



Leonay Public School

Year 1 Newsletter
Term 1, 2024



Dear Parents and Caregivers,

Welcome to the 2024 school year! We hope it will be a successful year where we can work together to give your child the very best education. We have many exciting things happening this year. We will send out these newsletters each term so that you have all the relevant information for your child. I would like to introduce you to the teaching staff of Stage 1.

* Year 1: **Ms Leesa Manuel**

* Year 2: **Miss Kelsee Bruce**

* Stage 1 Assistant Principals: **Mrs Danielle Demuth** (Mon – Wed), **Mrs Laura Davies** (Thurs, Fri)

- **Uniform:**

As the year begins, it is extremely important to ensure that all students have the correct uniform. Please make sure that all students have black shoes (with no other colours on them and black laces). As part of this, students need to wear grey, black or white socks, not multi-coloured or with logos. Bike shorts are not part of the uniform for girls unless they are worn under the tunic, shorts or skorts. Leonay PS hats must be worn at all times. These are available to purchase from the office anytime. Students who do not have a hat will be on hard surfaces undercover during play times. Wearing the correct uniform is a way of showing pride in our school.

- **Leo Legend:**

In order to recognise safe, respectful behaviour on the playground, we have initiated Leo Legend tokens. These tokens will be given to students who teachers see on the playground using STAND, playing safely and interacting with others respectfully. At each assembly all token holders will have the opportunity to win a \$2 canteen voucher.

- Continually check your Compass App for messages, notes and upcoming events

Yours in Education,

Ms Manuel, Miss Bruce, Mrs Demuth & Mrs Davies

Up Coming Events

Leonay PS is turning 50!!! More information about events throughout the year will follow.

Dental Clinic starts on Friday February 16.

Scripture starts on Thursday February 29

Getting to know you parent meetings will occur the week beginning March 4

Harmony Day celebrations on Tuesday March 19

Easter Hat Parade will be on Wednesday March 27

Important Regular Events

Library

Each class will have a fortnightly library lesson with Mrs Garbutt-Young. Library lessons are an important opportunity for children to explore a variety of texts and foster a love of reading. It is important for students to use this valuable time every week to strengthen their ever-growing reading skills. All children will borrow a book to read in class Daily 5 sessions and up to 3 books to read at home. Every time your child borrows from the library, they complete a 'borrowing ticket' that enters them into a termly prize draw.

We will complete the Premier's Reading Challenge at school this year. You do not need to implement anything at home.

Whilst it is important to read every day, it is also important to talk to your child about what they are reading and how this relates to their world. Please ensure that your child returns their books weekly, if they have not finished reading them, they can always reborrow.

1M's Library Day is Wednesday

Important Weekly Events

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 1. Please remember, homework is provided but not expected. We understand that afternoons are busy for everyone, so only complete what is manageable.

1. **Oral Language** – Oral Language (Speaking and Listening) this term will have a variety of activities to complete throughout the term. The note for Year 1 will come home in Week 4.
2. **Home Reading** – Home reading will start in Week 5. This year students will change their Home Readers on their News Day. 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.
3. **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. Return them to the class teacher once they have mastered it for the teacher to check.
4. **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://www.topmarks.co.uk/maths-games> and <https://www.abcya.com/>

Term 1 Learning Focuses

English – Informative Texts

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:

Weeks 1- 4: Revision of single sound phonemes

Weeks 5-6: Phoneme – ‘ay’ as in play

Target graphemes: ‘ay, ai, a_e, ey

Week 7: Phoneme – ‘ee’ as in bee

Target graphemes: ‘ee, e, ea, y’

Weeks 8-9: Phoneme – ‘i_e’ as in pile

Target graphemes: ‘i_e, y, igh’

Week 10 - 11: Revision and Consolidation

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

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
- Using a number line to answer addition and subtraction problems

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
- Use an equal arm balance to measure weight
- Give and follow directions to locations and from one location to another

<p><u>Handwriting:</u></p> <ul style="list-style-type: none"> * 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 <p><u>Understanding and responding to literature:</u></p> <ul style="list-style-type: none"> * 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 <p>* <u>Book Buddies</u> will start in Week 5. Letters will be sent home in Week 4 for students who will be participating in the Book Buddies Program this year.</p>	<p><u>Statistics and Probability</u></p> <p>The students will be provided with opportunities to:</p> <ul style="list-style-type: none"> • 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>Science - Physical World Unit</u></p> <p><u>Machine Makers</u></p> <p>Focusing on pushes and pulls, students will explore forces in their everyday lives, including forces related to simple machines. They will learn about how technologies use forces to create movement in objects and design and develop a product that uses one or more forms of energy to create change. This unit further develops their understanding of forces and energy and how these can be used for specific purposes in products.</p>	<p><u>History – Present and Past Family Life</u></p> <p>Students will 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>Creative Arts – Drama</u></p> <p>Students will explore and convey stories, events and feelings through roles, and they will work collaboratively to communicate and express feelings about the action of the drama. They will perform in groups by responding to the elements of drama (eg. Tension, contrast, symbol, time, space, focus and mood).</p>	<p><u>Physical Education - Refining Fundamental Movement Skills</u></p> <p>Students will continue to develop their ability to perform the fundamental movement skills relevant to their stage of learning in a variety of contexts. Stage 1 students will be taught fine-tuning components for sprint run, static balance, vertical jump and catch. They will also be explicitly taught the introductory components of the hop, side gallop, skip and overarm throw.</p> <p><u>Personal Development – Changes as I Grow Older</u></p> <p>Students explore how expectations change as people grow older, define class and school expectations, recognising that they have increased since the previous year, and labelling the emotions they feel when they are and are not able to meet these expectations (scenario and text based). They also examine how their bodies change (physically and emotionally) with close links to child protection. Students explore what they can do to help their bodies and minds grow, including healthy eating and growth mindset.</p>