



# Leonay Public School



Stage 2 Newsletter  
Term 4

Dear Parents and Carers,

Welcome to our first term newsletter! The purpose of this newsletter is to openly communicate what we will be learning about in all key learning areas so that you can discuss and/or support your child's learning. These newsletters will be distributed in the first week of every term going forward. If you have any feedback regarding the contents or would like us to include information on a topic of interest in future editions, let us know via an e-mail attentioned to Mr Davies using the school e-mail address.

We also have the Leonay Public School Facebook Page where you can keep up to date with school events, see pictures of your children working hard at school and access information about your child's learning. Teachers will continue to use Class Dojo to put out specific messages about your child's class. Hopefully these three methods of communication will keep you up to date and informed about the great work happening at Leonay Public School. Please remember that if you need to contact your child's class teacher, you can send a message through Class Dojo or phone the office to make a time to chat.

Finally, we wish to reiterate our belief that students will feel more confident and connected in their community when they see their parents and teachers engaging in supportive, trusting and positive relationships with each other. If you wish to discuss any aspect of your child's social, emotional or academic development, please do not hesitate to contact us to arrange a time to talk.

Yours in Education,  
Miss Mills, Mrs Druce and Mr Davies

## Upcoming Events

Gymnastic starts this term on Fridays. Notes were due last term, however money is due Thursday 15 October before 10am. The program will start in week 1 (Friday 16 October) and continue to week 8. It is important that you send your child to school in their sport uniform with comfortable sneakers every Friday.



## Homework

Our aim is to keep homework purposeful and enjoyable. The format is based on feedback obtained from parents, students and teachers through extensive consultation earlier in the year as part of the rewriting of the homework policy. We understand that this format will not work for everyone and we are keen to work with you to make the provision of homework accessible for every student. Please remember, homework is provided and efforts are acknowledged, but completion is not an expectation. We understand that time is precious for everyone, so we encourage you to negotiate your priorities as a family and we as a school will support your decisions. Term 4 homework will be as follows:

- Speaking and Listening (S&L) – S&L groups will be running on Fridays this term. Occasional home tasks, such as preparation and rehearsal, may be posted on the Stage 2 Homework Google Classroom.
- Spelling – A weekly spelling sheet focused on our target phoneme (sound).
- Home Reading & Log – 15 minutes of sustained reading every day is hugely beneficial. This may be your child reading alone, to another person or being read to. They are asked to complete a weekly reflection sheet that focuses on reinforcing their learning on a reading comprehension strategy.
- Athletics – Your child's math teacher will continue to set Athletics homework every week linked to the weekly focus.
- Mini projects – there will be one set for weeks 2 – 5 and another set for weeks 6 – 9.

# Term 4 Learning Overview

## English – Poetry

*Speaking & Listening:* Students will be developing their ability to engage their audience using simple oral presentation techniques, including the recital of poetry. They will also be learning how to provide further examples and elaboration to support an expressed point of view when questioned or challenged.

*Reading:* Student will be revising all 6 reading comprehension strategies to build their ability to make inferences. This is a challenging task that requires students to engage more deeply what they are reading to interpret the intended meaning. When students infer, they identify clues in the text that they can combine with their prior knowledge and comprehension strategies to make meaning from what is not directly stated in the text. Good inferences are backed up by supporting details from both the text and personal knowledge.

*Writing:* Students will be exploring typical forms of figurative language, such as simile, metaphor and personification, in quality texts including Australian poetry. They will also be learning about visual literacy techniques in an exploration of how images, diagrams and text are used to create meaning.

*Spelling:* We will continue our Sound Waves program as per the following learning sequence:

Week 1 – ‘oo’ as in boot

Week 2 – ‘z’ as in zebra & ‘s’ as in treasure

Week 3 – ‘ou’ as in cloud

Week 4 – ‘ch’ as in chicken & ‘sh’ as in shell

Week 5 – ‘oy’ as in boy & ‘eer’ as in deer

Week 6 – ‘th’ as in thong & ‘th’ as in feather (hard & soft ‘th’)

Week 7 – ‘air’ as in chair

Week 8 – Schwa (a lazy vowel sound)

## Mathematics

Student will continue to work in their maths groups Monday to Friday. The three groups operate differently according to their assessed areas for development. However, all groups will be broadly focusing on:

*Whole Number:* Money, including determining change; developing efficient mental strategies for multiplication of one- and two-digit numbers; and representing terms and values for repeating patterns in a table and predicting the value of a future term.

*Measurement and Geometry:* Make measurements of length, mass and capacity using different formal units and making basic conversions between units; calculate and record times taken to complete familiar activities; draw and calculate objects drawn in cubic centimetres on isometric paper; and classify and draw a range of angles identifying the arms and vertex of angles in the environment.

*Statistics and Probability:* Chance – Students make informed predictions about the likely or unlikely outcomes of simple chance experiments.

## Geography

### Perception and Protections of Places

Students will investigate how the protection of places is influenced by people’s perception of places, for example how and why people perceive places differently. We will be focusing our studies on the Nepean River and will be including some field studies.

### Protection of Environments

Students will then further investigate sustainable practices that protect environments, such as responsible waste management and the impacts of positive change on these environments.

## Science - Material World Unit

Students will test and examine the qualities of different natural and synthetic materials that make them suitable for a given purpose. They will be introduced to the three states of matter: gas, liquid and solid. In exploring how different materials change between these states of matter, they will aim to develop a working definition of these terms that can be broadly to any substance

## Physical Education - Refining movements to meet the challenge!

Through an external gymnastics provider, students will engage in a program that requires them to work towards proficient performance of leap, hop and static balance. They will also be required to connect movements using rolling actions, weight transfer, flight, landing and balancing to explore centre of gravity and stability.

## Personal Development - How do you see it?

**SEL Key Competency** – Social Awareness & Responsible Decision Making

Students will be introduced to the term ‘perspective’ and will explore what this means. They will examine a range of common yet complex scenarios where people may hold differing views. In doing so, they will explore the consequences of making particular choices for the different people involved. This will mean exploring situations where decisions may have resulted in hurt feelings and the role of forgiveness in leading a flourishing life. They will also learn strategies to identify when someone needs support and respectful ways to offer it.

## Creative Arts – Recycled Art

In addition to Mrs Munday’s music and drama programs, students will be learning about how different materials can be used creatively for visual effect, including recycled materials. We will be embarking on a mural project using bottle tops.

Students will also be learning about the elements of dance and applying them when choreographing a dance for performance in an in-school dance performance. This dance will be learned, rehearsed and refined prior to this performance.