



What we are learning about at school

Uniform and Library Timetable -

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 1	Summer Uniform	PE Uniform	Summer Uniform	Summer Uniform	PE Uniform Library

[Important Dates for Term 4:](#)

OCTOBER

- Friday 25th - World Teacher's Day
- **Monday 28th October - Grade 1 Learning Showcase 2:50pm**

NOVEMBER

- Monday 4th - Report Writing Day - Student free day
- Tuesday 5th - Melbourne Cup public holiday
- Friday 8th - 2025 Prep Transition Day - 9.15-10.45am (Day 1 of 3)
- Tuesday 12th - 2025 Prep Transition Day - 9.15-10.45am (Day 2 of 3)
- Thursday 21st November - Colour Run
- Friday 22nd - Curriculum Day - Student free day
- Friday 29th - 2025 Prep Transition Day - 9.15-10.45am (Day 3 of 3)

DECEMBER

- Wednesday 4th December - Carols at 5:30pm
- Thursday 12th - Year 6 Graduation
- Tuesday 17th - Last Day term 4 - 12.00pm finish time. Canteen closed. Casual clothes day - charity TBC

RELIGION

Students will:

- learn about God's creation and their role as stewards
- explore ways to care for the Earth and conserve resources
- learn about recycling, reducing, and reusing to protect the environment
- explore Advent symbols and their meaning
- act out the Christmas story and sequence the main idea
- participate in an Advent liturgy

READING

Students will:

- use mentor texts to answer and develop comprehension questions to develop literal and inferred meaning about a text
- participate in reading groups where they will focus on reading fluently, with expression and intonation
- explore new and interesting vocabulary through mentor texts
- explore poems and identify the author's purpose and elements to different types of poems
- focus on spelling irregular words with a continued focus on high frequency words
- explore prefixes and how they change the meaning of words

WRITING

Students will:

- explore procedural texts and apply the structure of these in their writing
- listen to, recite, and write poems, creating sound patterns including alliteration and rhyme

- continue to apply the required punctuation to produce grammatically correct sentences
- engage in creative writing opportunities through the use of a Writer's Notebook
- focus on including conjunctions to build on ideas in their writing, for example- and, so, but, however

SPEAKING AND LISTENING

Students will:

- recite and perform poems, rhymes, and songs
- share, listen to and follow procedural texts
- interact in pair, group, and class discussions, taking turns when responding
- make short presentations on familiar topics
- participate in share time based on weekly topics

MATHS

Students will:

- read time on analogue and digital clocks and observe the characteristics of half-hour times
- give and follow directions to move people and objects to different locations within a space
- acquire, record and represent data in a variety of ways and compare and analyse the findings
- revise place value and counting strategies

INQUIRY LEARNING

Students will:

- understand the steps involved in the design process
- plan, create, design and problem solve during the design process
- collaborate with their classmates through design opportunities

PHYSICAL EDUCATION (PE)

Throughout term 4, students will continue to develop and refine their fundamental locomotor skills like jumping, dodging and running. These skills will be further developed and refined through gameplay. As students refine these skills, they will be continuing to learn how to follow the rules of the game as well as understand the concept of fair play. Students will also continue to develop and refine their object control skills such as throwing, catching and kicking. These skills will also be refined and further developed through gameplay. Students will continue to learn how to apply both fundamental locomotor skills and object control skills in different games.

VISUAL ART

We will be exploring Aboriginal Traditions and their use of leaves as medicine from 'Nature's Pharmacy' inspired by Rosemary Pitjara. Students will also develop their artistic skills by sketching and designing characters in a variety of posers.

LANGUAGES

This term, students will begin learning to ask and answer questions about food, giving their opinions on if they like or dislike certain foods. For example, 'Ti piace mangiare la pizza?' (Do you like to eat pizza) and answering with 'Sì, mi piace/No, non mi piace...' (Yes, I like/ No, I don't like...). We will learn to compose sentences that provide opinions on hobbies we do and link them with family members. For example, 'Mi piace giocare con mia mamma' (I like to play with my mum). In our next unit, **Animal Sounds**, students will explore the different animals and sounds they make and ask and answer questions like, 'Come fa il cane?' (How does the dog go?) **and respond** 'il cane fa bau bau' (The dog goes woof woof).

PERFORMING ART

We will use playscripts as stimuli to learn how to improvise scenes within a performance. Students will explore a variety of playscripts, such as "Where the Wild Things Are," to improvise different performance concepts like tableaux (frozen pictures), moving images, and voice. In pairs and groups, students will create different types of performances. They will continue to develop their skills as performers and learn to appreciate their peers as an audience.

STEAM

With a theme of 'monsters,' students will engage in various activities to develop problem-solving skills, spatial reasoning and scientific inquiry. They will create and construct their own monsters with various building materials, explore light and shadows, and use Scratch to code and animate their monsters to bring them to life.

If you have any questions, you can contact your child's teacher via email or school phone.

1RH - Rachel Hanna

rhanna@stmhadfield.catholic.edu.au

1SC - Stefanie Cuschieri

scuschieri@stmhadfield.catholic.edu.au

1NK - Natalie Kelly

npring@stmhadfield.catholic.edu.au