue clock and compare durations of time. Students will be exploring statistics by gathering and displaying data.

UNIT OF WORK

Health

Students have nearly completed their healthy eating unit of work around the importance of making informed choices to create strong and healthy minds and bodies. Students have been working towards developing an early understanding of nutrition and food literacy.

History

In the coming weeks, students will begin their History unit called 'Family Life Through Time'. They will explore how family life has changed over time and identify things that have stayed the same. They will compare families today with those of their parents and grandparents, investigating family structures, roles and responsibilities, and daily routines.

Students will also explore changes in entertainment, transportation, schooling, home life and traditions to develop an understanding of continuity and change within families and communities.



Social and Emotional Learning

We will continue our **RRRR**

Program — Rights, Resilience,

Respectful Relationships with a focus on stress

management, making new friends, and seeking help.

Further information about this program is detailed in our fortnightly newsletter.

SUPPORTING LEARNING AT HOME

Reading

- Share books with their children at home to foster a love of reading
- Complete UFLI home learning sheets
- Home Readers can be returned and changed at any time.

Maths

- Counting to and from 120 including skip counting by 2, 5 & 10s
- Thinking aloud simple addition and subtraction strategies
- Involving students in simple monetary transactions and looking at the size, shape and colour of various coins.
- Discussing timetables and schedules throughout the day while looking at clocks.
- Playing board or card games at home that use numbers can support your child's learning

SEL

Mindfulness - <https://www.smilingmind.com.au/> or download the app

EVENTS THIS TERM

21 July - Athletics Carnival
22-24 July - AFL Clinics
1 August - Hats On!
18 August - P&C Chocolate and PJ Drive
26 August - Book Parade
2 September - Father's Day Stall
11 September - Chief Minister's Reading Challenge ends
14 September - Christian Education
15 September - P&C Tombola Mufti Day
17 September - Floriade Choir/Band Performance
21 September - Grandfriend's Day
22 September - Golden Ticket Magic Shows
24 September - Science Expo
25 September - School Captain's Assembly