



Leonay Public School



Year 1 Newsletter
Term 2, 2023

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.

We would like to welcome Mrs Marashian to Leonay PS and specifically 1F where she will be teaching for the rest of the year. 1F have had an amazing time so far this term with Mrs Marashian. Please pop in before or after school to say hello to her.

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 next steps in learning in regard to English and Mathematics. It is important to read the next steps 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 Demuth, Mrs Devine, Mrs Marashian

Upcoming Events

Athletics Carnival- Wednesday 10th May at Emu Plains Sporting Oval Leonay. Year 1 and 2 will walk down to the oval around 10am, participate in some running races and rotational activities and walk back to school around 1:30pm. Students can be signed out at the completion of the carnival from the oval by a parent or carer. Written permission will be required if it is a grandparent or other adult.

Mother's Day Stall- Friday 12th May. Students are invited to bring along some money and go shopping for their mums in our Mather's Day stall organised by our P&C.

26 June- NAIDOC Day celebrations to be held at school.

Important Weekly Events

Library and Sport Day – Library and Sport Day continue to be on a Tuesday for 1F.

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 mandatory. We understand that afternoons are busy for everyone, so only complete what is manageable.

- 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. Your child is using decodables at school during their Literacy lessons.
- Magic 300 – Your child may bring home Magic 300 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, Year 1 Learning Focuses

English

Oral language and communication:

- * Recount narratives with key components
- * Initiate, listen and/or respond in a partner and group conversations
- * Use tense correctly to discuss past, present and future events
- * Weekly Topic Talks in front of their peers

Vocabulary:

- * Use specific vocabulary to extend and elaborate ideas
- * Identify, understand and use word play and rhyme in a range of texts

Phonic Knowledge:

Using Soundwaves daily

Weeks 1- 2: Phoneme – ‘ow’ as in below

Target graphemes: ‘o_e, oa, o’

Week 3: Phoneme – ‘ar’ as in target

Target graphemes: ‘ar’

Weeks 4 – 5: Phoneme – ‘or’ as in record

Target graphemes: ‘or, ore, aw’

Weeks 6 – 7: Phoneme – ‘oo’ as in smooth

Target graphemes: ‘u_e, oo, ue’

Week 8: Phoneme – ‘ow’ as in towel

Target graphemes: ‘ou, ow’

Week 9: Phoneme – ‘e’ as in get

Target graphemes: ‘ea’

Week 10: Revision

Reading Fluency:

- * Use sentence punctuation to enhance reading in a conversational manner
- * Vary pace when reading according to the audience and purpose
- * Read aloud with an easy speech rhythm

Reading Comprehension:

- * Retell and sequence stories to support text creations
- * Make text-to-self and text-to-world connections
- * Make text-to-self with characters and their own experiences
- * Use knowledge of text structure, type of text, author and forms of writing to predict and confirm meaning

Creating written texts:

- * Use a logical order to sequence ideas and events in sentences across a text
- * Identify the context, audience, and purpose for their own texts
- * Use a variety of planning strategies and tools for creating texts

Spelling:

- * Segment single-syllable words into phonemes as a strategy for spelling
- * Spell taught high-frequency contractions
- * Spell high-frequency base words with taught vowel graphs, digraphs, split digraphs and trigraphs

Handwriting:

- * Form all letters with consistent size and slope in NSW Foundation Style from memory
- * Students will participate in a formal lesson once a week
- * Other informal sessions happen throughout the week focusing on different phonemes

Understanding and responding to literature:

- * Explore the way objects, events and ideas are represented in narrative texts
- * Explore narratives where images play a crucial role in telling the reader the ‘whole story’
- * Learn how authors describe both the internal and external characteristics of characters

Mathematics

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

Number and Algebra

This term students will be given opportunities to:

- Identify different combinations of numbers that bond up to 20 and identify the difference
- Identify the equal sign and its purpose
- Record number sentences in different ways using drawings, words, numerals, symbols
- Use different strategies, such as counting on and counting back, to work out the total when combining and separating quantities
- Use knowledge of related facts to determine a missing quantity
- 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
- Identify parts and a whole when describing fractions
- Explore the relationships between parts and a whole when describing fractions

Measurement and Geometry

Students will be provided with opportunities to:

- Describe the length of objects that include partial measures
- Identify parts and a whole when describing fractions
- explore a range of different units that we can measure with
- Give, describe, and compare the position of objects using positional language
- Give and follow directions to locations and from one location to another

Statistics and Probability

The students will be 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 things occurring
- Use data as a way to describe events in the world around us
- Recognise and describe the element of chance in events and games

<p><u>STAND</u> This term the whole school are focusing on developing strategies for each of our STAND sections. S=Stay Calm. T=Try to Ignore. A=Ask to stop. N=Never Fight. D=Duty teacher.</p> <p>Talk to your child about what they have been learning each fortnight.</p>	<p><u>History – Present and Past Family Life</u></p> <p>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.</p>
<p><u>Science – Living Things Unit</u></p> <p><u>Growing Well</u> 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.</p>	<p><u>Physical Education – Teamwork and Strategy in Games</u></p> <p>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.</p>
<p><u>Creative Arts – Music</u></p> <p>In Music this term Stage 1 students will be exploring and imitating sounds, pitch and rhythm patterns using voice, movement, and body percussion. Students will be involved in class bucket drumming sessions focusing on listening to other performers in the class as well as creating compositions and performing these in front of their peers.</p>	<p><u>Personal Development – Self Management & Responsible Decision Making</u></p> <p>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.</p>