



Leonay Public School



Year 1 Newsletter
Term 2, 2022

Dear Parents and Caregivers,

Welcome back to term 2! We hope you had a relaxing, peaceful break! Term 2 will be a busy term with lots of fun learning experiences planned for your children.

At the end of this term, your child will receive their school report. This report will inform you of your child's achievement throughout the first semester and their future direction in regard to English and mathematics. It is important to read the future directions as this is a chance for you to work with your child at home to help their education along. It is important that you contact your child's class teacher if you are unsure about anything in the report.

Yours in Education,

Mrs Peen

Upcoming Events

Peer Support will also be running from week 2 this term. This will happen on Monday afternoon. All students are split into small groups where they are mentored by year 6 students in building their relationship skills. A brief message will be sent on Class News Feed and Leonay PS Facebook to outline the weekly information covered in this program.

Important Weekly Events

Library Day – Library is an important chance for children to explore a variety of texts and foster a love of reading. 1P Library Day is Tuesday. Library lesson will not operate in Weeks 3 and 4 due to NAPLAN testing.

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 will start 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 2 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 – ‘ay’ as in say

Target graphemes: ‘aigh’

Weeks 3 – 4: Phoneme – ‘ee’ as in me

Target graphemes: ‘ee’, ‘ea’, ‘e’, ‘e-e and ‘y’

Weeks 5 – 6: Phoneme – ‘igh’ as in my

Target graphemes: ‘ie’, ‘igh’, ‘l’, ‘ie’ and ‘y’

Weeks 7 – 8: Phoneme – ‘ow’ as in no

Target graphemes: ‘o-e’ and ‘oa’

Weeks 9 – 10: Phoneme - ‘ow’ as in no

Target graphemes: ‘ow’, ‘o’ and ‘oe’

Conceptual Units

Weeks 1 – 5

Persuasion

This unit of learning looks at persuasive texts. This unit provides opportunities for students to develop:

- identify and use persuasive language
- identify and write persuasive arguments
- develop an understanding of cause and effect
- practise writing persuasive texts, including effective illustrations and language choice.
- use feedback to improve their writing and illustrations

Characters

This unit of learning looks at characterisation within texts. This unit provides opportunities for students to develop:

- describe how characters can be represented
- share personal responses to texts
- use knowledge of text structure and visual images to predict and confirm meaning
- sequence ideas and events in a logical order
- use quotation marks for simple dialogue.

Weeks 6 – 10

How experience helps us to create texts

This unit of learning looks at making connections using our own knowledge and experiences helps to create texts. This unit provides opportunities for students to develop:

- make text-to-self and text-to-world connections
- Identify nouns and their pronouns
- recognise different types of settings in texts
- write prepositional phrases

Narratives

This unit of learning looks at the features of narratives. This unit provides opportunities for students to develop:

- identify the sequence of events that make a narrative
- identify parts of narrative that are told through text and images
- make text-to-self and text-to-text connections
- use logical order to sequence events across a text
- identify the parts of a narrative that apply to a particular character

Mathematics

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

Weeks 1 – 5:

Representing whole numbers through time and data

This unit provides opportunities for students to develop their understanding of representing whole number through time and data. It provides opportunities for students to:

- estimate and efficiently count large quantities.
- describe, compare and order duration of events using a calendar.
- gather, organise and display data in picture graphs.

Attributes can be used to sort

This unit of learning introduces students to attributes as a foundation for further learning across mathematics. This unit provides opportunities for students to develop their understanding that:

- collections are sorted by their attributes.
- the same collection can be sorted in different ways depending upon which attribute you have chosen to focus on.
- numbers have attributes too and this means they can also be sorted in many different ways.
- properties are attributes but not all attributes are properties.
- It is the properties of shapes that give shapes their names.
- some shapes can go by different names and have the same properties.

Weeks 6 – 10

Patterning

This unit provides opportunities for students to develop their understanding of patterns. It provides opportunities for students to:

- understand that patterns have an element of repeat meaning something repeats over and over and over again.
- recognise that the element of repeat in a repeating pattern can sometimes be referred to as the repeating core.
- use the pattern core to create their own patterns, extend the patterns of others and identify the missing elements within patterns.
- develop an understanding that number bonds and dice structures are also forms of mathematical patterns that we come to trust.
- understand that some patterns can grow and shrink.
- identify, describe and create patterns when counting forwards or backwards in twos, fives and tens.
- use objects, pictures, words and numbers to prove conjectures and represent ideas.
- apply knowledge of counting sequences to solve problems involving equal groups.

Measuring

This unit provides opportunities for students to develop their understanding that we can measure our world in different ways. It provides opportunities for students to:

- recognise that what attribute you want to describe decides what unit of measure you use.
- describe, compare and order lengths.
- describe, compare and order areas of similar shapes.
- describe, compare and order volumes.
- describe, compare and order the masses of objects.

History – Present and Past Family Life

Students describe the effects of changing technology on people’s lives over time. They sequence the development of a variety of technology, using a range of terms related to time. Students pose questions about the past and recognise that people have lived differently over time.

Physical Education – Teamwork and Strategy in Games

This will be done through games and modified sports that require teamwork, strategy and object control. 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.

Personal Development – Making and Growing Friendships

Each Monday afternoon Peer Support lessons will run with a mixture of students in each group from K-6. This is a program where the Year 5/6 kids take over the role as the teacher and run sessions that have been planned and prepared for them.

This term the students will run sessions that look at emotions and relationships with others.

The sessions include:

- Understanding Feelings
- Angry Feelings
- Sad Feelings
- Worried or Scared Feelings
- Being a Good Listener
- Good Winner and Loser
- Making New Friends
- Dealing with Friendship Problems

Science – Living Things Unit

Growing Well

Students investigate how plants and animals are used to satisfy our needs for food and fibre. In doing so, students will better understand how living things and their environment play a central role in the support for and survival of humans. They investigate the living things that dwell in a particular environment and create an environment to support the survival of a living thing. They identify plants and animals that are grown and used for food, clothing and shelter products.

Creative Arts - Drama

By the end of this unit, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.