



# Seven Hills West Public School

Respectful, Safe, Responsible Learners

## Term 1, Support Unit – Welcome Letter

### 3-6 Aqua, 3-6 Orange & 3-6 Rainbow

Dear Parents/Caregivers,

Welcome to 2024! We are very happy to see our students settling into school life so well. All students are continuing to make a smooth transition into school routines. We are looking forward to a busy and exciting term, full of fun, learning, and making new friends. This newsletter is to inform you of school and class routines and to help you prepare your child for the term ahead. Please check the SHWPS newsletter; Sentral Parent Portal; and Facebook for school updates and information.

This term, your child will be taught by a team of professional, motivated and passionate teachers who are committed to providing your child with an equal opportunity to learn. The support teachers and co-educators are equipped with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the classroom, school, and wider community. We are rolling over the children's 2023 goals and will co-construct new goals with families in weeks 8 and 9 of this term. The Support Unit team is as follows:

#### **Mrs Alainya Zollinger- Assistant Principal**



My name is Alainya Zollinger and I am the relieving Assistant Principal of the Support Unit. I am excited to see your child shine and develop their skills and knowledge over the course of the year. Your child will have the opportunity to grow socially, emotionally and academically at their own pace. Please feel free to reach out to me if you have any questions or concerns throughout the school year. I am here to support your child's education, and I am always happy to hear from you.

#### **Mrs Monika Arora and Mrs Madhuri Baidya, 3-6 Aqua**





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My name is Monika Arora and I am a classroom teacher for 3-6 Aqua at Seven Hills West Public School. I started my teaching career 18 years ago as a mainstream teacher, then moved to teaching in Special Education Settings. My teaching span includes working as a Classroom Teacher, Special Education Teacher and being a Middle Leader and Assistant Principal at Seven Hills West Public School.

I am keen to help and support your child in their learning journey and build their overall holistic approach. I am approachable and look forward to building positive relationships with parents to best guide the children in their social, emotional, personal and academic needs. I look forward to getting to know all the students and community at SHWPS.

## **Mrs Megan Moon and Ms Kira Morri, 3-6 Rainbow**



My name is Megan Moon and I have worked in the Support Unit at Seven Hills West for over ten extraordinary years and have a Master of Special Education from Sydney University. I am delighted to be working with the students in 3-6 Rainbow, it is exciting to learn about my students and to discover how they learn best. I am looking forward to seeing their progress this year. My goals for my students include maintaining high expectations through differentiated learning strategies and individual modifications. My hope is to create a community of happy, lifelong learners, good citizens and students who feel happy to come to school.

I look forward to building a relationship with you and your child so we can work together to make this year a huge success for your child!

## **Mrs Miriam Lewis, Ms Michelle Wilson (Tuesday-Friday) & Mrs Natalie Vassallo (Monday), K-6 Orange**





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Hi my name is Miriam Lewis. I have twenty years' experience in teaching in various education settings. I have experience in teaching students with various needs, including Special Education.

I am excited to be working with the students from 3-6 Orange and getting to know them. I will explore and understand how they learn and I will teach the curriculum to meet their individual learning needs in all subjects. I believe in creating a classroom with high expectations assists students to strive to learn and achieve their best ability, taking on challenges with a pro-active mindset. I look forward to working in partnership with the families of 3-6 Orange to reach the full potential of every student in my class

## **Miss Marie Pipikios, Assistant Principal, Curriculum and Instruction**



Hi, my name is Marie Pipikios and I look forward to working with the students of Seven Hills West again this year. As the Assistant Principal, Curriculum and Instruction, I will be working with all staff and students to improve educational outcomes in Literacy and Numeracy across the school.

I have worked for the Department of Education for 10 years as a classroom teacher, Mathematics Leader and Assistant Principal. I am passionate about teaching and in particular, building teacher capacity to drive student growth and create engaging and supportive environments for our students to thrive. I look forward to meeting you all and building a great partnership of success.

## **Mrs Shalini Gupta Library/RFF**



Hello fabulous Seven Hills West students and families! I'm Shalini Gupta, your teacher for ICT capabilities and 21st-century skills in the library for the upcoming year of 2024. In the past four years, I've had the pleasure of teaching science and library as special programs at SHWPS. With 22 years of teaching experience, including roles such as Head teacher (Mathematics), Assistant Principal, Classroom teacher, instructional leader for the Gifted and Talented, and STEM coordinator, I've worked with students across various stages locally in Sydney and internationally. My research degree focused on strategies for differentiating learning activities for gifted and



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talented students. As a teacher librarian, my aim is to incorporate literature and STEM into the classroom, supporting students' learning outcomes and fostering a love for lifelong learning. I believe in creating a positive learning environment.

## Curriculum for Term 1

### Science- Material World: 'Changes of State'

Students in years 3 and 4 will delve into the fascinating world of states of matter. They will learn to identify solids, liquids, and gases, understanding the unique characteristics that define each state. Exploring the concept of heat, students will recognise how adding or removing heat can cause a change of state in materials. Real-life applications will come to life as students describe examples of these changes happening in their everyday surroundings. Through hands-on experiments, they will predict and observe the effects of adding or removing heat on a variety of solids and liquids, gaining a deeper understanding of the dynamic nature of matter and the role temperature plays in transforming substances.

Physical World: 'Describing and Exploring Forces' Students in years 5 and 6 will explore and describe common forces such as applied force (e.g., pushing, kicking), friction, air resistance, tension, elastic force, gravity, magnetism, and buoyancy. They will conduct a scientific investigation to understand the effects of changing the strength of a single force. For example, they will observe how varying the applied force results in different distances travelled by objects. Similarly, students will examine how altering the force of air resistance by changing the shape of an object leads to changes in speed. This investigation aims to provide factual insights into the relationships between force strength and effects on object motion.

### Personal Development and Health (PDH)-

#### 'How do our Decisions keep People Safe?'

In this unit students in years 3 and 4 demonstrate self-management skills to recognise and practise strategies that promote health, safety and wellbeing. They describe and apply safety strategies in online, road and water environments. Students describe how contextual factors influence the health, safety and wellbeing of themselves and others, including the influence of connection to country for Aboriginal and Torres Strait Islander Peoples.

#### 'Being Resilient is Brilliant'

Students in years 5 and 6 will engage in this unit of learning which is focused on empowering students to develop resilience that can support them to respond positively to different situations. A wide range of factors influence how people develop and build resilience. These include their current knowledge and skills, cultural background, previous experiences, family structure, and geographical location. Focusing on students' ability to use their strengths, manage their emotions, find solutions, and make decisions, students can develop and build resilience across a wide range of contexts.

### Physical Education (PE)- Sports in Schools Australia (SISA)

This term, our school is implementing the SISA Australia program, a leading provider in outsourcing services for primary school education in Australia. Specifically focused on the PDHPE component of the K-6 syllabus, SISA programs aim to enrich education and broaden learning experiences for each child. The curriculum incorporates contemporary teaching strategies and a holistic approach to primary school education, aligning with the latest sciences in early learning. Supported by Australia's largest range of innovative resources, these programs target the development of skills, links, progressions, and knowledge for K-6 students, preparing them for secondary school PDHPE.

### Creative Arts- 'How can we Move to Music?'

Students explore rhythmic and expressive movement skills while creating and modifying movement sequences.



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They further develop an understanding of concepts related to movement by experimenting and evaluating the transition, flow and levels of movement. Students recognise how participating in physical activity and movement can promote positive outcomes for all participants. They compose their own dances using the elements and contexts of dance and perform their own dances and the dances of others from different times and cultures. Students also develop knowledge, skills and understanding in appreciating their own dances and those of others.

## HSIE (History) –

### **The First Contact**

This term, students in years 3 and 4 will be studying the first two units of The First Contacts topic; Before Contact and Great Journeys. Within these units, students will learn about Aboriginal and Torres Strait Islander Peoples long connection to country and what life was like for them prior to European contact. Students will study and sequence chronologically the early years of European settlement, identifying and explaining the cause and effects of European settlement. A key focus is developing student's skills in source analysis and determining accuracy and reliability of information by understanding perspectives. Students will develop an understanding of the impact of British colonisation on Aboriginal and Torres Strait Islander Peoples when researching and evaluating information.

### **Australian Colonies**

This topic provides a study of colonial Australia in the 1800s. Students in years 5 and 6 look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups in the colonial period. They examine significant events and people, political and economic developments, social structures and settlement patterns.

## Library ICT Capabilities lessons - Stage 2: Secure Coding in Dynamic Tech: Digital Safety & Literacy

In Term 1, Stage 2 library lessons focus on enhancing information literacy through stories related to the 'Material World' and Changes of State in Matter. The curriculum integrates ICT skills, where students create projects by using Micro-bits and demonstrate an understanding of the 7 Habits. Digital Technologies in Stage 2 further advance computational thinking, focusing on digital systems, data transmission, diverse data types, pattern interpretation, and visual programming. Incorporating Micro-bits and 'Make-code' introduces an inquiry challenge, connecting coding languages and sensor types to laptops, fostering ICT, creativity, and critical thinking. This interdisciplinary approach establishes an authentic link to the 'Material World' strand through library reading and coding activities, ensuring students apply their knowledge in both theoretical and practical contexts.

In Stage 3 of the Digital Technologies strand, students deepen their understanding of digital system components, data processing, and algorithmic design through coding and robotics. This progression emphasises Design Thinking and the connection between models and real-world systems. Concurrently, in the library, students explore 'Leaders in Me' and Digital Technologies, integrating with the 'Physical World' strand through reading. Through inquiry, students assess self-awareness, devise personalised strategies for success, fostering diverse perspectives, and contribute to the understanding of Working Scientifically by processing and presenting data as evidence.

## 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.



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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.

## 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 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 3-6 is Tuesday and Friday.

## Homework

Homework this term will include spelling activities, Magic words, and links to access the websites 'Mathletics' to complete online reading and mathematics activities. Homework will begin in **Week 5**. The Homework should be **turned in on Friday** of each week.

## 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.



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

## Important Dates for the Diary in Term 1

Please check the Seven Hills West Public School newsletter, which is issued twice a term (in Weeks 5 and 10).

Item	Date	Time and Related Information
<b>Uniform Shop</b>	Every Friday	8:30am – 9:30am
<b>Scripture</b>	Every Thursday	2pm – 2:30pm
<b>School Information Evening</b>	21 <sup>st</sup> February	Introduction: 3:15 – 3:45pm in the Hall K-2 Session: 3:45pm – 4:30pm
<b>Spotlight Newsletter</b>	28 <sup>th</sup> February	
<b>Harmony Day</b>	21 <sup>st</sup> March	
<b>Holi</b>	25 <sup>th</sup> March	
<b>Dentist P-6</b>	25 <sup>th</sup> – 28 <sup>th</sup> March	
<b>Good Friday</b>	29 <sup>th</sup> March	Public Holiday
<b>Easter Monday</b>	1 <sup>st</sup> April	Public Holiday
<b>Eid</b>	10 <sup>th</sup> April	
<b>Spotlight Newsletter</b>	10 <sup>th</sup> April	
<b>ANZAC Day Ceremony &amp; Last Day Term 1</b>	12 <sup>th</sup> April	Assembly



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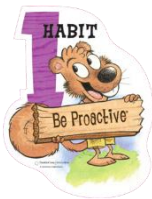
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## The Leader in Me

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 1, 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 1 is outlined below:

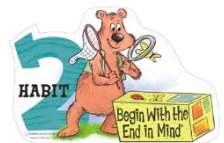


### Weeks 2 and 3: Habit 1 - Be Proactive

Students will focus on using Habit 1 - Be Proactive - to establish learning goals.

### Weeks 4 and 5: Habit 2 - Begin with the end in Mind

Students will establish learning goals to support class mission statements.

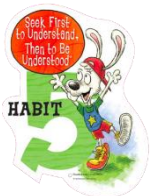


### Weeks 6 and 7: Habit 3 - Put First Things First

Students will incorporate habits into learning goals in Term 1 and link to class mission statements.

### Weeks 8 and 9: Habit 4 - Think Win/Win

Students will incorporate habits into learning goals in Term 1 and link to class mission statements.



### Weeks 10 and 11: Habit 5 - Seek first to understand then to be understood.

Students will incorporate habits into learning goals in Term 1 and link to class mission statements.

## KEY POLICIES

Important parent permission notes to sign are being sent our via email for you to complete and return as soon as possible:

1. Child Protection note
2. Duty of Care and Supervision Plan (After School Pick-Up Details)
3. Internet Policy Rationale and Contract
4. Media Permission note
5. Parent Volunteer – Working With Children Check (Appendix 5) – annual form

School policies are in place to support staff and students in the day to day running of the school.

The following school policies can be accessed from the school website. [Home - Seven Hills West Public School \(nsw.gov.au\)](http://www.sevenhills.nsw.gov.au)

The implementation of our policies follows NSW Department of Education guidelines:

- Aboriginal Education Policy
- Cyber-Bullying Guide





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<ul style="list-style-type: none"><li>● Acceptable Use of Email and Internet Policy</li><li>● Allergy Policy and Permission Note</li><li>● Anti-Bullying Plan</li><li>● Anti-Racism and Discrimination Policy</li><li>● Anti-Racism Plan</li><li>● Attendance Policy</li><li>● Attendance Procedures</li><li>● Care and Supervision Plan</li><li>● Child Protection Permission Note</li><li>● Class Structure Policy</li><li>● Code of Ethics and Conduct</li><li>● Community Communication Guide</li><li>● Community Complaint Procedures</li><li>● Critical Incidences Policy</li></ul>	<ul style="list-style-type: none"><li>● Discipline Level System and Flowchart</li><li>● Drug Education Policy</li><li>● Emergency Management Plan</li><li>● Excursion Policy</li><li>● Gifted and Talented Policy</li><li>● Homework Policy</li><li>● Internet Policy Rationale</li><li>● Learning and Wellbeing Support Policy (including parent referral note)</li><li>● Professional Learning Policy</li><li>● Programming, Assessment and Reporting Policy</li><li>● Student Leadership Policy and Procedures</li><li>● Sun Protection Policy</li><li>● Uniform Policy</li></ul>
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Thank you for your support,

Mrs S Clements  
Principal

Mrs A Zollinger  
Rel Assistant Principal

Mrs M Arora, Mrs M Moon, Mrs M Lewis  
Classroom Teachers



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## STAGE TWO TERM 1 2024 - Curriculum Overview

Subject	Week 1 & 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 & 11
English Component A & Component B  <b>EN2-OLC-01, EN2-VOCAB-01, EN2-REFLU-01, EN2-RECOM-01, EN2-CWT-01, EN2-CWT-02, EN2-CWT-03, EN2-UARL-01</b>	<ul style="list-style-type: none"> <li><b>Unit 1- Weeks 2-6 Narrative: Fantastic Mr Fox</b> Students will explore how narratives set up expectations for the reader using predictable structure and familiar characters and situations. They will analyse excerpts of the mentor text and use as the basis for their own innovation. Students will also plan, draft and revise a narrative sequel using an orientation, complication, resolution structure.</li> <li><b>Unit 2- Weeks 7-11 Genre: Iceberg and Earth's Incredible Oceans:</b> Students will gain a deeper understanding of the textual concepts of genre, and perspective and context. They will apply their understanding of genre to group texts according to their purpose, subject matter, form, structure and language choices. Students will experiment with genre to create a variety of texts using their understanding of structure and language choices to suit a text's purpose.</li> </ul> <p>Outcomes and content in these units are organised into <b>Component A</b> and <b>Component B</b>. The components are connected, with learning in Component A complementing learning in Component B.</p>								
	Component A addresses content from the focus areas: <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Reading comprehension</li> <li>Creating written texts</li> <li>Spelling (soundwaves program)</li> <li>Handwriting and digital transcription</li> </ul>				Component B addresses content from the focus areas: <ul style="list-style-type: none"> <li>Oral language and communication</li> <li>Vocabulary</li> <li>Reading comprehension</li> <li>Creating written texts</li> <li>Understanding and responding to literature</li> </ul>				
Spelling & Grammar <b>EN2-SPELL-01</b>	Introduction	'b & bb'	'a'	'k, c, q, ck, x, ch'	'e & ea'	'd' & 'dd'	'i, ui, u, e	'f, ff, ph'	'o' & 'oa'
	Graphemes & Nouns	Adjectives	verbs	Conjunctions, prefix 'ex' and suffixes 's, es'	Irregular past tense & Compound words	Simple & compound sentences	Suffices 'er, ex', Prefixes 'im, in' & Synonyms	Suffices 'ed, ing, ful' & Antonyms	Adverbs & Homophones
Handwriting <b>EN2-HANDW-01, EN2-HANDW-02</b>	<p>Formation: All 'down' letters begin at the top of the letter and end at the bottom.</p> <p>Size: Letters should be in proportion in both width and height.</p> <p>Slope: Letters need to maintain the same slope, that is, they need to be parallel. All letters slope slightly to the right.</p>								
Mathematics	Unit 1: The number system extends infinitely to very large and very small numbers	Unit 2: Addition and subtraction problems can be solved using a variety of strategies		Unit 3: What needs to be measured determines the unit of measurement		Unit 4: Fractions represent multiple ideas and can be represented in different ways		Unit 5: Questions can be asked and answered by collecting and interpreting data	



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	<b>MAO-WM-01, MA2-RN-01</b> Representing numbers using place value <b>MAO-WM-01, MA2-MR-01</b> Multiplicative relations		<b>MAO-WM-01, MA2-RN-01</b> Representing numbers using place value <b>MAO-WM-01, MA2-AR-01</b> Additive relations		<b>MAO-WM-01, MA2-GM-02</b> Geometric measure <b>MAO-WM-01, MA2-2DS-01</b> Two-dimensional spatial structure <b>MAO-WM-01, MA2-NSM-02</b> Non-spatial measure		<b>MAO-WM-01, MA2-MR-01</b> Multiplicative relations <b>MAO-WM-01, MA2-PF-01</b> Partitioned fractions <b>MAO-WM-01, MA2-GM-02</b> Geometric measure		<b>MAO-WM-01, MA2-RN-01</b> Representing numbers using place value <b>MAO-WM-01, MA2-DATA-01, MA2-DATA-02</b> Data	
<b>History</b> <b>HT2-5:</b> <b>HT2-4</b>	Australia's First Peoples	How Long?	Traditional Ways		Before Contacts Assessment	Life in 18th Century Britain	What is to be done to all these criminals?	The Journey	Life in the new colony	
<b>Science and Technology</b> <b>ST2-6MW-S</b> <b>ST2-7MW-T</b> <b>ST2-1WS-S</b> <b>ST2-2DP-T</b>	Changes of State		Using Materials for a Purpose			Using Materials for a Purpose - Design and Technologies			Assessment	
<b>Library and ICT</b> <b>ST2-11DI-T</b> <b>ST2-3DP-T</b>	Internet safety and Micro-bit Introduction		State of Matter Project and Make-Code Coding			Presentation and Reflection			Assessment	
<b>Creative Arts</b> <b>Dance</b> <b>DAS2.1</b> <b>DAS2.2</b> <b>DAS2.3</b>	Introduction to different styles of dancing	Genre Focus --Line Dancing	Genre Focus -- Irish Step Dancing	Genre Focus --Tap Dancing	Genre Focus -- Hip Hop Dancing	Genre Focus -- Ballroom (Salsa)	Genre Focus --Ballet	Review, Create and Practice Dance for Assessment	Assessment For, As and Of learning	
<b>Sport &amp; PE</b> <b>PD2-4, PD2-8,</b> <b>PD2-11, PD2-4,</b> <b>PD2-8, PD2-5</b>	3-6 Sports & PSSA				Sports in Schools Australia					
<b>PDH</b> <b>PD2-2, PD2-6,</b> <b>PD2-7, PD2-9</b>	Sun Safety		Road Safety		Pedestrian Safety		Water Safety		Assessment	
<b>PB4L</b>	Classroom Behaviour	Assembly & Library Behaviour	Playground Activities	Walking Around the School			Toilets	Scripture & Visiting Teachers	Warnings & Time Outs	After School Behaviour
<b>Special Events</b>			<b>School Information Sessions</b>	<b>Clean up Australia Day</b>	<b>NAPLAN</b>	<b>NAPLAN Harmony Day</b>	<b>Dentist Program P-6</b>	<b>Good Friday</b>	<b>Easter Monday Wk 10</b>	



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ANZAC Day  
Ceremony Wk 11

## STAGE THREE TERM 1 2024 - Curriculum Overview

Subject	Week 2-3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10-11
English Component A & Component B  EN3-OLC-01, EN3-VOCAB-01, EN3-RECOM-01, EN3-CWT-01, EN3-HANDW-01, EN3-HANDW-02, EN3-UARL-01, EN3-UARL-02	<p>➤ <b>Unit 1- Weeks 2-6 Narrative: The Wild Robot</b> Students will develop a deeper understanding of how patterns in narratives set up expectations and notice when those patterns are subverted. They will further explore narrative conventions and characterisation, then apply this knowledge when creating their own science fiction narratives.</p> <p>➤ <b>Unit 2- Weeks 7-11 Genre: Bright New World:</b> Students will examine and experiment with texts that cross genres. For example, informative texts that also entertain and persuade. Students will create their own texts for different purposes that do not follow the form and function of a single genre. They will enhance their written texts by selecting appropriate multimodal features, including illustrations, maps, graphs and audio.</p> <p>Outcomes and content in these units are organised into <b>Component A</b> and <b>Component B</b>. The components are connected, with learning in Component A complementing learning in Component B.</p>							
	Component A addresses content from the focus areas: <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Reading comprehension</li> <li>• Creating written texts</li> <li>• Spelling (soundwaves program)</li> <li>• Handwriting and digital transcription</li> </ul> <p>It centres on the development of foundational skills and knowledge through regular, systematic and repeated practice.</p> <p>At SHWPS students will engage in the CARS &amp; STARS Reading Program (<i>finding the main idea, drawing conclusions, and making inferences, identifying author's purpose, interpreting figurative language &amp; summarising</i>).</p>				Component B addresses content from the focus areas: <ul style="list-style-type: none"> <li>• Oral language and communication</li> <li>• Vocabulary</li> <li>• Reading comprehension</li> <li>• Creating written texts</li> <li>• Understanding and responding to literature</li> </ul> <p>It centres on the conceptual understandings of English and exemplifies the importance of learning about and enjoying literature through the study of quality texts.</p>			
Spelling & Grammar (Soundwaves) EN3-SPELL-01	'b, bb'	'a'	'k,c,q,ck,x,ch'	'e,ea'	'd, dd'	'i'	'f, ff, pf'	'o, a'
	Suffixes -ed, -ing Homophones	Prefixes anti- dia-	Prefixes kilo-, milli-	Prefixes ex-, dec-, centi-	Prefixes dis-, mis-, in-, de-	Prefixes in, im, il, ir	Suffixes s, es	Prefix non-, quad-, oct-



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		Greek Roots <b>astro, aster</b> & Latin Roots <b>ang, aqua, an</b> <b>im</b>	Suffix <b>-ion</b>			Suffix <b>ive</b>	Greek Roots <b>graph, ph</b> <b>on, photo</b>	
Mathematics (Number & Algebra, Measurement & Space, Statistics & Probability)	The number system extends infinitely to very large and very small numbers. <b>MAO-WM-01, MA3-RN-01, MA3-RN-02</b> Represents numbers <b>MAO-WM-01, MA3-MR-01</b> Multiplicative relations	Addition and subtraction problems can be solved using a variety of strategies. <b>MAO-WM-01, MA3-RN-01</b> Represents numbers <b>MAO-WM-01, MA3-AR-01</b> Additive relations	What needs to be measured determines the unit of measurement. <b>MAO-WM-01, MA3-GM-02</b> Geometric measure <b>MAO-WM-01, MA3-2DS-01</b> Two-dimensional spatial structure <b>MAO-WM-01, MA3-NSM-02</b> Non-spatial measure	Fractions represent multiple ideas and can be represented in different ways. <b>MAO-WM-01, MA3-AR-01</b> Additive relations <b>MAO-WM-01, MA3-RQF-01</b> Representing quantity fractions	Questions can be asked and answered by interpreting data. <b>MAO-WM-01, MA3-RN-01, MA3-RN-02</b> Represents numbers A <b>MAO-WM-01, MA3-DATA-01, MA3-DATA-02</b> Data A			
HSIE (History) <b>GE2-1, GE3-2, GE3-3, GE3-4, HT3-1, HT3-5</b>	How the colonies developed	A Colonial Puzzle	A Colonial Settlement Investigation	Assessment Why were the colonies founded?	A story of Australian Settlement	Environmental Impact of European Settlement	A Timeline of Migration	Assessment
Library/ICT <b>ST2-11DI-T</b>	Exploring Design Thinking Skills: Introduction to Coding with Micro-bit and Robotics using Lego Spike		Practice coding with teacher guidance, exploring advanced micro: bit features like radio buttons. Inquire about forces using the Lego Spike sensors.			Expressing Creativity with Canva: Learning to Make Presentations		
Science and Technology <b>ST3-9PW-S, ST3-1WS-S, ST3-2DP-T</b>	Describing Forces	Gravity Gets you Down	It is rocket science!	Air Resistance. It's a drag.	Rocket Aerodynamics	That Sinking Feeling	Under Strain	Assessment
Creative Arts Dance <b>DAS3.1, DAS3.2, DAS3.3</b>	What is dance?	Lyrical and Ballet	Hip-Hop & Krumping	Ballroom Dancing – Waltz Box step	Nut Bush & Macarena	Heel Toe Polka & Cha cha slide	Review of Dances	Dance Appreciation



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Sport & PE PD3-4, PD3-7, PD3-8, PD3-10	3-6 School Sport & PSSA				PE – Sports in School Association			
PDH PD3-6, PD3-3, PD3-7, PD3-9	How can my identity contribute to developing resilience?	What is important to you?	How can I think differently?	How can we use our strengths?	How can our emotions change?	How can we manage emotions?	What strategies work for me?	Resilient Rock Stars
PB4L	Classroom Behaviour	Assembly & Library behaviour	Playground Activities	Walking around the School	Toilets	Scripture & Visiting Teachers	Warnings & Timeouts	After school behaviour
Special Events			School Information Sessions	Clean up Australia Day	NAPLAN	NAPLAN Harmony Day	Dentist Program P-6 Good Friday	Easter Monday Wk 10 ANZAC Day Ceremony Wk 11