

A vibrant, cartoon-style illustration of a young girl with long dark hair and round glasses, sitting cross-legged and reading an open red book. She is wearing a pink shirt and green pants. Around her are various educational and creative icons: musical notes, a red apple, a beaker with yellow liquid, a pencil, a rocket, a basketball, a lightbulb, a palette, a ruler, a magnifying glass, a rainbow, and mathematical formulas like $1+1=2$ and $5 \times 2 = 10$. The background is a mix of pink and purple with stars and dots. On the right side, the text 'W' and 'Pare' are visible, likely part of a larger title.

Acknowledgment of Country



I acknowledge that I am hosting this virtual meeting from the lands of the Dharug people. I also acknowledge the Ongoing Custodians of the various lands on which you are all calling in from today, and the Aboriginal and Torres Strait Islander people participating in this meeting and throughout our school community.

Introducing our Stage 1 Team

1B – Mrs Judy Barr

1M – Mrs Janine Mugridge

1P – Miss Chelsea Parker

2E – Miss Claire Eiffert

2M – Miss Adele Mahler

2S – Miss Wendy Stanton

2Y – Mrs Erica Khoo

Assistant Principal – Mr Nicholas Johnson





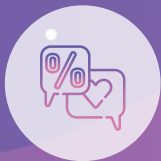
SCHOOL NEWSLETTER

AVAILABLE EACH
MONDAY FROM THE
SCHOOL WEBSITE
AND SKOOLBAG APP.



SZapp

DOWNLOAD THIS
APP FOR FREE FOR
THE LATEST
ANNOUNCEMENTS.



HOW TO BEST CONTACT ME

Put in email



SEESAW APP

SHARE IN YOUR
CHILD'S LEARNING
JOURNEY.

PLEASE HELP US FOCUS ON YOUR CHILD'S LEARNING
AND GROWTH BY STAYING IN THE LOOP!

Get involved with your P&C who meet every second Monday of the month.

Our School Expectations



At John Purchase PS, we are committed to providing safe, supporting and responsive learning environments. We teach and model the behaviours we value in our students. Our policy and practice at JPPS is underpinned by three key expectations:

<div>SCHOOL EXPECTATIONS</div>		
RESPECT	RESPONSIBILITY	ASPIRE
<ul style="list-style-type: none">• Care for myself, other people, property and equipment• Speak to others in a polite and positive way• Discuss and resolve conflict• Allow others to learn	<ul style="list-style-type: none">• Attend school, be punctual and be prepared• Wear full school uniform with pride• Be safe• Do what is right• Be responsible for the choices you make	<ul style="list-style-type: none">• Try to achieve your best• Bounce back• Be an active learner• Have a growth mindset• Encourage others

Restorative Practices

The restorative practice framework is embedded into the JPPS wellbeing program.

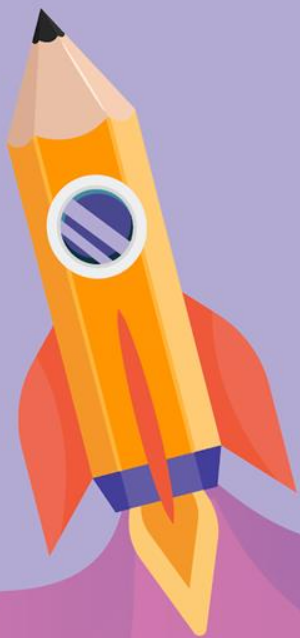
Restorative practice helps us to resolve relational and behavioural issues in a positive and effective way.

The focus is on restoring friendships by helping students to reflect on:

What has happened?

Who has been hurt?

How can this be fixed?



Stage 1 Learning Overview

WHAT IS IMPORTANT TO US

learning
intentions and
success criteria

warm and cool
feedback

personal learning
goals

showing
resilience



Term 1 English Overview



Term 1 English – The Power of Stories



Your child will be an author!

Read



Read a range of imaginative texts and think about:

What makes a story exciting?

How do authors create powerful stories?

How does reading make us a better writer?

Create



Use what you've learnt from reading and in class to create a "powerful story" that will entertain your classmates.

Share



Share your favourite story with your class, your parents, & Mr Johnson.

Learning Trajectory

Stories are everywhere!

- What makes a story a story?
- What stories do I know?
- What connections can I make to stories?
- How can we find the main idea?

Stories are exciting?

- What do authors do to make stories interesting, funny, exciting etc?
- How can I include this in my writing?
- How do authors infer?
- What 'wow' words can we include?
- What grammar do they use?

What messages can we take from stories?

- What can we learn from stories?
- How do authors write endings?

How do texts link?

- What are the similarities and differences between similar texts?
- How are stories presented in different styles?

Word Work

Word works is where students:

- + work with phonics patterns
- + memorise sight words
- + look at word families
- + practice with prefixes and suffixes
- + look at synonyms and antonyms
- + produce rhyming words

Week 4 Missions:

- Mission 1: WALT: apply and recognise the two sounds of the grapheme 'th' in words when reading and writing and speaking.
- Mission 2: WALT: apply 'ng' grapheme to words when reading and writing and speaking.
- Mission 3: WALT: identify the various jobs of silent 'e' in words when reading and spelling
- Mission 4: WALT: apply the 'drop the 'e' add 'ing' rule to verbs when making them present tense (e.g. make-making)

Use the picture clues to guess the TH words below



Beth and Thor

Beth is three. She has a mum, a dad and a cat. Her mum is Kath, her dad is Seth and her cat is Thor.

Beth fell on the path in the garden and had a sharp pain in her teeth. Mum and Dad had a look at her teeth.

At night, Beth got in a big bath with her doll, Faith, after her bath, Dad helped Beth to brush her thick long hair. Mum helped Beth to brush her teeth.

Then, Beth went to sleep in her bed with her cat, Thor.

Spot the TH words
Record them on your mini whiteboard.

At the bottom left, there is an illustration of a boy running on a grassy field with a small dog.

Tips to help your child

1. Read for enjoyment. Books shouldn't be too hard that it becomes a stress.
2. Read a variety of books and texts.
3. Students into a habit eg reading for 15 minutes before bedtime.

Term 1 Mathematics Overview



Mathematics Year 1

Time: Seasons

Whole Number 1: Forwards and backwards number sequencing, ordinal numbers and before and after numbers

Position: Left and right and maze directions

Addition and Subtraction: number lines, using concrete materials to add and counting backwards and counting on

2D Space: Identify and sort 2D shapes and horizontal, vertical and parallel lines

Whole Number 2: partitioning, place value and building items in groups of 10

Data: Tally marks, gather and organise simple data and read picture graphs

TIME – calendar, telling time

WHOLE NUMBER – partitioning, sequences to 100

POSITION – interpret maps

ADDITION AND SUBTRACTION – solving problems, connections between addition and subtraction

2D SHAPES – describing and drawing 2D shapes

DATA – gathering and organising data

MULTIPLICATION AND DIVISION – repeated addition and grouping

Tips for home

1. Involve them in real world maths, e.g at the supermarket.
2. Develop their skip counting skills and friends of ten.
3. Link various areas of mathematics for example addition and money.

Science & Technology – Growing & Changing

Key Concepts

- Living things and their environment play a central role in the support for and survival of humans.
- Understanding the features of living things, their environment and how they change and reproduce

Inquiry Questions

1. What are the external features of living things?
2. How can we improve a local environment to encourage living things to thrive?
3. How do living things change as they grow?



Tips for home

1. Point out different living things and identify how they are similar and different.
2. Involve them in the garden.

DIGITAL TECHNOLOGIES

Publishing stories

Researching on the internet

Typing skills

G suite

Educational iPad apps for English and Mathematics

Friendly Schools Program

- Safe school
- Create and maintain friendships
- Identify their values
- Inclusion and friendship groups
- Resolving conflict +



FULL SCHOOL UNIFORM
INCLUDES BLACK SCHOOL
SHOES
&
BLACK SPORT SHOES FOR
SPORT



PDHPE

Class Sport
Grade Sport
Friendly Schools Program

Stepping into the role of characters from traditional fairytales

Learning to use props, including masks, and work collaboratively

Creative Arts

Drama & Dance Semester 1

Visual Arts & Music Semester 2

• Opportunities for Stage 1 Students •

- Premiers Reading Challenge
- Dance
- Choir
- Talent Quest



Homework

- Reading log to be completed each night
- Mathematics
- Spelling activity
- News

If your child requires adjusted homework, I will be in contact with you.

Permission to Disclose



We encourage permission to disclose so that we can use the programs to:

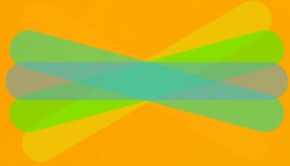
- support student learning, tracking and assessment
- report to parents and share student work/ learning
- enable teachers to meet student needs through the access and recording of student learning, assessment and tracking data



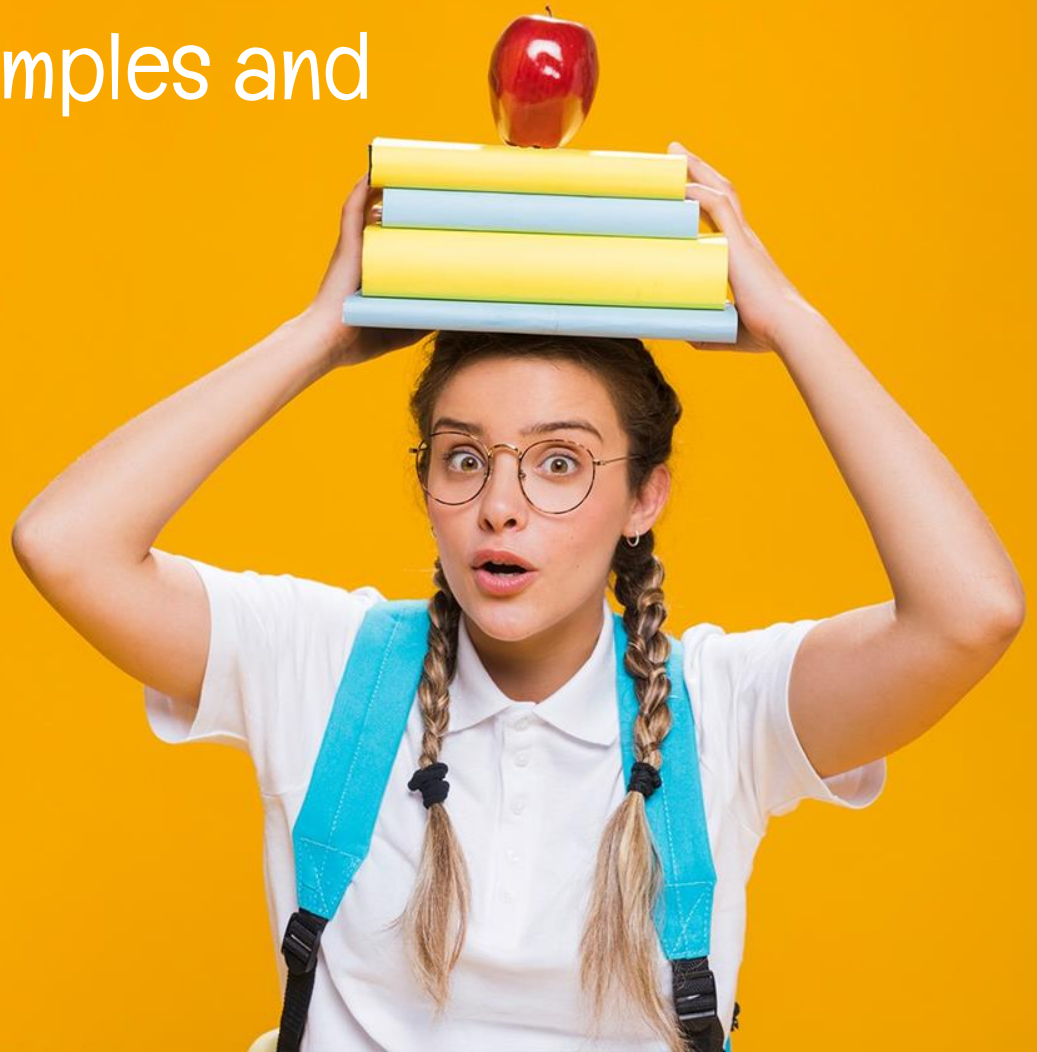
PLEASE SIGN A BLUE PERMISSION TO DISCLOSE NOTE AND
RETURN TO CLASS TEACHERS



How to see work samples and photos



Seesaw





THANKS!

Please do not hesitate to call me, write a letter, come and see me with any concerns.

Let's work in partnership to support your child's growth.