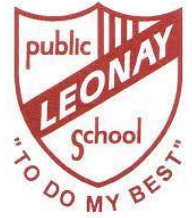




Leonay Public School



Stage 1 Year 1 Newsletter
Term 4, 2023

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 2023.

From Term 4 all payments as well as permission for school activities will be completed through the Compass App. Please check the App regularly for notifications.

Daily attendance at school is essential to maximise children's learning opportunities. If for any reason your child is absent, please ensure you have notified the school via the Compass App prior to 11am.

Towards the end of this term, you will receive your child's end of year 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 aspect of our reports as you can use these to help your child at home with their schooling.

Yours in Education,

Mrs Demuth, Mrs Devine, Mrs Marashian

Upcoming Events

Dance2Bfit- started 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.

Spooky Disco- Thursday 26 October. Notes have been sent home already.

Stage 3 Mini Fete- Wednesday 1 November (more information to follow)

Christmas Concert- Thursday 7 December- 6pm start

End of Year Celebration Day- Tuesday 12 December

Last day for students- Friday 15 December



The Importance of Homework

To keep homework purposeful and enjoyable for everyone, we have made some small changes to homework for term 3. Please remember, homework is provided but not expected. 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.
- **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>

Term 4, Year 1 Learning Focuses

English

Oral language and communication:

- * Incorporate extended sentences (simple, compound, complex) when speaking
- * Respond to information by asking relevant questions to extend their own and others' knowledge
- * Organise key ideas into logical sequence
- * Weekly Topic Talks in front of their peers

Vocabulary:

- * Use vocabulary to express cause and effect
- * Understand and use words that have different meanings in different contexts

Phonic Knowledge:

Using Soundwaves daily

Weeks 1: Phoneme – 'air' as in chair

Target graphemes: 'air, are, ear'

Weeks 2: Phoneme – 'or' as in for

Target graphemes: 'ough, ar, al'

Weeks 3: Phoneme – 'n' as in not

Target graphemes: 'kn, gn'

Weeks 4: Phoneme – 'sh' as in shop

Target graphemes: 'sh, ch'

Weeks 5: Phoneme - 'ear' as in dear

Target graphemes: 'ear, eer'

Weeks 6-10: Consolidation of learnt phonemes and graphemes

Reading Fluency:

- * Vary pace when reading according to the audience and purpose
- * Use sentence punctuation to enhance reading in a conversational manner
- * Self-correct when fluency and/or meaning is interrupted

Reading Comprehension:

- * Monitor understanding to ensure meaning is sustained through the whole text
- * Make text-to-self, text-to-text and text-to-world connections
- * Coordinate information or events from different parts of the text to form an overall opinion

Creating written texts:

- * Write texts that describe, explain, give an opinion, recount an event, tell a story
- * Use a combination of simple and compound sentences to engage the reader when creating texts
- * Re-read and edit their own texts after receiving feedback

Spelling:

- * Segment single-syllable words into phonemes as a strategy for spelling
- * Use suffixes 'er' and 'est'

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:

- * Identify phrases in texts that project opinions
- * Identify cultural representations in a range of texts
- * Identify symbols and images in texts, and how they bring deeper meaning
- * Identify and share how their own experience and interests influence opinions and/or interpretations of texts

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:

- Use counting sequences of ones with two-digit numbers and beyond
- Count in multiples using rhythmic and skip counting
- Form, regroup and rename three-digit numbers
- Use flexible strategies to solve addition and subtraction problems
- Continue and create number patterns
- Represent numbers on a number line
- Use counting sequences of ones and tens flexibly
- Model doubling and halving with fractions
- Model and use equal groups of objects to represent multiplication
- Represent multiplication and division problems
- Tell the time to the half-hour and quarter-hour

Measurement and Geometry

Students will be provided with opportunities to:

- Measure length of objects using informal units
- Investigate mass using an equal-arm balance
- Compare the masses of objects using an equal-arm balance
- Measure and compare the internal volumes (capacities) of containers by filling
- Compare rectangular areas using uniform square units in rows and columns
- Name and order the months of the year
- Recognise and classify shapes using obvious features
- Sort and describe three-dimensional objects
- Describe duration using units of time

Statistics and Probability

The students will be provided with opportunities to:

- Ask questions and gather data
- Represent data with objects and drawings and describe the displays
- Identify questions of interest and gather relevant data
- Identify and describe possible outcomes in chance

From the data we have collated and looked at across the school there are a few areas that need a bit more of a focus. We thought if you had some spare time covering some of these areas at home may help your child.

The areas are:

- Time – using an analogue and digital clock and tell the o'clock, half past, quarter past and quarter to time on these clocks
- Reading calendars – looking at them, marking off the day each week, discussing specific days within the week or how many days till we get to 24th for example.
- Mass – when out shopping allow your child to measure the weight of the apples on the measuring scale and discuss its weight etc



Geography – People and Places

Students continue with this unit this term. They will explore places across a range of scales within Australia and Australia's location within the world.

They describe connections people have with places, both locally and globally. Students identify factors affecting people's accessibility to places.

Science – Material World

Bend, Twist and Stretch

Students investigate how materials can be changed and manipulated by bending, stretching and twisting and explore how they can be combined.

Students have the opportunity to pose questions about familiar objects and events, collect data from observations and compare observations with others.



Personal Development

Students explore differences between themselves and others. They will look at 'who lives in their home', country of origin, beliefs, customs, celebrations etc. They examine how this directly links to personal identity and build a profile of their own identity. Links are then made to:

- Personal pride and building self-confidence
- Exploring how culture and family customs and beliefs can inform decisions
- Finding their place in the community

Creative Arts – Dance

Physical Education - Dance

Students will:

- Perform expressively with an awareness of others, using movement qualities to the idea for dance like timing, mood and sound accompaniment
- Perform dances for other people, view dance as an audience member as well as sharing ideas about the dances they have viewed
- Learn about the structure and development of dances from a range of starting points and stimuli.
- Participate in Dance2Bfit lessons focusing on many aspects of dance each week