



Leonay Public School



Stage 1, Year 2 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.

- **50th Anniversary Celebration Concert** – each class teacher will send a note or Compass message requesting some items for their performance.
- **School Uniform** – please ensure that you 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 50th 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 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 2 Learning Focuses

English

Oral language and communication:

- * Participate in daily 'short and snappy' sessions
- * Recount narratives with key components
- * Respond to information by asking relevant questions to extend their own and others' knowledge
- * Use adjectives and adverbs to elaborate and/or provide some supporting details or justifications

Vocabulary:

- * Understand and intentionally choose subject specific vocabulary to enhance precision
- * Use specific vocabulary to extend and elaborate ideas

Phonic Knowledge:

Week 1: Phoneme – 'oa' as in bloat

Target graphemes: 'oa, ow, or, o_e, o'

Week 2: Phoneme – 'oo' as in shook and wooden

Target graphemes: 'oo, ew, ue, u_e, oul, u'

Week 3: Phoneme – Vowel suffix 'ist' as in dentist

Week 4: Phoneme – 'ar' as in alarm

Target graphemes: 'ar, or, a'

Week 5: Phoneme – 'ur' as in hurdle

Target graphemes: 'ur, ir, er, or, ear'

Week 6: Phoneme – Prefix 're-' as in remake and 'de-' as in derail

Week 7: Phoneme – 'oy' as in destroy

Target graphemes: 'oy, oi'

Week 8: Phoneme – 'aw' as in awful

Target graphemes: 'aw, or, ore, au, a, ar'

Week 9: Phoneme – Prefix 'un-' as in undo and 'non-' as in nonstick

Reading Fluency:

- * Read aloud with an easy speech rhythm
- * Adjust phrasing, intonation, volume, or rate to maintain fluency when reading aloud
- * Self-correct when fluency and/or meaning is interrupted

Reading Comprehension:

- * Use known vocabulary in the text to work out or refine the meaning of unknown words
- * Make text-to-self, text-to-text or text-to-world connections when reading
- * Use knowledge of text structure, type of text, author, and forms of writing to predict and confirm meaning

Creating written texts:

- * Use noun groups to build descriptions of people and things
- * Select and use a range of conjunctions
- * Use a variety of planning strategies and tools for creating texts
- * Re-read and edit their own texts after receiving feedback
- * Group sentences into paragraphs commencing with a topic sentence, followed by other sentences with related ideas

Spelling:

- * Spell nouns ending in the suffix 'er' to indicate a person
- * Segment multisyllabic words into syllables and phonemes as a strategy for spelling

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 formal sessions happen throughout the week focusing on different phonemes

Understanding and responding to literature:

- * Identify cultural representations in a range of texts
- * Express personal responses to the real and imagined worlds that are represented in texts
- * Recognise ways that settings and situations are represented within texts
- * Identify the sequence of events that make up a narrative in own and others' texts.

Mathematics

This term, we will be focusing on building up student's knowledge and skills in working mathematically.

Number and Algebra

This term students will be given opportunities to:

- Choose efficient addition and subtraction strategies to determine if a number sentence is equal
- Recognise and recall number bonds
- Continue and create number patterns
- Form, regroup and rename three-digit numbers
- Use counting sequences of ones and tens flexibly
- Modelling doubling and halving with fractions
- Count in multiples using rhythmic and skip counting
- Form multiples of ten when adding and subtracting two-digit numbers
- Represent numbers on a line

Measurement and Geometry

Students will be provided with opportunities to:

- Place objects on either side of an equal-arm balance to obtain a level balance
- Record equivalence using concrete materials, correct vocabulary, drawings and diagrams
- Identify and describe the orientation of shapes using quarter turns
- Tell time to the half hour, to the quarter hour using the language 'past' and 'to'
- Measure, compare and order lengths, using appropriate uniform informal units
- Compare rectangular areas using uniform square units of an appropriate size in rows and columns
- Measure and compare the internal volumes (capacities) of containers by filling
- Follow directions to familiar locations
- Transform 2D shapes with slides and reflections

Statistics and Probability

The students will be provided with opportunities to:

- Investigate topics of interest by choosing suitable questions and collecting relevant data
- Select appropriate methods to display and interpret data
- Use data to reason about possible outcomes in familiar activities
- Represent data with objects and drawings and describe the displays
- Identify and describe activities that involve chance

History – Present and Past Family Life

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.

Science – Living Things Unit

Growing Well

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.

Physical Education – Teamwork and Strategy in Games

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.

Creative Arts – Music

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. 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.

Personal Development – Child Protection

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.

- 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