

Leonay Public School

2/3T Newsletter Term 3, 2025

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| Dear Parents and Caregivers, Welcome back to a new school term! We hope you all had a wonderful break and are as excited as we are for the opportunities ahead. This term, we are focusing on fostering a positive and supportive school community, and we would like to share some important initiatives that will guide our students’ development.As part of our commitment to excellence, we will highlight the criteria for a Principal Medal, which encourages students to: speak honestly, help my community, take care of property, listen to others, persists when it gets hard and concentrates and completes tasks. These values are essential in developing responsible and caring individuals, and we encourage you to discuss them with your children at home.Additionally, we are excited to announce the launch of our Peer Support program this term, which will run for 8 weeks. Students from K-5 will be participating in combined groups led by our Year 6 students. This initiative aims to enhance social skills, build friendships, and foster a sense of belonging among our students. Each week will focus on a specific theme, and details will be shared via Compass, so please keep an eye out for updates.Yours in Education, Mr Tsitos, Mrs Connelly, Ms Finlayson and Mrs Longhurst |
| ***Up Coming Events***Year 5 Leadership Day at Nepean CAPA HS- Monday 18 AugustLimelight rehearsal and Performance for Choir- Tuesday 19 AugustZone Athletics- Wednesday 20 AugustNepean Blue Mountains Matinee Dance Performance- Wednesday 3 SeptemberNepean Blue Mountains Twilight Dance Performance- Thursday 4 SeptemberNepean Shield Gala Day- Boys and Girls Soccer- Friday 5 SeptemberAECG Sports Day- Friday 5 SeptemberCalmsley Farm Kinder Excursion-Wednesday 10 SeptemberStage 2 Camp- Tuesday 16 and Wednesday 17 SeptemberStage 3 NSW Olympics Unleashed Paddle Series Program- Tuesday 23 September |
| ***The Importance of Homework***Homework is provided but not expected. We understand that afternoons are busy for everyone, so only complete what is manageable.Year 2**Oral presentations**Each week, there will be a learning goal to help them develop their speaking and listening skills. It is important that your child prepares for these talks so that they are confident in presenting to the class. This term speech topics are linked to the English/Science Units.**UFLI**Students will be using this procedure to read decodable texts fluently as covered in UFLI lessons. Students are expected to place one plastic sleeve in their class homework tray on Mondays. Teachers will place relevant decodable and home practice worksheets into sleeve to handout to students. **Home Reading**Please ensure that your child is reading each night for around 15 minutes. They can also be read to. Being read to is a great way to model how a reader’s voice changes as the text is read through our expression and flow.**Maths Homework**Maths group homework will be handed out weekly and will revise learning that has occurred in Mathematics this year.Year 3Students in Stage 2 have 1 project-based take home assignment to complete this term. Please check Compass for further information and details. |
| ***Term 2 Learning Focus*** |
| Science- Earth and SpaceYear 2- Students identify Earth's resources, including water, soil and minerals and describe how they are used in a variety of ways. They recognise why and how we should care for the environment and our natural resources. Students will plan and implement strategies considering conservation of resources to address sustainability and to meet needs. Year 3 - Students will inquire into the Earth’s relationship with the Sun and how they interact. They will learn that the rotation of the Earth on its axis causes regular changes, including night and day and the pattern of the seasons. | Year 2 Geography- Students investigate the natural and human features of places. They describe the reasons places change and identify the active role of citizens in the care of places. They learn about how people describe the weather and seasons of places. Students explore activities occurring in places and how the spaces within places can be used for different purposes.Year 3 Geography- Places are Similar and DifferentStudents investigate the location and geographical characteristics of Australia’s neighbouring countries. This includes the investigation of the natural characteristics of a country in Asia. |
| Creative Arts- Visual Arts Year 2- Students engage in making, appreciating and exhibiting as interrelated practices in Visual Arts. They are provided with opportunities to develop deeper knowledge, understanding and skills as they apply their learning to inform and enrich their visual artsYear 3 - The aim of the unit is to assist students in further developing the necessary skills to recreate works of art using techniques of famous artists. | PDHPE ––Year 2- Students develop and practise fundamental movement skills and sequences through active play and structured movement activities. They are provided with opportunities to learn through movement to improve competence and confidence in their movement abilities. Students learn about movement as they participate in physical activity in a range of different settings. They are provided with opportunities to develop self-management and interpersonal skills through movement. Students learn about their strengths and identify actions they can take to keep themselves and others safe when participating in physical activity.  Year 3- PDH – Responsible Decision Making - Relationship Skills - Years 3 and 4 students will focus their learning on the importance of honesty, fairness, responsibility, kindness, inclusion and respectfulness. PE – Students will participate in AFL clinics (run by AFL Play Schools) throughout this term in mixed groups from years 3 to 6. |

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| EnglishWeeks 1 to 2 – Super Six Comprehension Strategy of Visualising Visualising, or forming mental images, or pictures, while you are reading will help you better understand and remember what you read. Good readers often like making movies in their head to help them understand and remember what a text is about. Students respond by creating written texts or by drawing a picture. Weeks 3 to 7 - The Littlest Refugee Unit of work Students will explore the concept of ‘perspective and context’ as well as the supporting concept of ‘theme’ through analysis of the texts, ‘The Little Refugee’ and ‘We Are Australians.’ Students develop an understanding of how authors use perspective and context to make connections with the themes. Students create multimodal historical accounts and free verse poetry, drawing upon their personal, social and cultural contexts to explore their own identity. Weeks 8 to 10 – Rivers Unit of Work By the end of this Talk for Writing English unit the students should:  • know that rivers provide an important habitat for many of earth’s organisms and are essential to life on this planet • have an increased interest in discovering rivers in their area and across the world • be able to explain simply why rivers are important to the development of the Earth • develop their descriptive and information writing skills including having an awareness of their reader and knowing how to select the key tools to use plus the appropriate vocabulary to make the information or description effective. Spelling – we are following the SPELD program to explicitly teach spelling skills. Daily 4 – we continue to follow our Daily 4 focus to develop the student’s stamina and independent work habits. |
| MathematicsYear 2

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| Weeks 1-2  | **Collections of Ten**: Students learn that grouping items into tens is helpful for counting and understanding numbers better. It’s a key step in developing their ability to work with larger numbers and understand place value.   |
| Weeks 3-4  | **Patterns**: Students explore the idea that patterns are made up of parts that repeat over and over. Recognising and creating patterns helps them make predictions and understand order, which are important skills in maths and everyday life.   |
| Weeks 5-6  | **Making and Using Equal Groups**: Students learn about dividing things into equal groups, which lays the groundwork for multiplication and division. This concept helps them see how items can be shared or grouped evenly.   |
| Weeks 7-8  | **Measurement Units**: Students discover that the type of unit used for measuring depends on what is being measured. For example, they might use a ruler to measure length, a cup for liquid, or a scale for weight. This helps them understand that different tools are needed for different types of measurement.    |
| Weeks 9-10  | **Fractions**: Students are introduced to fractions, learning that a fraction like one-half can mean splitting an object into equal parts or dividing a measurement equally. This helps them understand how things can be divided and shared fairly.    |

Year 3  Through these engaging learning experiences, students will build a strong mathematical foundation, enhance their critical thinking skills, and develop a deeper understanding of how mathematics applies to the world around them.

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| Weeks 1-2  | **Number System**: Students will explore the concept that numbers extend infinitely, learning about both very large and very small numbers. They will engage in activities that help them understand how to use these numbers in different contexts and appreciate the variety within the number system.  |
| Weeks 3-4  | **2D Shapes and Space**: Students will investigate the properties of two-dimensional shapes, such as squares, rectangles, triangles, and circles. They will learn to recognise and describe these shapes, understand their attributes, and explore how they relate to one another. This knowledge will help them visualise and organise spaces in their environment.  |
| Weeks 5-6  | **Multiplicative Thinking**: The focus will be on developing students' multiplicative thinking skills. This involves using multiplication and division in flexible and strategic ways. They will practice solving problems using various representations, such as arrays, groups, and number lines, and will learn to apply these concepts in real-life situations.  |
| Weeks 7-8  | **Measurement**: Students will discover that the type of measurement required (such as length, weight, or volume) to determine the unit of measurement they should use, like centimetres, grams, or litres. They will engage in hands-on activities to measure objects and compare different measurements, helping them understand the importance of accuracy and appropriate units in everyday life.  |
| Weeks 9-10  | **Addition and Subtraction**: This term will emphasise the use of diverse strategies to solve addition and subtraction problems. Students will learn techniques such as breaking numbers apart, using number lines, and employing mental maths strategies. By practicing these methods, they will become more confident and efficient in their problem-solving abilities.  |

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