



# Leonay Public School



## Year 1 Newsletter Term 4

Dear Parents and Caregivers,

Welcome back to school for a busy and fun filled term 4. We hope you enjoyed your holidays and had time to relax and recharge as a family in preparation for this last term of 2022.

At LPS we are always striving to be effective learners, leaders and community members. In order to do this, we focus on our Leonay Value every fortnight. This Leonay Value is tied to our school expectations and has a learning intention and success criteria for the students to work towards. Our Year 6 leaders make movies to explain and demonstrate the value to help all our students across the school. At the end of each fortnight, we celebrate the students who have tried to achieve this value by recognising them at assembly with a Leonay Value Award. You can find the Leonay Value published in our newsletter, the school sign and on Facebook.

Towards the end of this term, you will receive your child's last report. The purpose is to report on your child's academic progress over the year and what their next steps will be in English and mathematics. These next steps are an important addition to our reports as you can use these to help your child at home with their schooling.

We hope to continue these newsletters into 2023 and we would like it to be purposeful for you. So, we would welcome any feedback about what you love and what you would like to see added next year. Please ring the office and make a time to chat or send an email via the school email address.

Yours in Education,

Mrs Peen and Ms Rothwell

## Up Coming Events

Gymnastics starts this term on Fridays. That will mean that students should wear their sports uniform on Fridays not Tuesdays. It is important that you send your child to school with comfortable sneakers.

The Colour Run will be held on Friday 21 October 2022. Remember to sign up so that your child can raise some funds for our fantastic school. If you need more information, please the school office.



## Homework

To keep homework purposeful and enjoyable for everyone, we have made some small changes to homework for term 4. 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 – Year 1 will have 2 tasks due this term around our English focus of rhythm, rhyme and poetry. There will be a poetry review due in week 4 and the sharing of an important song in week 8.
- Home Reading – 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 make inferences about the text. This YouTube clip about making inferences may help.

<https://www.youtube.com/watch?v=JdaD2FZQFEY>

- 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 4 Learning Focuses

## **English**

### **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 – ‘or’ as in for

Target graphemes: ‘ough’, ‘ar’, ‘al’ and ‘oor’

Weeks 3 – 4: Phoneme – ‘air’ as in air

Target graphemes: ‘air’, ‘are’, and ‘air’

Weeks 5 – 6: Phoneme – ‘ear’ as in dear

Target graphemes: ‘ear’ and ‘eer’

Weeks 7 – 8: Phoneme – ‘er’ as in her

Target graphemes: ‘er’, ‘ir’, ‘or’, ‘ur’ and ‘ear’

Weeks 9 – 10: Phoneme - Schwa

Target graphemes: ‘er’, ‘ar’ and ‘or’

### **Conceptual Units**

#### **Weeks 1 – 5**

##### Persuasive Texts

Students will learn to compose multimodal texts that project opinions using appropriate structure and language features.

Students will:

- state an opinion based on information presented in a text
- correctly identify past, present, and future tense
- identify how images and word choices reinforce an author’s purpose
- use vocabulary to express cause and effect
- compare texts that present a similar perspective

##### Narrative Texts

Students will learn to create and recreate narratives using their understanding of narrative features. Students will:

- explain the intended audience and purpose of a narrative
- use time connectives to logically sequence events in a narrative
- identify and define a problem and write a solution
- identify pronouns linked to nouns across sentences
- write compound sentences and explain the purpose of a coordinating conjunction
- use appropriate structure when recreating an oral narrative

#### **Weeks 6 – 10**

##### Making Connections

Students will learn to understand context by identifying connections between texts and themselves. Students will:

- understand the context of a character
- use various texts to access information
- understand the purpose of subject-specific vocabulary
- compare and contrast characters
- ask relevant questions to deepen understanding
- plan and create an invention to solve a problem.

## **Mathematics**

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

#### **Weeks 1 – 5:**

##### The 4 Operations

This two-week unit provides students with opportunities to explore different situations where they can use addition, subtraction, multiplication, and division. Students are provided opportunities to:

- rename and partition numbers
- use flexible strategies to solve addition and subtraction problems
- represent equality
- use equal groups to represent multiplication
- use flexible strategies to solve multiplication and division problems.

##### Measurement – Formal Units

This two-week unit introduces students to formal units of measurement and further develops student knowledge, understanding and skills of uniform informal units of measurement. Students are provided opportunities to:

- compare, order and match using direct and indirect comparison with length, area, volume, and mass
- consider how choice of measuring unit affects accuracy
- learn why centimetres and metres are useful and how to measure with them.

#### **Weeks 6 – 10**

##### Graphing

This two-week unit develops student knowledge, understanding and skills of data. Students are provided opportunities to:

- conduct surveys to collect data and use data to solve problems
- recognise and describe the element of chance in everyday events
- gather, organise, and represent data in effective and accurate ways
- interpret a data display and describe information using comparative language.

##### 2D Shapes & 3D Objects

This two-week unit develops student knowledge, understanding and skills with two-dimensional (2D) shapes, three-dimensional (3D) objects and volume. Students are provided opportunities to:

- classify 2D shapes and 3D objects in different ways according to their features
- recognise that flat surfaces of 3D objects can be named as 2D shapes
- understand that 3D objects are named according to their features
- see how 3D objects can look different depending on the perspective
- measure internal volume using uniform informal units
- compare and order internal volume based on size
- recognise that 3D objects can have the same name but be a different size and appearance
- compare 3D objects of a different appearance which have the same volume.
- understand that volume is recorded by referring to the number and type of uniform informal units used.

**Making Personal Connections (cont)**

Students are learning to understand cultural representations in a range of texts and describe significant objects or things from their own culture or family.

Students will:

- identify personal connections with texts
- identify cultural representations in a range of texts
- verbalise adjectives and adverbs to extend their ideas
- identify noun groups and prepositional phrases in texts
- use noun groups and prepositional phrases to create texts.

**Geography**

**Weather and Seasons**

Students will learn to describe the weather and seasons. They will investigate the concept that different places have different weather patterns and explore how activities in places change according to the weather.

**How Places are Organised**

Students will investigate activities that occur within places. They will discuss why and how spaces within places can be rearranged for different purposes. They will identify the activities located in their place and examine why various activities are located where they are. Students will conclude the unit by conducting a local inquiry about Leonay.

**Science - Material World Unit – Made to Last!**

Students will investigate man-made and naturally occurring materials. They will investigate the materials chosen for a given product and investigate why they are used. Throughout this unit, students will have the opportunity to develop a design solution demonstrating the suitability of materials for a purpose.

**Physical Education - Refining movements to meet the challenge!**

Through an external gymnastics provider, students will engage in a program that requires them to work towards proficient performance of leap, hop and static balance. They will also be required to connect movements using rolling actions, weight transfer, flight, landing and balancing to explore centre of gravity and stability.

**Personal Development - What did you see?**

**SEL Key Competency** – Social Awareness & Responsible Decision Making.

Students are introduced to the term ‘perspective’ and read a range of picture books that illustrate how people can see the same event different ways. They explore how different people can be brought together by common interest or events and learn the importance of not making up their mind about people before getting to know them. They learn about why it is important to take notice of when others need help and ways in which they can offer this help.

**Creative Arts – Famous Artists**

We will continue to explore famous artists and recreate one of their artworks. This term we will look at Wassily Kandinsky, Andy Warhol, Claude Monet and Henri Matisse. We will also be having some fun creating Christmas crafts at the end of the term.

In Music students will sing, play and listen to different types of music.