Seven Hills West Public School

Respectful, Safe, Responsible Learners

Term 3, Support Unit – K-6 Pink Newsletter

Dear Parents/Caregivers,

Welcome back to Seven Hills West for Term 3 2023. We hope that you had an enjoyable break.

We trust that your child is ready for an exciting and busy term, full of engaging learning activities and opportunities at Seven Hills West Public School! This term we have the Athletics Carnival, Education Week and The Book Parade to look forward to.

It was great to have the opportunity to meet with all our families at the review meetings this term. Please do not hesitate to reach out to our team if you have any questions or concerns.

The following overview will outline the wide variety of activities to be covered across the key curriculum areas to further develop our students' skills and interests.

SUPPORT UNIT CLASSES and TEAM

K-2 Aqua	Mrs Arora, Mrs Vasalla & Miss Greer
K-6 Pink	Mrs Dalton-Keep & Mrs Jacob
3-6 Purple	Miss Chung & Mrs Cini
3-6 Rainbow	Mrs Moon, Ms Morri & Ms Wilson
3-6 Orange	Mrs Lewis & Mrs Ramos
Library	Mrs Gupta
Science / STEM	Miss Bola, Miss Hatava
Assistant Principal	Mrs Zollinger
Assistant Principal - Curriculum Instruction	Miss Pipikios

Term 3 Curriculum Focus

Transdisciplinary - How we organise ourselves
In Term 3 we will be working on our Transdisciplinary Curriculum theme, 'How we organise ourselves.

This series of HSIE, PDH & Creative Arts- drama lessons are a part of the Transdisciplinary unit that provides students the opportunity to explore the rules and routines to help us establish a sense of community. Students will delve into how they can be a good citizen within our school community. They will make videos of how to be safe in our community.

Creative and Performing Arts (CAPA) - Drama
Students will be developing knowledge skills and understanding in creating, performing, and appreciating drama. They will explore the elements of drama, movement, and voice skills, and takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.

Personal Development and Health: Child Protection
Through this unit, 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. This unit provides teaching and learning activities around child protection education.

K-6 Orange will engage in the unit: My Right to be Safe

Through this unit, students will identify and support the rights of themselves and others and use this knowledge to question any behaviours or actions that impact on their right to be safe. They will recognise the importance of trust in relationships and identify sources of support to manage the changes associated with puberty. Students will build health literacy through identifying people and sources of information to learn about change and to seek help and advice. Students will build their understanding of emotional and behavioural warning signs associated with unsafe situations. They will consider the impact abuse and bullying can have on someone and explore positive ways to respond when abuse has occurred. Students will apply interpersonal and self-management skills to practise responses and strategies that promote personal health, safety and wellbeing. This unit provides teaching and learning activities around child protection education. Students will investigate the essential question: How can I support my right to be safe?

All classes will be engaged in athletic skill building in our practical sessions.

Library and Future Focused Learning Program:
K-6 Pink, K-6 Rainbow, K-6 Aqua

Welcome to another term of innovative and fun learning in the Seven Hills Public School library. This term is all about sharing the planet with living things.
Unit Title: "Sharing is Caring: Protecting our Earth"
This unit delves into understanding the concept of finite resources and the importance of sharing them with people, living things, and nature. Through the "7 Habits and Leader in Me" program, students will recognise the basic rights and responsibilities related to resource sharing in daily life and environmental conservation. Additionally, students will foster a love for reading and explore themes related to sharing, caring for the environment, and music. As they work towards solving real-world problems, they will explore how digital systems, including Makey Makey, can be used to turn nature into musical instruments, promoting creativity and sustainable practices.

K-6 Orange, 3-6 Purple:

Welcome to another term of innovative and fun learning in the Seven Hills Public School library. This term is all about learning about Earth's finite resources and the importance of sharing them responsibly and understanding design processes.
Unit Title: "Using Robotics for an Environmentally Sustainable Future".
In this unit, students will learn about finite resources and the importance of sharing them responsibly with others, including people, animals, and communities. Through their inquiry project, they will gain an understanding of basic rights and responsibilities regarding resource sharing and how it affects the environment and communities. By participating in the "7 Habits and Leader in Me" program, students will explore the relationship between communities and the environment in the context of resource management. They will also have the opportunity to apply the steps of the design process to create scientific diagrams such as germination and blueprints for things like playgrounds, using Lego Spike Robotics. This will help them develop visual programming skills while also learning about the living world strand.

Science: The Living World

K-6 Rainbow, K-6 Aqua and K-6 Pink are investigating the Living World strand focuses on living things, their characteristics, needs, behaviours, and the environment in which they live. Students explore how plants and animals satisfy our needs by providing us with the resources to produce food and fibre. This strand introduces students to the biological sciences and how food and fibre are used and are essential to society and its needs.

K-6 Orange and 3-6 Purple are engaging in the unit 'Living World. 'Children will discuss the varying needs of plants and animals and how this determines where they live. They will explore some of the ways in which humans used plant and animals for food and fibres, and how we manipulate environments, using science and technology, to encourage the growth of plants and animals in increasingly sustainable ways. The children will have the opportunity to attempt to create a simple greenhouse or hydroponics setup to promote the growth of alfalfa sprouts. Students will then consolidate their learning by examining the food they eat and identifying how this food is produced.

School Hours

Our school hours are between 8.30am and 3.00pm. Recess is from 11.00am to 11.30am. Lunch is from 1.30pm to 2:00pm.

For duty of care reasons, please note that students cannot arrive at school before 8.30am. If you need to drop your child to school earlier than this, please make a Before School booking with our onsite Wesley OOSH. School starts promptly at 9.00am.

Please ensure your child is at school by this time so we can start our learning straight away! If your child happens to arrive late, please go to the office to get a late note.

Absences

If your child has been away, please provide a note detailing the reason for their absence so we can update our records. If we do not receive a note, the office will ask you to fill in an absence form. If you are going on holiday during term time, please inform both the teacher and the office. For absences over ten days, please send a letter to the principal requesting a leave of absence.

The Department of Education has now set an attendance goals for all children at 95% which is one day off a term.

Days missed = years lost
A day here and there doesn't seem like much, but...

When your child misses just...	they miss weeks per year		and years over their school life
1 day per fortnight	= 4 weeks		= Over 1 year missed
1 day per week	= 8 weeks		= Over 2.5 years missed
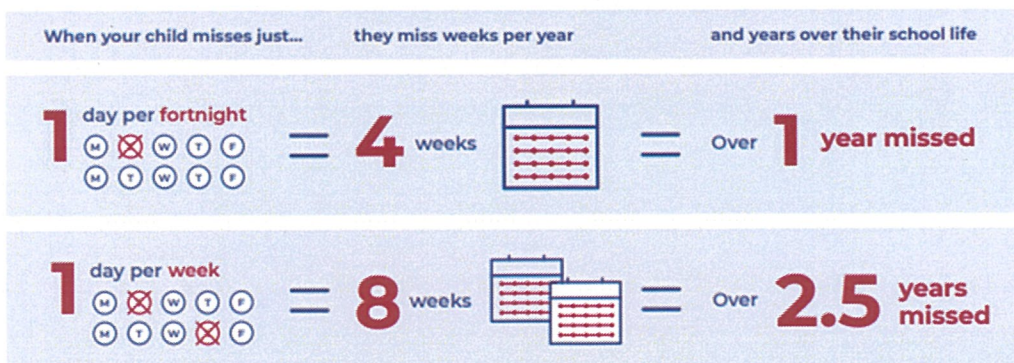
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Drop off /Pick up Arrangements
We request that parents meet their child under the COLA at 3:00pm sharp. If you are going to be late to pick -up, after 3 pm, you will need to contact the office 9622 2136, prior to the bell. If you need to make alternative arrangements, contact our onsite Wesley OOSH.

*Please note that students receiving Assisted Transport will continue their normal drop-off and pick-up routines.

If your child attends the Out of Hours School Care, please notify their classroom teacher to ensure there is no confusion. Parents and community members are asked to arrange an appointment with the front office if they wish to visit the school for any purpose.

Crunch & Sip
Every day the children will be having a short fruit/vegetable break. This food must be cut into small pieces and put in a small, labelled container. They are also able to drink water from their water bottle.

Recess and Lunch
Please put your child's lunch and morning tea into separate, labelled containers. Encourage your child to unpack his/her own bag by putting these items into the appropriate baskets. Please only pack enough food that your child can eat within a 10-minute eating break. Your help in this area is vital in developing their independence.

Library and Sports Day
Students will be allocated time each week to attend the library. All students must have a library bag to be able to borrow books. Library borrowing days for all of our support unit students this term is: **THURSDAY**.

Students are asked to wear their sports uniform, which includes a school hat and joggers for their sports day. The sport day for support students in Term is: **TUESDAY/FRIDAY**.

Homework
Homework this term will include spelling activities, Magic words, and links to access the websites 'Wushka' and 'Mathletics' to complete online reading and mathematics activities.

Important Information
-It is important that parents/caregivers read the notes that are sent home thoroughly as payments for school excursions or functions need to be paid by the due date. The front office cannot accept late payments.

-Parents/caregivers are encouraged to check the school's website http://www.sevenhillw-p.schools.nsw.edu.au

 SHWPS 'Spotlight' newsletter and Facebook page for reminders and upcoming events.

-If you would like to speak with your child's class teacher about any concerns you might have, please make an appointment by contacting the front office before 3pm.

Items Required for This Term
All students need the following items:

-Headphones

-Old shirt for painting

-2 tissue boxes

-Hand soap

-Wet wipes

-Please label all belongings, including clothing and containers.

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Important Dates for the Diary in Term 3
Please check the SHPWS 'Spotlight' newsletter, which is issued twice a term (in Weeks 5 and 10).

The Leader in Me
The Leader in Me program provides schools with a leadership model and process that supports every child's physical, mental, social, and emotional well-being, all of which are factors that can contribute to or hinder academic success.

At SHWPS, we use the 7 Habits to set personal and academic learning goals. Our school commenced the program earlier this year and we are in the beginning phases of implementation. During Term 2, we have supported our students in using the 7 Habits to promote healthy learning and habits.

An overview of our 7 Habits focus for Term 3 is outlined below:

OVERVIEW

Weeks 1 & 2
To focus on empathy and develop active listening skills

Weeks 3 & 4
To develop authentic collaboration and team-work

Weeks 5 & 6
To reinvigorate, reenergize and encourage self-regulation.

Weeks 7 & 8
To take initiative and be responsible for their actions

Weeks 9 & 10
To set goals, develop resilience and work hard with a growth mind-set.

Thank you for your support,

Ms Clements
Principal

Mrs Zollinger
Rel Assistant Principal

Mrs Dalton-Keep, Mrs Arora, Mrs Moon, Mrs Lewis & Miss Chung
Classroom Teachers

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Support Unit Curriculum Overview - Term 3, 2023

Subject	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
				Component A - Phonics & Spelling					
Phonic knowledge, Spelling,	/ai/ & /ee/	/i_e/ & /oa/	/ar/ & /ir/	/or/ & /oo/	/oo/ & /ou/	/oy/ & /eer/	/air/ & /er/	/m/ & /a/	Assessments
Handwriting,	Literacy Block - Phonics, Guided Reading, Reading comprehension, Shared Reading, Spelling, Handwriting.								
Reading fluency	EN1-PHOKW-01 Uses initial and extended phonics, including vowel digraphs, trigraphs to extend and encode words when reading and creating texts								
&	EN1-SPELL-01 applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of contexts								
	EN1-HANDW-01 uses a legible, fluent and automatic handwriting style, and digital technology, including word processing applications, when creating texts								
	EN1-REFLU-01 Sustains reading unseen texts with automaticity and prosody and self-corrects errors								
Reading comprehension	EN1-RECOM-01 Comprehends independently read texts that require sustained reading by activating background knowledge and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning								
					Component B				
Reading comprehension, Creating written texts, Vocabulary &	Unit 11 – Perspective and argument		Unit 12 - Representation		Unit 13 - Context		Unit 14 - Narrative		
Understanding and responding to literature	Unit 31 - Perspective and argument		Unit 32 - Representation		Unit 33 - Context		Unit 34 – Narrative		
	EN1-OLC-01 communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions.								
	EN1-VOCAB-01 understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas.								
	EN1-CWT-01 plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure.								
	EN1-UARL-01 understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose.								
	EN1-RECOM-01 Comprehends independently read texts that require sustained reading by activating background knowledge and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning								
Representing whole numbers, Combining and	Unit 11 – Collections of ten are really useful		Unit 12 – Pattens have something that repeats over and over again		Unit 13 – Making and using equal groups		Unit 14 – What needs to be measured determines the unit of measure		
separating quantities,	Unit 31 – Collections of ten are really useful		Unit 32 – Pattens have something that repeats over and over again		Unit 33 – Making and using equal groups		Unit 34 – What needs to be measured determines the unit of measure		

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Subject	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Mathematics — Forming groups, Geometric Measure: Length, Two-dimensional spatial structure & Data, Working Mathematically	MA1-RWN-01 applies an understanding of place value and the role of zero to read, write and order two- and three-digit numbers. MA1-RWN-02 reasons about representations of whole numbers to 1000. Partitioning numbers to use and record quantity values. MA1-CSQ-01 Uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning. MA1-FG-01 Uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems. MA1-GM-01 Represents and describes the positions of objects in familiar locations. MA1-GM-02 Measures, records, compares and estimates lengths and distances using uniform informal units, as well as metres and centimetres. MA1-GM-03 Creates and recognises halves, quarters and eighths as part measures of a whole length. MA1-NSM-01 Measures, records, compares and estimates the masses of objects using uniform informal units. MA1-NSM-02 Describes, compares and orders durations of events and reads half and quarter hour time. MA1-2DS-01 Recognises, describes and represents shapes including quadrilaterals and other common polygons. MA1-2DS-02 Measures and compares areas using uniform informal units in rows or columns. MA1-DATA-01 Gathers and organises data, displays data in lists, tables and picture graphs. MA1-DATA-02 Reasons about representations of data to describe and interpret the results. MAO-WM-01 Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly								
Transdisciplinary Curriculum	How rules helps us be safe in the library	How rules helps us be safe in the playground	How rules helps us be safe in the classroom	How rules helps us be safe around roads	Creating rules	Making videos	Making the videos	Video editing	

Drama / PDHPE & HSIE

DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations
DRAS1.1 Takes on roles in drama to explore familiar and imagined situations.
DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.
DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.
DRAS2.2 Builds the action of the drama by using the elements of drama, movement and voice skills
DRAS3.1 Develops a range of in-depth and sustained roles.
DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms.
DRAES1.3 Dramatises personal experiences using movement, space and objects.
DRAS1.3 Interacts collaboratively to communicate the action of the drama with others
DRAS2.3 Sequences the action of the drama to create meaning for an audience.
DRAS3.3 Devises, acts and rehearses drama for performance to an audience.
DRAES1.4 Responds to dramatic experiences.
DRAS1.4 Appreciates dramatic work during the making of their own drama and the drama of others.
DRAS2.4 Responds to, and interprets drama experiences and performances
DRAS3.4 Responds critically to a range of drama works and performance styles.
PD1-2 recognises and describes strategies people can use to feel comfortable, resilient, and safe in situations
PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships
PD1-9 demonstrates self-management skills in taking responsibility for their own actions
PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe
PD2-3 explains how empathy, inclusion and respect can positively influence relationships
PD2-9 demonstrates self-management skills to respond to their own and others' actions
PD3-2 investigates information, com-munity resources, and strategies to demonstrate resilience and seek help for themselves and others
PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others
PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing, and physically active spaces

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Subject	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	GEe-1 identifies places and develops an understanding of the importance of places to people								
	GEe-2 communicates geographical information and uses geographical tools								
	GE1-1 describes features of places and the connections people have with places								
	GE1-3 communicates geographical information and uses geographical tools for inquiry								
	GE2-1 examines features and characteristics of places and environments								
	GE2-2 describes the ways people, places and environments interact								
	GE2-3 examines differing perceptions about the management of places and environments								
	GE2-4 acquires and communicates geographical information using geographical tools for inquiry								
	GE3-1 describes the diverse features and characteristics of places and environments								
	GE3-2 explains interactions and connections between people, places and environments								
	GE3-3 compares and contrasts influences on the management of places and environments								
	GE3-4 acquires, processes and communicates geographical information using geographical tools for inquiry								
P D H Personal Development and Health	Respecting Others & Groups I belong to	My Strengths	Emotions	Safe or Unsafe	Standing Strong	Persistence	No-Go-Tell	Permission & My strategies	
	PD1-1 describes the qualities and characteristics that make them similar and different to others.								
	PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations.								
	PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships.								
	PD1-9 demonstrates self-management skills in taking responsibility for their own actions								
PE Physical Education		Running, jumping & Throwing			Refining skills of running, jumping and throwing overarm and underarm.				
		Fundamental skills of running, jumping and throwing			Refining skills of running, jumping in different directions and throwing for distance.				
		Consolidating skills of running, one and two foot jumping and throwing for accuracy.			Repeated activities Running, Throwing & jumping.				
		Consolidating running, jumping from moving and stationary start and two-handed throwing skills							
	PD1-4 Performs movement skills in a variety of sequences and situations.								
	PD1-11 Incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences								
Science & Technology	Where does it grow?	Useful Plants	Useful Animals	Growing Technology	Bush Tucker	Design a Greenhouse	Making a Greenhouse	Healthy Eating	
	ST1-1WS-S observes, questions and collects data to communicate and compare ideas .								
	ST1-2DP-T uses materials, tools and equipment to develop solutions for a need or opportunity.								
	ST1-4LW-S describes observable features of living things and their environments.								
	ST1-5LW-T identifies how plants and animals are used for food and fibre products.								
LIBRARY and ICT	Reflecting on Term 3 and learning to code Dash robots using Blockly.		Reviewing Google Classroom and makerspace project where students are exploring various Materials and Tools to understand living world science outcome and Design Challenge – Building a Stable Structure.				Engage students in a design challenge using Makey-Makey kits to explore and understand the needs of living things, develop a prototype and continue coding on Bee bot app.		
	ST1-2DP- T - Uses materials tools and equipment to develop solutions to a need or opportunity.								
The Leader In	Weeks 1 & 2 - Habit 5, Weeks 3 & 4 - Habit 6, Weeks 5 & 6 – Habit 7, Weeks 7 & 8 – Habit 1, Weeks 9 & 10 – Habit 2								

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Subject	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Me									
Positive Behaviour for Learning	Be a Safe Citizen	Be a Respectful Peer	Be a Quality Learner	Be a Responsible Leader	Be a Safe Citizen	Be a Respectful Peer	Be a Quality Learner	Be a Responsible Leader	Be a Safe Citizen
Special Events	Parent Teacher interviews BLC Public Speaking Finals Whole School Assembly PSSA	Kindy 100 Days Debating Athletics Carnival Education Week performance Story Quest Incursion	Whole School Assembly PSSA ICAS Assessments Choir Rehearsal @Hambledon Rd Public School Back up Athletics Carnival	ICAS Assessments Year 2 Swim School Spelling Bee Regional Finals	ICAS Assessments BFoPA Choir and Dance groups Dress Rehearsal and Performance Night Superhero Assembly PSSA Book Week & Book Week Parade Stage 3 Camp	ICAS Assessments Zone Athletics Yr 6 Interrelate Scholastic Book Fair	Whole School Assembly PSSA Scholastic Book Fair	PSSA Scholastic Book Fair Healthy Harold	Superhero Assembly PSSA