



Term 2, Support Unit – Welcome Letter

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

Dear Parents/Caregivers,

Welcome back to Term 2! We had a great first term where the children have settled into a great routine, and we are looking forward to a fabulous term of learning. 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 committed to providing them 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.

Curriculum for Term 2

Science- Material World: ‘Adapting to Survive’

The Living World strand focuses on the growth and survival of living things and how their adaptations over time suit their environment. Students investigate how and why food and fibre are produced in sustainable, managed environments that enable people to grow and be healthy. This strand further develops students’ knowledge and understanding of the environmental and biological sciences.

Personal Development and Health (PDH)-

Students investigate how their level of independence changes over time. They identify influences which can affect decision making and that decision making affects their personal safety and that of others within their community. Students explore networks which can provide advice and support in their community.

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

This term, our school is continuing to implement 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 – Music “The Blues”

Originating in the Southern United States of America in the early twentieth century, Blues music is routinely heard in a variety of contexts. It has been highly influential in shaping the Jazz music of the mid-twentieth century onwards, and of popular music as we know it today. This unit will trace the genre from its origins as the music of black plantation slaves, exploring the musical characteristics of the Blues through a highly practical approach. Throughout the unit, students will work towards the composition of their own Blues song, with each lesson building on the last, with the introduction of new skills, including ways to develop an instrumental part,



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and improvise using the Blues scale.

HSIE (History) – ‘A Diverse and Connected World’

The Diverse and Connected World topic is divided into four units; Diversity across Asia, The World’s Cultural Diversity, Global Connections and Connections Shape Perceptions. Within these units, students study the continent of Asia and identify major geographical features in a variety of Asian countries. They will learn about geographical and cultural diversity by looking at differences in populations, traditions and daily customs. Students will look at the variety of connections between people and places and examine how Australia is connected to these different countries through aid, trade, tourism and events. They will also look at how people make connections with other places, such as through the media, travel and education and how these connections shape their own perceptions of places. The geographical tools of maps, graphs and statistics and visual representations are taught. The concepts of place, space, environment, interconnection, scale, sustainability and change are addressed throughout the topic.

Library ICT “Exploring Lego Robotics: Adaptation and Life Cycles”

In Term 2, students explore digital systems and how they work, focusing on Earth and space topics. We learn about hardware, software, and how computers solve problems. We also read stories about life cycles and adaptations, using ICT skills to learn and create. With Lego robotics and coding, we explore sensors and develop critical thinking. We'll also practice touch typing to become better at using computers. Overall, we're learning how to manage information, solve problems, and communicate effectively.

School Hours

Our school hours are between 9.00am 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, please inform 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.**



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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 'Studyladder', and 'Mathletics' to complete online reading and mathematics activities. 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.

-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
- A spare set of clothing for K-2 Pink and Purple
- 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). Please check the SHWPS newsletter fortnightly, which is issued twice a term (in Weeks 5 and 10).



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| Stage 2 Excursion to Longneck Lagoon | Wednesday 15th May | 9:00am-3:00pm |
| National Walk Safely to School Day | Friday 17th May | 9:00-3:00pm |
| Multicultural Day | Tuesday 21st May | 9:00-3:00pm |
| National Simultaneous Storytime | Wednesday 22nd May | |
| Year 5 Review Meeting | Wednesday 22nd May | 8:30-3:30pm |
| PSSA Winter Competition begins | May 24th | Every Friday 9:00am-11:00am |
| Reconciliation Week | Monday 27th of May- Friday 31st May | |
| Fun Food Friday | Every Friday Recess | 11:00am-11:30am |
| World Environment Day | Wednesday 5th June | 9:00-3:00pm |
| You Can Sit With Me Day | | 9:00-3:00pm |
| Kings Birthday Public Holiday | Monday 10th June | All day |
| Athletics Carnival | 18th June | TBD |

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 2 is outlined below:



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TERM 2 SEVEN HABITS

WEEKS 1 AND 2
Habit 6: Synergize

WEEKS 3 AND 4
Habit 7: Sharpen the Saw

WEEKS 5 AND 6
Habit 1: Be Proactive

WEEKS 7 AND 8
Habit 2: Begin with the End in Mind

WEEKS 9 AND 10
Habit 3: Put First Things First

Thank you for your support,

Ms S Clements
Principal

Mrs A Zollinger
Rel Assistant Principal

Mrs M Arora, Mrs M Moon, & Ms R Hatava
Classroom Teachers



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STAGE THREE TERM 2 2024 - Curriculum Overview

| Subject | Week 1-2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9-10 |
|--|--|-----------------------------------|----------------------------|-----------------------------|--|--------------------|--------------------------|---------------------|
| English Component A & Component B | Go home Cheeky Animals By J Bell | We love you Magoo By B Stewart | Pig the Pug By A Blabey | The Bag Guys By A Blabey | Florette by A Walker | Three by S M King | Amy & Louis byGleeson | |
| 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>Component A addresses content from the focus areas:</p> <ul style="list-style-type: none"> Vocabulary Reading comprehension Creating written texts Spelling (soundwaves program) Handwriting and digital transcription <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 & STARS Reading Program (<i>finding the main idea, drawing conclusions, and making inferences, identifying author's purpose, interpreting figurative language & summarising</i>).</p> | | | | <p>Component B addresses content from the focus areas:</p> <ul style="list-style-type: none"> Oral language and communication Vocabulary Reading comprehension Creating written texts Understanding and responding to literature <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 & Gramma | 'g, gg' 'u, o' | 'h' | 'j, g, ge, dge' | 'ai, ay, a_e, a'' | 'l, ll' | 'ee, e, ea, y, ey' | 'm, mm, mb' | 'n, nn, kn' 'ng, n' |



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| | r (Soundwaves) EN3- SPELL- 01 | Suffixes ed, ing, ness, ment, y, er, est | Latin Root struct | Latin Root ject | Homophones | Suffixes ful, less, able | Suffix ly Homophones | Prefixes multi, semi, com | Prefixes bi, tri Latin Roots scrib, script Prefix and Suffix en |
| | Mathematics | The number system extends infinitely to very large and very small numbers. MAO-WM-01, MA3-RN-01, MA3-RN-02 Represents numbers MAO-WM-01, MA3-MR-01 Represents Numbers/Additive Relations | Multiplicative thinking involves flexible use of multiplication and division concepts, strategies and representations. MAO-WM-01, MA3-RN-01 Represents numbers MAO-WM-01, MA3-MR-01 Multiplicative relations A | Visual representations help to understand aspects of the world (chance and position). MAO-WM-01, MA3-GM-02 Geometric measure MAO-WM-01, MA3-DATA-01, MA3-DATA-02 Data A MAO-WM-01, MA3-CHAN-01 Chance A | What needs to be measured determines the unit of measurement. MAO-WM-01, MA3-RN-02 Represents numbers A MAO-WM-01, MA3-3DS-01, MA3-3DS-02 Three-dimensional spatial structure A | Angles are the primary structural component of many shapes. MAO-WM-01, MA3-RQF-01, MA3-RQF-02 Representing quantity fractions A MAO-WM-01, MA3-GM-03 Geometric measure A MAO-WM-01, MA3-NSM-02 Non-spatial measure A | | | |
| | (Number & Algebra, Measurement & Space, Statistics & Probability) | | | | | | | | |
| | HSIE (Geography) GE2-1, GE3-2, GE3-3, | Introduction to World Geography | The Asian Continent | Geography of Asia | Employment and Lifestyle | Independent Research | Diversity Across Asia | The World's First People | The United Nations |



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| | GE3-4, | | | | | | | | |
| | Library/ CT ST3- 3DP-T | Introduction to LEGO Spike Robotics: Assemble robots and begin basic programming and exploration of biological adaptations. | | Introduction to the 4C of transformative learning to generate ideas, sketch designs, and develop prototypes of potential solutions using LEGO Spike robotics. | | | Research and analysis of real-world medical challenges faced by humans. Brainstorming to identify specific medical needs that could benefit from technological solutions. | | |
| | Science and Technology ST3- 9PW-S, ST3- 1WS-S, ST3-2DP- T | We're Adaptable | Australian Survivors | Beehave | | The Secret Life of Plants | | A Desert Plan Experiment | Assessment |
| | Creative Arts Music MUS3.1, MUS3.2, MUS3.3, MUS3.4 | Introduction to the Blues | Performing the Blues | Developing your part | Improvisation | What is structure in Music? | Good Performances | Making Music and playing the Blues | Assessment |
| | 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, | How do my characters strengths change over time? | How do the decisions I need make change over time? | How can emotions influence my decision making? | How do my decisions impact on others? | Who is my support network in the community? | What actions positively influence the health, safety and | How does an emergency situation affect my decision | Do Peers affect my |



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| | PD3-9 | | | | | | wellbeing of my community? | making? | decision making ?/How does assertive behaviour help my decision making ? |
| | Special Events | National Road Safety Week | Stage 2 Excursion | PSSA Begins | Reconciliation Week | | | Athletics Carnival Refugee Week | NAIDOC Week |