



# Leonay Public School

Stage 1, Year 2 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, Miss Bruce

## 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 2 Learning Focuses

### **English**

#### **Oral language and communication:**

- \* Listen to or engage with texts for enjoyment and recognise that their own experience can shape their ideas and opinions of texts
- \* Use tense correctly to discuss past, present and future events
- \* Link and compare ideas when interacting
- \* Sharing ideas and experiences through 'Short and Snappies'

#### **Vocabulary:**

- \* Identify, understand and use word play and rhyme in a range of texts
- \* Understand and intentionally choose subject-specific vocabulary to enhance precision and for effect

#### **Phonic Knowledge:**

Using Soundwaves daily

**Weeks 1:** Phoneme – 'sh' as in treasure

Target graphemes: 's, si'

**Weeks 2:** Phoneme – 'sh' as in beige

Target graphemes: 'ge'

**Weeks 3/4:** Phoneme – 's' as in sat

Target graphemes: 's, se, ci'

**Weeks 5:** Phoneme – 's' as in sat

Target graphemes: 'cy'

**Weeks 6:** Phoneme – 's' as in sat

Target graphemes: 'st'

**Weeks 7:** Phoneme – 's' as in sat

Target graphemes: 'sc'

**Weeks 8:** Phoneme – 's' as in sat

Target graphemes: 'ps'

**Weeks 9-10:** Consolidation of learnt phonemes and graphemes

#### **Reading Fluency:**

- \* Read aloud with an easy speech rhythm
- \* Adjust phrasing, intonation, volume or rate to maintain fluency when reading aloud
- \* Self-correct when fluency and/or meaning is interrupted

#### **Reading Comprehension:**

- \* Use information read in texts to enhance learning across key learning areas
- \* Re-read words, phrases or sentences to check and clarify precise meaning
- \* Ask a clarifying question when more background knowledge is needed to make an inference

#### **Creating written texts:**

- \* Use a logical order to sequence ideas and events in sentences across a text
- \* Use a variety of planning strategies and tools for creating texts
- \* Re-read and edit their own texts after receiving feedback

#### **Spelling:**

- \* Use spelling conventions when adding plural marking suffixes
- \* Spell high-frequency base words with taught vowel graphs, digraphs, split digraphs, trigraphs and quadgraphs

#### **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 cultural representations in a range of texts
- \* Express personal responses to the real and imagined worlds that are represented in 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:

- Represent numbers on a line
- Use advanced count-by-one strategies to solve addition and subtraction problems
- Form multiples of ten when adding and subtracting two-digit numbers
- Use knowledge of equality to solve related problems
- Continue and create number patterns
- Use skip counting patterns
- Model and use equal groups of objects to represent multiplication
- Model doubling and halving with fractions
- Represent multiplication and division problems

#### **Measurement and Geometry**

Students will be provided with opportunities to:

- Compare masses of objects using an equal-arm balance
- Compare containers based on internal volume (capacity) by filling and packing
- Compare rectangular areas using uniform square units in rows and columns
- Measure the lengths of objects using informal units
- Compare and order lengths of objects
- Name and order the months of the year
- Sort and describe three-dimensional objects

#### **Statistics and Probability**

The students will be provided with opportunities to:

- Asks questions and gather data
- Represent data with objects and drawings and describe the displays
- Identify a question of interest and gather relevant data
- Identify and describe activities that involve 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 24<sup>th</sup> 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:

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.

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