



# Leonay Public School

Kindergarten Newsletter  
Term 2, 2025



Dear Parents and Caregivers,

Welcome back to term 2! Term 2 will be a busy term with lots of fun learning experiences planned for your children.

- **School Uniform** – please ensure that your child continues to wear their full school uniform each day, even as the weather gets cooler. As a reminder, they are to wear black shoes and plain white/black or grey socks. Clearly label all items with the child's name. Hats are expected to be worn at all times on the playground.
- **Attendance** - our focus for this term is ensuring that all students arrive by 9am and learning begins promptly.
- **Premier's Sporting Challenge** - over a 10 week period all students will participate in a broad range of sports and recreational pursuits to develop their understanding of the importance of sport and physical activity. Any daily physical activity which is moderate to vigorous in intensity can be accrued and recorded.
- Continually check your Compass App for messages, notes and upcoming events.

Yours in Education,

Miss Kelly, Mrs Davies, Ms Finlayson

## Up Coming Events

Zone Cross Country - 21/5/2025

Disco - 22/5/2025

Reconciliation Assembly - 28/5/2025 2pm

Stage 1 Excursion - 29/5/2025

K-2 Athletics Carnival- 3/6/2025 1.30pm-3.00pm

PSSA Gala Day - Boys and Girls Soccer - 6/6/2025

School Colour Run - 12/6/2025 - 2pm

NAIDOC Celebrations - 30/6/2025

Stage 3 Canberra Excursion - 2/7/2025-4/7/2025

Spelling Bee K-2 (optional) - 2/7/2025 9.15am

## Important Regular Events

### Library

Each primary 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 2 books to read at home. Once your child has borrowed 10 times they will receive a small prize from the 'treasure box'. 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.

## 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.

Scripture – Scripture will continue each Thursday morning.

Assemblies – Our school assemblies started in Week 3 on Friday 16 May. These will happen every 2 weeks and are run by our 2025 School Captains and Vice-Captains.

# *The Importance of Homework*

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

## **News 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 news so that they are confident in presenting to the class. This term news 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 passage into sleeve to handout to students on Tuesday.

## **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.

## ***Term 2 Learning Focus***

### **English**

Kindergarten students will partake in a variety of shared literacy experiences about life on farms. Students will use their shared experience of an excursion to a farm to relate to imaginative and informative texts. They will understand, respond to and create a variety of literature about context, perspective, narrative and character.

*Students will learn how to:*

#### **Listening for understanding**

- understand how pronouns can be linked to nouns to support meaning
- understand how the most common inflected word forms affect the meaning of words. Social and learning interactions
- start a conversation with a peer and/or adult, staying on topic
- ask questions using who, what, when, where, why or how

#### **Understanding and using grammar when interacting**

- use regular and irregular past tense verbs when speaking

#### **Oral narrative**

- tell a story or information to peers or adults using oral language
- recall details of events or stories using who, what, when, where, why and how

#### **Learning and using words**

- understand that texts in Standard Australian English are made up of words and groups of words that convey meaning
- use vocabulary that is personal
- identify, name and describe a range of objects, characters, animals, people and places when given visual and/or auditory prompts
- experiment with and create wordplay and poems

#### **Activating word meaning**

- use known vocabulary to build a mental model of the content of a text

#### **Understanding and connecting sentences**

- understand that informative and imaginative texts have different structures, features, and forms. Monitoring comprehension
- predict purpose, type of text or topic from title, illustration, image and/or form. Recalling details
- recall the sequence of events/information in texts

**Text Features** include recognisable structural features for text purpose

#### **Sentence-level grammar**

- write a simple sentence with correct subject-verb-object structure to convey an idea
- recognise a simple sentence in own writing
- use personal pronouns in own writing

- use prepositional phrases to indicate time or place

#### **Punctuation**

- use capital letters when writing proper nouns
- use question marks and exclamation marks appropriately

#### **Planning and revising**

- identify different purposes for writing.

#### **Context**

- identify texts that are composed for specific audience and purposes

#### **Narrative**

- understand that narrative can be real or imagined

#### **Character**

- use background knowledge to support understanding of characters' actions in a text
- identify and discuss language used to describe characters in narratives
- understand that characters in texts are represented by how they look, what they say and do, and their thoughts

#### **Imagery, Symbol & Connotation**

- identify how visual cues contribute to the meaning of a text

### **Mathematics**

**Fun Maths Fridays** will occur every Friday in maths groups from 11:40 to 12:40. These lessons are aimed at providing students with targeted problem solving and hands on activities around measurement, geometry, statistics and chance.

**Number talks** continue in each maths lesson to build the students' knowledge of different strategies. These mini-lessons allow for them to show their creativity in mathematical concepts.

#### **Kindergarten Focus Content for Maths**

##### **Weeks 1 and 2**

- Use the counting sequence of ones flexibly
- Recognise number patterns
- Connect counting & numerals to quantities
- Model additive relations & compare quantities
- Identify part-whole relationships in numbers up to 10
- Mass: identify & compare mass using weight
- Instantly name the number of objects in small collections
- Use the counting sequence of ones flexibly
- Recognise number patterns
- Connect counting & numerals to quantities
- Model additive relations & compare quantities
- Identify part-whole relationships in numbers up to 10

#### **Kindergarten Focus Content for Maths**

##### **Weeks 5 and 6**

- Identify part-whole relationships in numbers up to 10
- Length: Use direct and indirect comparisons to decide which is longer
- Length: Create half a length
- Time: tell the time on the hour on analogue and digital clocks
- Instantly name the number of objects in small collections
- Use the counting sequence of ones flexibly
- Recognise number patterns
- Connect counting & numerals to quantities
- Model additive relations & compare quantities
- Identify part-whole relationships in numbers up to 10

##### **Weeks 7 and 8**

- Investigate and form equal groups by sharing
- Record grouping and sharing
- Instantly name the number of objects in small collections
- Use the counting sequence of ones flexibly
- Recognise number patterns
- Connect counting & numerals to quantities
- Model additive relations & compare quantities

**Weeks 3 and 4**

- Time: compare & order the duration of events using the language of time
- Time: tell the time on the hour on analogue and digital clocks
- Respond to questions, collect information & discuss possible outcomes of activities
- Organise objects into simple data displays and interpret the displays
- Instantly name the number of objects in small collections
- Use the counting sequence of ones flexibly
- Recognise number patterns
- Connect counting & numerals to quantities
- Model additive relations & compare quantities

**Weeks 9 and 10**

- Identify part-whole relationships in numbers up to 10
- Record grouping and sharing
- Position: Describe position and movement of oneself
- Length: Use direct and indirect comparisons to decide which is longer

**Science – Living Things**

Students will learn that:

- living and non-living things are different
- living things can be classified
- living things have unique features
- living things have needs to survive and be happy and healthy
- farms have a purpose to provide for our needs
- the food we eat comes from plants and animals
- many of our clothing and shelter comes from materials (fibres) from plants and animals

**History**

Students will learn to:

- sequence familiar objects and events
- distinguish between past, present and future
- explore and use a range of sources about the past
- identify and compare features of objects from the past and present
- recognise differences and similarities between individuals and families in the past and present
- pose questions about the past using sources provided
- use a range of communication forms (oral, graphic, written, role play) and digital technologies

	<p><b><u>Physical Education</u></b></p> <p>The PE program prepares students for their athletics carnival. The Athletics Program is aimed to increase student confidence and capability within the athletics events of running, jumping and throwing. Students will refine movements with control, height, distance, speed and accuracy. Students will learn about safe movement practice and the specific safety and technical points of each event. Students will explore competitive and non-competitive activities whilst demonstrating skills such as teamwork, leadership, sportsmanship, social skills and resilience - skills that are lifelong</p>
<p><b><u>Creative Arts - Music</u></b></p> <p><b>Students will be learning about the elements of music. They will:</b></p> <ul style="list-style-type: none"> <li>• become familiar with a song and musical style</li> <li>• express feelings in response to music</li> <li>• identify instrumental sounds</li> <li>• engage with music from various cultures and contexts</li> <li>• follow instructions to engage in music making</li> <li>• maintain a steady beat or change the speed of the beat through movement and body percussion</li> <li>• follow instructions to engage in music making</li> <li>• explore how sounds are made</li> <li>• maintain a steady beat or change the speed of the beat by playing instruments</li> </ul>	<p><b><u>Personal Development – The Anxiety Project</u></b></p> <p>This term, our students will embark on an exciting journey through The Anxiety Project (TAP) lessons, designed to help them understand and manage anxiety in a supportive environment. Students will learn simple brain metaphors, such as the "Peanut Protector" for the amygdala, to help them identify and articulate their anxious feelings and behaviours. These engaging metaphors will make complex concepts more relatable and easier to grasp. In addition to understanding their brains, students will be introduced to simple behavioural calming techniques that they can practice daily. We will also focus on developing a basic vocabulary around anxiety, empowering students to express their feelings and experiences confidently. Importantly, students will learn that feeling anxious is a normal part of life and can be managed effectively. This foundational understanding will set the stage for continued learning in future lessons, where we will build on these concepts.</p>