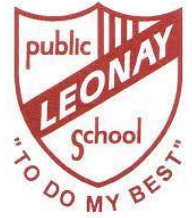




# Leonay Public School



Year 1 Newsletter  
Term 3, 2022

Dear Parents and Caregivers,

Welcome back to Term 3! We hope you had a relaxing holiday and that you were able to spend some time as a family. Term 3 will be a busy term with lots going on.

- New school Wellbeing policy – Our classrooms will continue to use 1, 2, 3 Magic as a consistent behaviour strategy but this will now be paired up the new behaviour consequences flow chart. This is to ensure consistency when dealing with a variety of issues during the school day. Please refer to the school newsletter for more information.
- Uniform – Please ensure that your child is in correct school uniform every day. This includes having neat and tidy hair, maroon or gold hair accessories and black school shoes. During winter, please make sure that your child is wearing the correct school jumpers and jackets to stay warm, however, these should be clearly labelled with your child's full name so that it can be returned if lost.
- Cross the Road safely – We are incredibly lucky to have a school situated in such a quiet community and we are also lucky to have 3 crossings for students to use when they need to cross the road. Please talk with your child about looking both ways before they cross the road to ensure their safety.
- Term 3 Goal review meetings will be held from Monday 1 August 2022 to Thursday 4 August 2022. Get on to your Compass App to book a time with your classroom teacher.

And remember to always check your Compass App for up-to-date information about everything happening at Leonay Public School.

Yours in Education,

Mrs Peen & Ms Rothwell

## Up Coming Events

Education Week Open Day will be held on Monday 1<sup>st</sup> August 2022. We will be having a book character parade, open classrooms, book fair and a family picnic out on the lovely field. Our Education Day activities are planned to begin at 12:15pm. Get started on your book character parade costume!

Musica Viva will be happening on Thursday 4<sup>th</sup> August 2022. We will be watching 'Timmy and the Breakfast Band' who will be combining music, acting and circus tricks.

Stage 1 Excursion - Stay tuned for more information about a really interesting excursion coming up!

## Important Weekly Events

Library Day – Library is an important chance for children to explore a variety of texts and foster a love of reading. It is important for students to use this valuable resource every week to strengthen their ever-growing reading skills. Whilst it is important to read every day, it is also important to talk to your child about what they are reading and how this relates to their world. Please ensure that your child returns their books weekly, if they have not finished reading them, they can always reborrow. **Our Library Day is Tuesday.**

Sport Day – This will continue to be Tuesday each week. Your child will need to wear sport uniform and sport shoes. They will also need their hat and water bottle.

## The Importance of Homework

To keep homework purposeful and enjoyable for everyone, we have made some small changes to homework for term 2. 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 two activities to complete throughout the term. This note will be handed out in week 2. Please pay close attention to the rubrics for each task.
- Home Reading – Home reading started in week 1. 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 3 Learning Focuses

### English – Informative Texts

#### **Foundation Units**

Students will:

- blend through phonemes to read words
- identify graphemes that correspond with those phonemes
- segment words using those phonemes and graphemes
- identify and write simple and compound sentences
- make intentional word choices when speaking and writing to enhance precision
- re-read and edit texts after receiving feedback
- give peer feedback using an agreed criterion
- use tense correctly when discussing past, present and future events
- read with easy rhythm, maintaining fluency
- understand and make simple inferences

Weeks 1- 2: Phoneme – ‘oy’ as in toy

Target graphemes: ‘oy’ and ‘oi’

Weeks 3 – 4: Phoneme – ‘oo’ as in soon

Target graphemes: ‘oo’, ‘ue’, ‘u\_e’, ‘ew’, ‘oe’ and ‘ough’

Weeks 5 – 6: Phoneme – ‘oo’ as in look

Target graphemes: ‘oo’, ‘u’, and ‘oul’

Weeks 7 – 8: Phoneme – ‘ar’ as in farm

Target graphemes: ‘ar’ and ‘a’

Weeks 9 – 10: Phoneme - ‘or’ as in for

Target graphemes: ‘or’, ‘ore’ and ‘aw’

#### **Conceptual Units**

Weeks 1 – 5

##### Narratives

In this unit, students are learning to understand how authors develop characters. This unit provides opportunities for students to be able to:

- identify characters in texts and describe their traits
- create a character identity for an object
- infer characters’ feelings from actions
- compare characters in a text
- make text-to-self connections
- compare how a character is feeling at the beginning and at the end of a text
- identify how characters can make us feel

##### Persuasive Texts

In this unit, students are learning to understand how authors persuade an audience using the textual concepts of argument and perspective. This unit provides opportunities for students to be able to:

- identify the audience and purpose of persuasive texts
- identify arguments in a text
- use reasoning to support arguments
- recognise phrases in texts that project opinions
- reason using ‘because’ statements
- use commas to separate ideas and lists in a sentence
- use modality to add greater certainty to what they say and write
- experiment with writing complex sentences

### Mathematics

This term, we will be focusing on building up student’s knowledge and skills in the area of working mathematically.

#### **Weeks 1 – 5:**

##### Spatial Thinking

This unit provides opportunities for students to develop their understanding that sometimes things move and change location. It provides opportunities over one week for students to:

- understand the usefulness of describing the location of something and how it moves
- use positional language to describe the location of an object and how and where it has moved
- understand that the same location or direction can be described in different ways and recognise that some are more helpful than others
- use mathematical imagination to visualise changes to collections when exploring different ways of solving problems

##### Data

This unit provides opportunities for students to develop their understanding of communicating data through visual displays. Students are provided with opportunities to:

- collect and organise categorical data
- interpret data to make informed decisions
- identify and describe trends in data to predict the likelihood of outcomes
- use data as a powerful way to describe events in the world around us.

Weeks 6 – 10

##### Fractions

This unit develops student knowledge, understanding and skills of the attributes of length as well as the concept of partial measures. Students are provided opportunities to:

- explore units that can be used to measure our world
- reason why the number of units changes depending on the size of the unit used
- describe the lengths of objects that include partial measures
- explore the relationships between parts and a whole when describing fractions

##### Quantities

This unit develops student knowledge, understanding, and skills of combining and separating quantities. Students are provided opportunities to:

- represent combining situations in different ways through the use of gesture, enactment, drawings, numbers, and words
- use symbols to describe mathematical quantities, actions, and relationships in efficient ways
- understand that the order in which 2 quantities are combined does not change the result
- recognise that when 2 collections have the same total, they are described as ‘equivalent in value’. Words such as ‘equal’, ‘equivalent’, and ‘is the same as’ can also be used

Weeks 6 – 10

### Author's Choice

In this unit, students are learning to identify how authors use intentional language choices and illustrations to represent characters and ideas. This unit provides opportunities for students to be able to:

- share text-to-self connections
- identify how characters have been represented using illustrations and text
- maintain fluency when reading aloud
- write complex sentences using subordinating conjunctions
- identify and use subject-verb agreement
- identify and use verbs and verb groups

### Multimodal Texts

In this unit, students are learning to collaboratively plan, create, and present inclusive multimodal texts using their understanding of context. This unit provides opportunities for students to be able to:

Students can:

- identify the context, purpose, audience, and mode of a text
- understand that oral language and non-verbal communication can be used to convey a message
- combine multiple sources of information within a text to make meaning
- make inferences about a text
- describe how settings and situations are represented within texts
- identify morphemes in verbs
- use correct tense when speaking
- use consistent tense in own writing

### Science – Earth and space

#### Earth's Protectors

Students explore how the Earth's resources are used and investigate their conservation, such as soil and water. They are introduced to regular atmospheric and astronomical events and their effect on the Earth. This further develops students' understanding of sustainability by planning and implementing strategies considering the conservation of resources to meet community needs.

#### Creative Arts - Music and Visual Arts

In Music this term the students in Stage 1 will be exploring the way music affects the emotions in the Musica Viva unit 'Timmy and the Breakfast Band', which includes a live performance. One of the pieces studied, The Flight of the Bumblebee by Rimsky Korsakov, will provide the stimulus for the children to create their own music on tuned percussion instruments with the focus on the elements of duration, pitch, dynamics and tempo.

In Art, students will be using a variety of media, paint, watercolours, crafting materials, markers, pencils, oil pastels scissors and glue to create artwork inspired by the books read in English.

- use different strategies, such as counting on and counting back, to work out the total when combining and separating quantities
- record equations (number sentences) in different ways using drawings, words, numerals, and symbols
- model the inverse relation between addition and subtraction using concrete materials and drawings
- use knowledge of related facts (number bonds) to determine a missing quantity
- understand that repeated addition involves the structure of equal groups; for example,  $2 + 2 + 2$  is equivalent in value to 3 twos
- use mathematical tools, such as an equal-arm balance, to determine if the mass of a collection is equivalent

### Geography – Features of Places

Students investigate the natural and human features of places. They describe the reasons places change and identify the active role of citizens in the care of places. They learn about how people describe the weather and seasons of places. Students explore activities occurring in places and how the spaces within places can be used for different purposes.

### Physical Education – Teamwork & Strategy in Games and Sport

Students will continue to refine their ability to perform fundamental movement skills proficiently. This will be done through games and modified sports that require teamwork, strategy and object control. Students will participate in games such as T-Ball, Soccer and Volleyball. In doing so, students will be taught to bounce, roll, strike, kick, throw and catch a range of objects. Students will develop their communication and interpersonal skills with others and learn how to adapt games (rules, equipment etc.) to make activities more inclusive. They will also explain how their level of skill can influence participation in games and physical activities.

### Personal Development – Self Management & Responsible Decision Making

Students are introduced to the term 'resilient' and engage in a detailed unit exploring how much control they have over their emotions. They will first learn strategies to recognise a safe or undesirable situation and make a decision on whether they can try to manage it or whether they need help (including when they have tried to manage it and it hasn't worked). Students will explore proactive measures they can take to protect themselves from unsafe situations, including not sharing information online, optimistic feelings and developing support networks. There will be close ties to drug education, recognising abuse and protective strategies.