



Leonay Public School

Year 1 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,
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 Celebration s- 30/6/2025
Stage 3 Canberra Excursion - 2/7/2025-4/7/2025
Spelling Bee K-2 (optional) - 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.

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 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

Students will be learning to form opinions, analyse texts, and express themselves clearly, students will be better equipped to engage in critical thinking, participate in discussions, and communicate effectively.

Students will be learning how to:

Reading Fluency - Automaticity

- read aloud with an easy speech rhythm
- self-correct when fluency and/or meaning is interrupted

Prosody (Expression)

- vary pace when reading according to the audience and purpose

Activating word meaning when reading

- use known morphemes and known vocabulary in the text to work out or refine the meaning of unknown words

Understanding and connecting sentences

- identify pronouns linked to nouns within and across sentences and/or paragraphs

Understanding whole text

- use navigation pathways, including hyperlinks, to extract essential information to support reading fluency and enhance meaning when reading digital texts

Monitoring comprehension

- register a break in comprehension when reading

Recalling details

- use information read in texts to enhance learning across key learning areas
- confirm meaning by sequencing and explaining events and information

Activating word meaning

- draw on sources to seek clarification for unknown words

Understanding and connecting sentences

- know that a complex sentence includes a clause for expressing a main message and one or more clauses that elaborate on that message
- know the meaning and purpose of coordinating and subordinating conjunctions and identify them in a complex sentence
- recognise how the position of a clause in a complex sentence influences the important idea for the reader

Understanding whole text

- coordinate information or events from different parts of the text to form an overall opinion

Monitoring comprehension

- use a mental model to confirm predictions

Oral language and communication - Listening for understanding

- understand that oral language can be used in combination with nonverbal communication

Understanding and using grammar when interacting: Oral language

- use adjectives and adverbs to elaborate and/or provide some supporting details or justifications and express causal relationships

- use tense correctly to discuss past, present and future events

Oral narrative - Oral language

- recount narratives with key events

Text features

- use noun/pronoun-referencing across a text

Sentence-level grammar

- use a combination of simple and compound sentences to engage the reader when creating written texts

- use adverbs to modify the meaning of verbs and adjectives

- accurately use articles and pronouns in own writing

- use time connectives to sequence information and events in texts

Planning and revising

- identify the context, audience and purpose for own texts

- use knowledge of similarities and differences between imaginative, informative and persuasive texts when planning for writing

- re-read and edit their own texts after receiving feedback

Context

-recognise ways that settings and situations are represented within texts

Narrative

-create and re-create narratives using understanding of narrative features

Character

-identify how characters can invite positive and negative responses

-identify the language, dialogue, actions, images or music that create a reader response to a character

Imagery, symbol and connotation

-identify symbols and images in texts, and how they bring deeper meaning

-create texts that include symbols, wordplay and figurative language

Representation

-adapt a well-known text for a different audience and/or purpose

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.

Year 1 Focus Content for Maths

Weeks 1 and 2

- Use advanced count-by-one strategies to solve addition & subtraction problems
- Use flexible strategies to solve addition and subtraction problems
- Represent and reason about additive relations
- Represent equality
- Recognise & recall number bonds up to 10
- Mass: investigate mass using an equal-arm balance

Weeks 3 and 4

- Use advanced count-by-one strategies to solve addition & subtraction problems

Year 1 Focus Content for Maths

Weeks 5 and 6

- 2D shapes: identify & describe the orientation of shapes using quarter turns
- Time: tell time to the half hour
- Time: describe duration using units of time
- Time: tell time to the quarter-hour using the language of 'past' and 'to'
- Use advanced count-by-one strategies to solve addition & subtraction problems
- Use flexible strategies to solve addition and subtraction problems
- Represent and reason about additive relations
- Represent equality
- Use knowledge of equality to solve related problems

- Use flexible strategies to solve addition and subtraction problems
- Represent equality
- Recognise & recall number bonds up to 10
- Represent data with objects and drawings & describe the displays
- Identify a question of interest and gather relevant data
- Ask questions and gather data
- Create displays of data and interpret them
- Identify and describe possible outcomes
- Identify and describe activities that involve chance
- Use advanced count-by-one strategies to solve addition & subtraction problems
- Recognise & recall number bonds up to 10
- Recognise and represent division
- Model doubling & halving with fractions
- Length: measure the lengths of objects using uniform informal units
- Length: Compare & order lengths, using appropriate uniform informal units
- Length: Subdivide lengths to find halves & quarters

Science – Living Things

Students will learn that:

- both animals and plants have features
- living things can be grouped according to their external features
- living things live in different places that suit their needs
- people use science and technology in their daily lives, including when caring for the environment and living things



Weeks 7 and 8

- Count in multiples using rhythmic and skip counting
- Represent & explain multiplication as the combining of equal groups
- Model and use equal groups of objects to represent multiplication
- Mass: investigate mass using an equal-arm balance
- Mass: Compare the masses of objects using an equal-arm balance
- Use flexible strategies to solve addition and subtraction problems
- Recognise and recall number bonds up to 10
- Represent and explain multiplication as the combining of equal groups

Weeks 9 and 10

- Position: follow directions to familiar locations
- Position: explore simple maps of familiar locations
- Length: measure the lengths of objects using uniform informal units
- 2D shapes: identify and describe the orientation of shapes using quarter turns
- Identify and describe possible outcomes
- Identify and describe activities that involve chance

History

Students will learn to:

- share family and the past stories and history
- use sources to recount information about their family
- discuss how sources are used to answer questions
- recognise that stories of the past may differ depending on who tells the story

Physical Education

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.

Creative Arts - Music

Students will be learning about the elements of music. They will:

- Become familiar with a song and musical style
- Express feelings in response to music
- Identify instrumental sounds
- Engage with music from various cultures and contexts
- Follow instructions to engage in music making
- Maintain a steady beat or change the speed of the beat through movement and body percussion
- Follow instructions to engage in music making
- Explore how sounds are made
- Maintain a steady beat or change the speed of the beat by playing instruments



Personal Development – The Anxiety Project

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.