



Leonay Public School



Stage 1 Newsletter

Term 1, 2021

Dear Parents and Caregivers,

Welcome to the 2021 school year! We hope it will be a successful year where we can work together to give your child the very best education. We have made a few changes this term so please read the newsletter carefully. The changes are in regard to homework and sport each week.

We will be using Class Dojo so that you can communicate with your child's class teacher. This method of communication is for reminders and minor issues, however, if you have a question to ask or a larger issue to discuss please telephone the office and arrange a time to chat or meet the teacher. Teachers will have their Class Dojo set to quiet hours between 5pm and 8am as well as weekends. Please be respectful when writing and we will do our best to help you and your child as soon as we can. Thank you for your cooperation in this matter.

In week 2 we sent home an 'All About Me' form to help teachers get to know your child. Please ensure that these are returned to your child's teacher as soon as you can.

Thank you for always supporting Leonay Public School and your child to receive the best education possible. Remember if you have any questions or want to check in please contact your child's class teacher. Please phone the office and we will get back to you as soon as we can.

Yours in Education,

Mrs Wallace, Mrs Peen and Ms Rothwell

Up Coming Events

Stage 1 sport will now be on a Tuesday afternoon. Please dress your child in sports uniform with comfortable joggers so that they can participate comfortably. Leonay Public School students always need their hat and Tuesday is no exception. Thank you.



Homework

To keep homework purposeful and enjoyable for everyone, we have made some small changes to homework for term 1. Please remember, homework is provided but not expected. We understand that afternoons are busy for everyone, so only complete what is manageable.

- Speaking and Listening – Speaking and Listening this term will have a variety of activities to complete throughout the term. This note will be handed out in week 4.
- Home Reading – Home reading will start in week 4. We will continue changing our home readers on Monday, Wednesday and Friday. Home reader texts that are sent home are 2 – 3 levels lower than what your child is working on in class. This is because they are practising fluency, phrasing and comprehension (understanding the text). Please remember that it is extremely important to have a conversation about the text after your child has read. You could ask them to retell the text in their own words, what the main idea is and why the author wrote the text, describe characters and settings, make connections between the text and their own life or even another text.
- Magic 100 – Your child may bring home Magic 100 words to learn how to read and write. It is important to complete this daily as it helps with their reading and writing.
- Maths – To help your child with the recall of basic maths facts we have listed below some websites that help to boost this recall in a fun and engaging way.

<https://education.abc.net.au/home#!/resources/-/mathematics>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://www.topmarks.co.uk/maths-games>

Term 1 Learning Focuses

English – Imaginative Texts

- Speaking & Listening – Students will complete a variety of tasks focusing on imaginative texts. This will involve reading their favourite story, reporting on characters and settings as well as identifying the complication and inventing alternative resolutions.
- Reading/Comprehension – Students will be exposed to the strategies of predicting and visualising. Making predictions is a strategy in which readers use information from a text (including titles, headings, pictures, and diagrams) and their own personal experiences to anticipate what they are about to read (or what comes next). Visualising is the reading strategy that helps your students create a picture in their head of what they're reading. It's almost as if your students are making videos or movies in their heads, all built from their background knowledge, their imagination, and the content of the text.
- Writing – Students will be continuing to write in response to quality literature with an author study on Alison Lester this term linked to imaginative texts. They will be responding through learning intentions and creating texts following the success criteria.
- Spelling/Handwriting – Spelling and handwriting will continue to be linked this term. Correct letter formation is important and will be a major focus this term.

Week 2 – 'Assessment

Week 3 – 'b' like balloon

Week 4 – 'a' like apple

Week 5 – 'k' like kite

Week 6 – 'e' like egg

Week 7 – 'd' like duck

Week 8 – 'l' like igloo

Week 9 – 'f' like fish

Week 10 – 'o' like orange

Students can practise all their spelling and phonic knowledge on the website below:

www.soundwaveskids.com.au

Passwords - Yr1: sleep345 Yr2: hurt520

Mathematics

Stage One students have been completing assessments in week 2 to help us determine which maths group they will be in. Maths groups will start in week 3. This year we only have 3 maths groups:

Superheroes: Mrs Peen

Vikings: Ms Rothwell

Ninjas: Mrs Wallace

Maths groups will run 5 days a week for 1 hour and 20 minutes. During this time, we will work on revision, practising and timing of basic mathematics skills, building mathematical vocabulary and using Newman's Error Analysis to solve words problems around a variety of mathematics concepts.

- Whole Number – Students will cover place value, addition & subtraction, multiplication & division, fractions and patterns & algebra.
- Measurement & Geometry – Students will cover all aspects of measurement and geometry but with a focus on measuring area, understanding and measuring the mass of various containers using an informal uniform unit, recognising and listing the properties (sides, corners and vertexes) of a variety of 2D shapes (triangles, quadrilaterals, pentagons, hexagons and octagons) and reading and representing the time (half-past, quarter-to and quarter-past).
- Statistics and Probability – Students will be posing questions, collecting data using tables and tally marks and creating picture and column graphs to represent that data. They will also be asking and answering questions about that data

History – The Past in the Present

Students will explore, recognise and appreciate the history of our local area by examining the remains of the past, discussing their importance and why they should be preserved. Students will also create a narrative about Leonay and how it came to be.

Science - Physical World Unit

Energy All Around Us – Light, Sound and Heat

Students will investigate forms of energy that are around them, identifying light, sound and heat energy, and how they are sensed and produced. They will explore simple examples of how energy can be transferred and transformed and engage in a design task that models, uses or produces one or more forms of energy.

Physical Education - Refining Fundamental

Movement Skills

Students will continue to develop their ability to perform the fundamental movement skills relevant to their stage of learning in a variety of contexts. Stage 1 students will be taught fine-tuning components for sprint run, static balance, vertical jump and catch. They will also be explicitly taught the introductory components of the hop, side gallop, skip and overarm throw.

Personal Development – Who Looks After and Can Help Me?

Students will explore the significant relationships in their lives and ways these have changed over time. They will discuss the feelings of having their needs met, including help-seeking, as well as feelings associated with unsafe situations. Students define how others keep them safe, as well as their responsibilities in keeping themselves safe. This is closely related to road, water and sun safety. Students are introduced to STAND with each letter being explicitly taught and emphasised over a two-week cycle.

Creative Arts – Elements of Art

Students will explore some of the elements and principles of art through a range of artworks and types. The focus will be on line, colour, value and texture. Real world and artists pictures will provide the stimulus or examples for students to model or try their own artwork and they will spend time discussing other artists' work to discover how the images made them feel or inspired them.