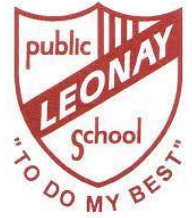




# Leonay Public School



Stage 1, Year 1 Newsletter  
Term 2, 2024

Dear Parents and Caregivers,

Welcome back to term 2! We hope you had a relaxing, peaceful break! Term 2 will be a busy term with lots of fun learning experiences planned for your children.

- **50<sup>th</sup> Anniversary Celebration Concert** – each class teacher will send a note or Compass message requesting some items for their performance.
- **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.
- **PDHPE** – students will be participating in Child Protection lessons throughout this term. Information was sent out via Compass.

Yours in Education,

Mrs Demuth, Mrs Davies, Ms Manuel, Miss Bruce

## Upcoming Events

**Leonay PS 50<sup>th</sup> Anniversary Celebration Concert**

**Wednesday 12 June 6pm Nepean CAPA HS**

**Ticket information to come**

Zone Cross Country – Wednesday 15 May

Disco – Wednesday 15 May

Year 4 STEAM Day- Monday 27 May- Permission due Monday 20 May via Compass

K – 2 Athletics Carnival- Tuesday 21 May at LPS – 1:30pm to 3:00pm

3 – 6 Athletics Carnival – Tuesday 25 June at Harold Corr Oval

Reports to be sent out via Compass on Monday 1 July

Library will be fortnightly on a Thursday; Sport will continue on a Tuesday.

## The Importance of Homework

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

- **Home Reading** – Home reading will continue to be changed as it was done in Term 1. 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. Your child is using decodables at school during their literacy lessons.
- **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.
- **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://education.abc.net.au/home#!/resources/-/mathematics>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://www.topmarks.co.uk/maths-games>

## Term 2, Year 1 Learning Focuses

### English

#### 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- 2:** Phoneme – ‘j’

Target graphemes: ‘dge’ like badge, fridge

**Weeks 3 - 4:** Phoneme – ‘igh’ as in bright

Target graphemes: ‘igh, y, i\_e, ie’

**Week 5:** Phoneme – ‘oa’ as in boat

Target graphemes: ‘oa, ow, o\_e’

**Week 6:** Phoneme – ‘oo’ as in moon and boot

Target graphemes: moon, boot

**Week 7:** Phoneme - ‘y’ - vowel suffix

Target graphemes: ‘snow - snowy’

**Week 8:** Phoneme - ‘ar’ as in star

Target graphemes: ‘ar, a’

**Week 9:** Phoneme – ‘ur’ as in turn

Target graphemes: ‘er, ir, ur’

#### 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:

- \* Segments 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

#### Handwriting:

- \* 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

### 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

#### 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
- Give and follow directions to locations and from one location to another

#### Statistics and Probability

The students will be provided with opportunities to:

- 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><b><u>Understanding and responding to literature:</u></b></p> <ul style="list-style-type: none"> <li>* Explore the way objects, events and ideas are represented in narrative texts</li> <li>* Explore narratives where images play a crucial role in telling the reader the 'whole story'</li> <li>* Learn how authors describe both the internal and external characteristics of characters</li> </ul>	<p><b><u>History – Present and Past Family Life</u></b></p> <p>Students 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><b><u>Science – Living Things Unit</u></b></p> <p><b><u>Growing Well</u></b></p> <p>Students investigate how plants and animals are used to satisfy our needs for food and fibre. In doing so, students will better understand how living things and their environment play a central role in the support for and survival of humans. They investigate the living things that dwell in a particular environment and create an environment to support the survival of a living thing. Students identify plants and animals that are grown and used for food, clothing and shelter products.</p>	<p><b><u>Physical Education – Teamwork and Strategy in Games</u></b></p> <p>This will be done through games and modified sports that require teamwork, strategy and object control. In doing so, students will be taught to bounce, roll, strike, kick, throw and catch a range of objects. Students will develop their communication and interpersonal skills with others and learn how to adapt games (rules, equipment etc.) to make activities more inclusive.</p>
<p><b><u>Creative Arts – Music</u></b></p> <p>In music this term the students in Stage 1 will be exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion.</p> <p>Students will be involved in class music sessions focusing on listening to other performers in the class as well as creating compositions and performing these in front of their peers with the use of specific musical instruments.</p>	<p><b><u>Personal Development – Child Protection</u></b></p> <p>In Child Protection, students will describe their unique qualities and strengths and consider how these can be used to help themselves and others stay safe when responding to situations. They will understand that everyone has the right to be safe and to tell others not to touch their body when they do not want to be touched. Students will practise a range of protective strategies for responding to various situations. Students will build their understanding of connection and belonging by identifying groups they belong to and recognising behaviours which include and exclude others. They will develop and apply interpersonal and self-management skills to build relationships, demonstrate cooperation and communicate effectively and respectfully in the class and small groups.</p> <p>Lesson 1 – Respecting Others  Lesson 2 - Groups I Belong to  Lesson 3 – My Strengths  Lesson 4 – Emotions  Lesson 5 – Safe or Unsafe?  Lesson 6 – Standing Strong  Lesson 7 – Persistence  Lesson 8 – No-go-tell  Lesson 9 – Permission  Lesson 10 – My Strategies</p>