

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.



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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.

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### 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.

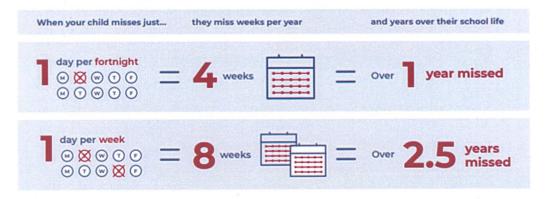
### **Absences**

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...





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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 <a href="http://www.sevenhillw-p.schools.nsw.edu.au">http://www.sevenhillw-p.schools.nsw.edu.au</a> 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.



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



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

Week 9 Week 10		/m/ & /a/ Assessments		g sentences			Annual transfer of the contract of the contrac	g sentences	neasured easure	measured
Week 8 M		/air/ & /er/ /m	ing.	ENI-PHOKW-01 Uses initial and extended phonics, including vowel digraphs, trigraphs to extend and encode words when reading and creating texts ENI-SPELL-01 applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of contexts ENI-HANDW-01 uses a legible, fluent and automatic handwriting style, and digital technology, including word processing applications, when creating texts ENI-REFLU-01 Sustains reading unseen texts with automaticity and prosody and self-corrects errors ENI-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	amadations assume amin'alians assume the specific of the specific and the	Unit 14 - Narrative	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	Unit 14 – What needs to be measured determines the unit of measure	Unit 34 – What needs to be measured
Week 7		/oy/ & /eer/	Literacy Block - Phonics, Guided Reading, Reading comprehension, Shared Reading, Spelling, Handwriting.	ENI-PHOKW-01 Uses initial and extended phonics, including vowel digraphs, trigraphs to extend and encode words when reading and creating texts ENI-SPELL-01 applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of contexts ENI-REPLU-01 uses a legible, fluent and automatic handwriting style, and digital technology, including word processing applications, when creating texts ENI-REFLU-01 Sustains reading unseen texts with automaticity and prosody and self-corrects errors ENI-RECOM-01 Comprehends independently read texts that require sustained reading by activating background knowledge and word knowledge, connecting whole text, and monitoring for meaning		Unit 13 - Context	Unit 33 - Context	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-UARI-01 understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and renners independently read texts that require sustained reading by activating background knowledge and word knowledge, connecting and under and whole text, and monitoring for meaning	Unit 13 – Making and using equal groups	Unit 33 – Making and using equal groups
Week 6	Component A - Phonics & Spelling	/00/ & /on/	comprehension, Share	xtend and encode word rategies when spelling v gy, including word prov ts errors ctivating background kr	Component B	Unit 1	Unit 3	extend and elaborate ic to extend and elaborat graphs, using knowledge rres, intentional languag ctivating background kr	Unit 13 – Making	Unit 33 – Making
Week 5	Component A	/or/ & /oo/	uided Reading, Reading	digraphs, trigraphs to e all generalisations and style, and digital technold prosody and self-correct sustained reading by a	Con	Unit 12 - Representation	Unit 32 - Representation	antions and language to 2 and Tier 3 vocabulary urposes, including paragets using similar structue sustained reading by a	12 – Pattens have something that repeats over and over again	Unit 32 – Pattens have something that
Week 4		/ar/ & /ir/	eracy Block - Phonics, G	honics, including vowel aphic and morphologics utomatic handwriting s with automaticity and y read texts that requires		Unit 12 - Re	Unit 32 - Re	sing interpersonal convorses Tier 1, taught Tier s written for different p literature by creating to y read texts that requir	Unit 12 – Pattens hav repeats over an	Unit 32 – Pattens l
Week 3	Andreas and Andreas An	/i_e/ & /oa/	<b>5</b>	ENI-PHOKW-01 Uses initial and extended phonics, including vowel digraphs, trigraphs to extend an ENI-SPELL-01 applies phonological, orthographic and morphological generalisations and strategies is ENI-HANDW-01 uses a legible, fluent and automatic handwriting style, and digital technology, incluen!-REFLU-01 Sustains reading unseen texts with automaticity and prosody and self-corrects errors eni-RECOM-01 Comprehends independently read texts that require sustained reading by activating and whole text, and monitoring for meaning		Unit 11 – Perspective and argument	Unit 31 - Perspective and argument	EN1-OLC-01 communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for 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 voca EN1-UARL-01 understands and responds to literature by creating texts using similar structures, intentional language choics EN1-RECOM-01 Comprehends independently read texts that require sustained reading by activating background knowledg and whole text, and monitoring for meaning	Unit 11 – Collections of ten are really useful	Unit 31 – Collections of ten are really
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Subject	Phonic	Spelling,	Handwriting,	Reading fluency & Reading comprehension	Reading	comprenension, Creating written texts, Vocabulary	<b>&amp;</b>	Understanding and responding to literature	Representing whole numbers, Combining and	separating



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Week 10			
Week 9	iques to solve	Video editing	
Week 8	ring mathematical techni	Making the videos	a forms.
Week 7	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-GQ-01 Uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning.  MA1-GG-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.  MA1-GM-02 Creates and recognises halves, quarters and eighths as part measures of a whole length.  MA1-SM-02 Describes, compares and estimates the masses of objects using uniform informal units.  MA1-NSM-02 Describes, compares and represents shapes including quadrilaterals and other common polygons.  MA1-CDG-02 Measures and compares areas using uniform informal units in rows or columns.  MA1-CDG-03 Measures and organises data, displays data in lists, tables and picture graphs.  MA1-CDG-04 Measures and organises data to describe and interpret the results.  MA1-DATA-07 Reasons about representations of data to describe and interpret the results.  MA0-WM-01 Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical problems, and communicating their thinking and reasoning coherently and clearly	Making videos	DRAS2.1 Takes on roles in drama to explore familiar and imaginative play and dramatic situations DRAS2.1 Takes on roles in drama to explore familiar and imagined situations. DRAS2.1 Takes on roles in drama to explore familiar and imagined situations. DRAS2.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice. DRAS2.2 Builds the action of the drama by using the elements of drama, movement and voice skills 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. DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama with others DRAS3.3 Interprets on conveys dramatic meaning by using the elements of drama with others DRAS3.3 Interprets of conveys dramatic meaning by using the elements, space and objects. DRAS3.3 Interprets conveys dramatic meaning for an audience. DRAS3.4 Sequences the action of the drama to create meaning for an audience. DRAS3.5 Ovises, acts and rehearses drama for performance to an audience. DRAS3.4 Appreciates dramatic experiences. DRAS3.4 Responds to dramatic experiences and performance styles. DRAS3.4 Responds critically to a range of drama works and performance styles. DRAS3.4 Responds critically to a range of drama works and performance styles. DRAS3.4 Responds critically to a range of drama works and performance styles. DRAS3.4 Responds critically to a range of drama works and performance styles. DRAS3.4 Responds to develop resilience and to make them feel comfortable and safe in situations and uses strategies to develop resilience and to make them feel comfortable and safe DR3.2 demonstrates seff-management skills to respond to their own and others' actions DR3.5 demonstrates seff-management skills to respond to their own and others' actions DR3.5 demonstrates seff-management skills to respond to their own and others' actions DR3.5 avplains and uses strategies to develop resilience and strategi
Week 6	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-GG-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-CM-03 Creates and records, compares and estimates the masses of objects using uniform informal units.  MA1-DSD-01 Recognises, describes and represents shapes including quadrilaterals and other common polygons.  MA1-DSD-01 Recognises, describes and represents shapes including quadrilaterals and other common polygons.  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.  MA1-DATA-03 Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and apply problems, and communicating their thinking and reasoning coherently and clearly	Creating rules	DRAS1.1 Takes on roles in drama to explore familiar and imaginative play and dramatic situations DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice. DRAS1.2 Builds the action of the drama by using the elements of drama, movement and voice skills DRAS2.1 therprets and conveys story, depicts events and expresses feelings by using the elements of drama, movement and voice skills DRAS3.2 Builds the action of the drama by using the elements of drama, movement and voice skills DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills DRAS3.3 Demastises personal experiences using movement, space and objects. DRAS1.3 Interprets and conveys dramatic meaning for an audience. DRAS2.3 Sequences the action of the drama to create meaning for an audience. DRAS2.3 Devises, acts and rehearses drama for performance to an audience. DRAS2.4 Responds to dramatic experiences. DRAS2.4 Responds to dramatic experiences and performance styles. DRAS2.4 Responds critically to a range of drama works and performance styles. DRAS2.4 Responds critically to a range of drama works and performance styles. DRAS2.4 Responds to, and interprets drama experiences and performance styles. DRAS2.4 Responds to, and interprets drama experiences and performance styles. DRAS2.4 Responds to, and interprets drama experiences and performance styles. DRAS2.4 Responds to than an action of the make them feel comfortable and safe in situations DRAS2.4 Responds critically to a range of drama works and performance styles. DRAS2.4 Responds critically to a range of drama works and to make them feel comfortable and safe DR32.5 explains and uses strategies to develop resilience and to make them feel comfortable and safe DR32.5 explains and uses strategies to develop resilience and to their own actions DR32.5 explains how empathy, inclusion and respect can positively influence relationships DR32.5 evaluates information, co
Week 5	MA1-RWN-01 applies an understanding of place value and the role of zero to read, write and order two- and thr MA1-RWN-02 reasons about representations of whole numbers to 1000. Partitioning numbers to use and record MA1-CSQ-01 Uses number bonds and the relationship between addition and subtraction to solve problems invo MA1-GG-01 Uses the structure of equal groups to solve multiplication problems, and shares or groups to solve di 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 MA1-GM-03 Creates and recognises halves, quarters and eighths as part measures of a whole length.  MA1-DSM-01 Measures, records, compares and estimates the masses of objects using uniform informal units.  MA1-DSD-02 Describes, compares and orders durations of events and reads half and quarter hour time.  MA1-DSD-01 Recognises, describes and represents shapes including quadrilaterals and other common polygons.  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 mathemat problems, and communicating their thinking and reasoning coherently and clearly	How rules helps us be safe around roads	DRAS1.1 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 expres DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagin DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of invoement DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement DRAS3.3 Interprets and conveys dramatic meaning by using the elements of drama and a range of movement DRAS3.3 Interprets collaboratively to communicate the action of the drama with others DRAS3.3 Levises, acts and rehearses drama for performance to an audience. DRAS3.3 Evenises, acts and rehearses drama for performance to an audience. DRAS3.4 Responds to dramatic experiences. DRAS3.4 Responds to, and interprets drama experiences and performances DRAS3.4 Responds to, and interprets drama experiences and performances DRAS3.4 Responds to and interprets drama experiences and performances DRAS3.4 Responds storitically to a range of drama works and performance styles. DD1-3 recognises and describes strategies people can use to feel comfortable, resilient, and safe in situations DD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships DD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe DD2-3 explains how empathy, inclusion and respect can positively influence relationships DD2-9 demonstrates self-management skills to respond to their own and others' actions DD3-2 explains and uses surfamented or empathy, inclusion and respect on themselves and others DD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others
Week 4	MA1-RWN-01 applies an understanding of place value and the role of zero to read, write and MA1-RWN-02 reasons about representations of whole numbers to 1000. Partitioning numbe MA1-CSQ-01 Uses number bonds and the relationship between addition and subtraction to s MA1-GSQ-01 Uses the structure of equal groups to solve multiplication problems, and shares that 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 MA1-GM-03 Creates and recognises halves, quarters and eighths as part measures of a whol MA1-SM-01 Measures, records, compares and estimates the masses of objects using uniform MA1-DSD-02 Recognises, describes and orders durations of events and reads half and quarter MA1-2DS-01 Recognises, describes and represents shapes including quadrilaterals and other 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 coproblems, and communicating their thinking and reasoning coherently and clearly	How rules helps us be safe in the classroom	DRAS1.1 Uses imagination and the elements of drama in imaginative play and dramatic. 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 dDRAS2.2 Conveys story, depicts events and expresses feelings by using the elements of drama, movement and DRAS2.2 Builds the action of the drama by using the elements of drama, movement and NDRAS3.1 Develops a range of in-depth and sustained roles.  DRAS3.2 Interprets and conveys dramatic meaning by using the elements of drama and a DRAS3.3 Interacts collaboratively to communicate the action of the drama with others DRAS3.3 Dramatises personal experiences using movement, space and objects.  DRAS3.3 Devises, acts and rehearses drama to create meaning for an audience.  DRAS3.3 Devises, acts and rehearses drama for performance to an audience.  DRAS3.4 Responds to dramatic experiences.  DRAS3.4 Responds to dramatic work during the making of their own drama and the drama DRAS3.4 Responds critically to a range of drama works and performance styles.  DD1-2 recognises and describes strategies people can use to feel comfortable, resilient, and pD1-3 recognises and describes the qualities that enhance inclusive and respectful relation PD1-3 recognises and uses strategies to develop resilience and to make them feel comfortal PD2-2 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 res PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others
Week 3	s an understanding of pliss about representations is about representations armber bonds and the relistructure of equal group ents and describes the pces, records, compares arend recognises halves, cres, records, compares and represe, compares and orders ises, describes and represes and compares areas uses and organises data, dins about representation has understanding and filmulicating their thinking.	How rules helps us be safe in the playground	DRAS1.1 Uses imagination and the elements of drama in DRAS1.1 Takes on roles in drama to explore familiar and in DRAS1.2 Conveys story, depicts events and expresses feelin DRAS2.2 Conveys story, depicts events and expresses feelin DRAS2.2 Lakes on and sustains roles in a variety of drama in DRAS2.2 Builds the action of the drama by using the eleme DRAS3.2 Laterprets and conveys dramatic meaning by usin DRAS3.3 Interprets and conveys dramatic meaning by usin DRAS1.3 Interacts collaboratively to communicate the action DRAS2.3 Sequences the action of the drama to create mea DRAS2.3 Devises, acts and rehearses drama for performan DRAS3.3 Devises, acts and rehearses drama for performan DRAS3.4 Responds to dramatic work during the making of DRAS2.4 Responds to, and interprets drama experiences and DRAS2.4 Responds critically to a range of drama works and PD1-2 recognises and describes the qualities that enhance PD1-9 demonstrates self-management skills in taking responds 2 explains and uses strategies to develop resilience an PD2-3 explains how empathy, inclusion and respect can pop PD2-3 explains how empathy, inclusion and respect can pop PD3-2 investigates information, com-munity resources, and PD3-3 evaluates the impact of empathy, inclusion and resp
Week 2	MA1-RWN-01 applie MA1-RWN-02 reason MA1-CSQ-01 Uses nt MA1-GG-01 Uses the MA1-GM-01 Repress MA1-GM-03 Creates MA1-GM-03 Creates MA1-SM-01 Measur MA1-DSS-01 Recogni MA1-2DS-01 Recogni MA1-2DS-02 Measur MA1-DATA-01 Gathe MA1-DATA-01 Gathe MA1-DATA-01 Develo	How rules helps us be safe in the library	DRAS1.1 Uses imag DRAS1.1 Takes on ro DRAS1.2 Conveys stc DRAS2.1 Takes on an DRAS2.2 Builds the a DRAS3.1 Develops a DRAS3.3 Interprets a DRAS3.3 Interacts co DRAS3.3 Devises, act DRAS3.3 Devises, act DRAS3.3 Devises, act DRAS3.4 Responds r DRAS1.4 Responds r DRAS2.4 Responds r DRAS3.4 R DRAS3
Subject	Forming groups, Geometric Measure: Length, Two- dimensional spatial structure & Data Working Mathematically	Transdisciplinary Curriculum	Drama R R HSIE
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## Seven Hills West Public School Respectful, Safe, Responsible Learners

Get-A communicate geographic information and use geographical tools from the places Get-A communicate geographical information and use geographical tools from the places Get-A communicate geographical information and use geographical tools for inquiry Get-A communicate geographical information and use geographical tools from the places Get-A communicate geographical information using geographical tools from the places and environments interesting environments interesting environments interesting environments interesting environments interesting environments and environments interesting and environments interesting		Subject	Week 2	Week 3	Week 4		Week 5	Week 6		Week 7	Week 8	Week 9	Week 10
Pespecting   Others & Groups   Bespecting   Others   Ot			GEe-1 identifies plac GE-2 communicates GE1-1 describes feat GE1-3 communicates GE2-1 examines feat GE2-2 describes the v GE2-3 examines diffe GE2-4 acquires and c GE3-1 describes the c GE3-1 describes the c GE3-2 explains intera GE3-2 explains intera GE3-4 acquires, procq GE3-4 acquires, procq	ces and develops an se geographical infor tures of places and tures and characteritures and charactering perceptions at communicates geog diverse features and actions and connect 1 contrasts influence resses and communi	nunderstanding of the rmation and uses geog the connections people from the connections people istics of places and ensisted the management graphical information of characteristics of places as on the management cates geographical information icates geographical information icates geographical information icates geographical informations between people, as on the managementicates geographical information informations informations informations informations informations informations in information informations in information in	importance graphical tool graphical	of places to people ls class to people ls class to people class to inquiry denvironments comments ronments and environments in geographical to ing geographical to ing geographical to	ıiry ols for inquiry					
PD1-1 describes the qualities and characteristics that make them similar and different to others.  PD1-2 decoprises and describes strategies people can use to feel confrontable, 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  Raffining skills of running, jumping and throwing  Fundamental skills of running, jumping and throwing  Fundamental skills of running, jumping and throwing  Consolidating skills of running, jumping and stationary start and two-handed  Consolidating skills of running, jumping and stationary start and two-handed  throwing skills of running, jumping and stationary start and two-handed  Consolidating skills of running, jumping and stationary start and two-handed  throwing skills of running, jumping and stationary start and two-handed  Education  Consolidating skills of running, jumping and stationary start and two-handed  throwing skills of running, jumping and stationary start and two-handed  Enchnology  ST1-44 Performs movement skills in a variety of sequences and situations.  PD1-4 Performs movement skills in a variety of sequences and situations.  PD1-4 Performs movement skills in a variety of sequences and situations.  PD1-4 Performs movement skills in a variety of sequences and situations.  PD1-4 Performs movement skills in a variety of sequences and situations.  Science & Where does it Useful Plants  Useful Plants  Useful Plants  Useful Plants  Useful Animals  ST1-2DP-1 uses materials, tools and equipment to develop solutions for a need or opportunity.  ST1-41W-5 describes observable features of living things and their environments.  ST1-51DP-1 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 7 & 8 - Habit 1, Weeks 9 & 10-  The Leader in  Weeks 1 & 2 - Habit 5, Weeks 3 & 4 - Habit 6, Weeks 7 & 8 - Habit 1, Weeks 9 &		Personal Development and Health	Respecting Others & Groups I belong to	My Strengths	Emotions S	afe or Unsafe	Stan	iding Strong		Persistence	No-Go-Tell	Permission & My strategies	
Education   Fundamental skills of running, jumping & Throwing   Education			PD1-1 describes the PD1-2 recognises and PD1-3 recognises and PD1-9 demonstrates	qualities and characted describes strategied describes the qualicities self-management s	cteristics that make the les people can use to for lities that enhance inconsilials in taking respons	nem similar ar Teel comforta Lusive and re Ibility for the	nd different to other ble, resilient and se spectful relationsh ir own actions	ers. ife in situations. ips.	**Commission of the Commission				
PD1-4 Performs movement skills in a variety of sequences and situations.  PD1-1 Incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences  Where does it Useful Plants Useful Animals Growing Technology Bush Tucker Design a Greenhouse grow?  ST1-1WS-5 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-5 describes observable features of living things and their environments.  ST1-5LW-T identifies how plants and animals are used for food and fibre products.  Reflecting on Term 3 and learning to code Dash robots using are exploring various Materials and Tools to understand living world science outcome and Design Challenge – Building a Stable Structure.  ST1-2DP-T - Uses materials tools and equipment to develop solutions to a need or opportunity.  Weeks 1 & 2 - Habit 5, Weeks 3 & 4 - Habit 6, Weeks 5 & 6 - Habit 7, Weeks 7 & 8 - Habit 1, Weeks 9 & 10 -		Physical Education	Fu Consolidating skill Consolidating rur	Running, I undamental skills of Ils of running, one ar nning, jumping from thi	jumping & Throwing frunning, jumping and nd two foot jumping a m moving and stationa rrowing skills	f throwing ind throwing iry start and t	for accuracy. wo-handed	Refining Skill	g skills of rui Is of running, Repeate	nning, jumping and , jumping in differe d activities Running	I throwing overarm a int directions and thr g, Throwing & jumpir	nd underarm. owing for distance. ig.	
Where does it Useful Plants Useful Animals Growing Technology Bush Tucker Design a Greenhouse grow?  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.  Reflecting on Term 3 and learning to code Dash robots using are exploring various Materials and Tools to understand living world science outcome and Design Challenge – Building a Stable Structure.  ST1-2DP-T - Uses materials tools and equipment to develop solutions to a need or opportunity.  ST1-2DP-T uses materials tools and equipment to develop solutions to a need or opportunity.			PD1-4 Performs mov PD1-11 Incorporates	vement skills in a var s elements of space,	riety of sequences and time, objects, effort a	d situations.	creating and perfo	irming simple move	ement seque	inces			
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.  Reflecting on Term 3 and learning to code Dash robots using 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.  ST1-2DP-T - Uses materials tools and equipment to develop solutions to a need or opportunity.  Weeks 1 & 2 - Habit 5, Weeks 3 & 4 - Habit 6, Weeks 5 & 6 - Habit 7, Weeks 7 & 8 - Habit 1, Weeks 9 & 10 -		Science & Technology	Where does it grow?	Useful Plants	Useful Anima	ls Grow	ving Technology	Bush Tucker	Design	n a Greenhouse	Making a Greenhouse	Healthy Eating	
Reflecting on Term 3 and learning to code Dash robots using  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.  ST1-2DP- T - Uses materials tools and equipment to develop solutions to a need or opportunity.  Weeks 1 & 2 - Habit 5, Weeks 3 & 4 - Habit 6, Weeks 5 & 6 - Habit 7, Weeks 7 & 8 - Habit 1, Weeks 9 & 10 -			ST1-1WS-S observes, ST1-2DP-T uses mate ST1-4LW-S describes ST1-5LW-T identifies	s, questions and colle erials, tools and equ s observable feature s how plants and ani	lects data to communi lipment to develop so as of living things and to imals are used for foo	icate and con lutions for a r their environs d and fibre pr	npare ideas . need or opportunit ments. roducts.	*	The state of the s			-	
ST1-2DP- T - Uses materials tools and equipment to develop solutions to a need or opportunity.  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	3	BRARY and ICT	Reflecting on Tern	m 3 and learning to Blockly.	code Dash robots usir	ng Revi	ewing Google Class exploring various I nce outcome and I	sroom and makersp Materials and Tools Design Challenge	bace project to understa	where students nd living world able Structure.	Engage students in Makey-Makey understand the r develop a prototype Bee	a design challenge using kits to explore and eeds of living things, and continue coding on bot app.	-
Weeks 1 & 2 - Habit 5, Weeks 3 & 4 -			ST1-2DP- T - Uses ma	aterials tools and eq	quipment to develop s		need or opportuni	ty.		1	Department ages of the control of th	The second secon	
		The Leader In		Met	eks 1 & 2 - Habit 5, W		labit 6, Weeks 5 &	6 – Habit 7, Weeks	7 & 8 Hab	it 1, Weeks 9 & 10	– Habit 2	And dear date of the Control of the	



## Seven Hills West Public School Respectful, Safe, Responsible Learners

Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Action (A) in a demandrate resonant is take that the forest instances in terms of				Autor (same) (1) (1) (1) (1) (1) (1) (1) (1) (1) (1	And the state of t			
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
Parent Teacher	Kindy 100 Days	Whole School	ICAS Assessments	ICAS Assessments	ICAS Assessments	Whole School Assembly	PSSA	Superhero Assembly
	Debating		Year 2 Swim School	BFoPA Choir and	Zone Athletics		Scholastic Book Fair	
BLC Public	•	PSSA		Dance groups Dress		PSSA		PSSA
Speaking Finals	Athletics Carnival		Spelling Bee	Rehearsal and	Yr 6 Interrelate		Healthy Harold	
•		ICAS Assessments	Regional Finals	Performance Night		Scholastic Book Fair		
Whole School	Education Week	-			Scholastic Book Fair			
Assembly	performance	Choir Rehearsal @Hambledon Rd		Superhero Assembly				
PSSA	Story Quest Incursion	Public School		PSSA				
	III BINI AF IFAS F	Back up Athletics		Book Week & Book Week Parade				
,,,,								
		7, 100		Stage 3 Camp				Annual Control of Control of Children of the Control of