



# Seven Hills West Public School

Respectful, Safe, Responsible Learners

## Term 2, Stage 1 – Welcome Letter

### Stage 1: 1D, 1S, 2A, 2C

Dear Parents/Caregivers,

Welcome back to Term 2, 2024!

As we continue our school journey this year, the Stage 1 team would like to extend a warm welcome back to school to all students, parents and carers. It has been wonderful to see the playgrounds full and students in the classroom again. Stage 1 have been settling into routines and have continued to use our school’s PB4L values and 7 Habits. We are looking forward to a term filled with curiosity, joy, excitement, and commitment.

As always, please check the SHWPS “Spotlight” newsletter, SENTRAL Parent Portal email updates, school website and the Seven Hills West Public School Facebook page for real time school updates and information throughout Term 2. This stage newsletter outlines the curriculum units we will be exploring this term and provides some gentle reminders on general school business.

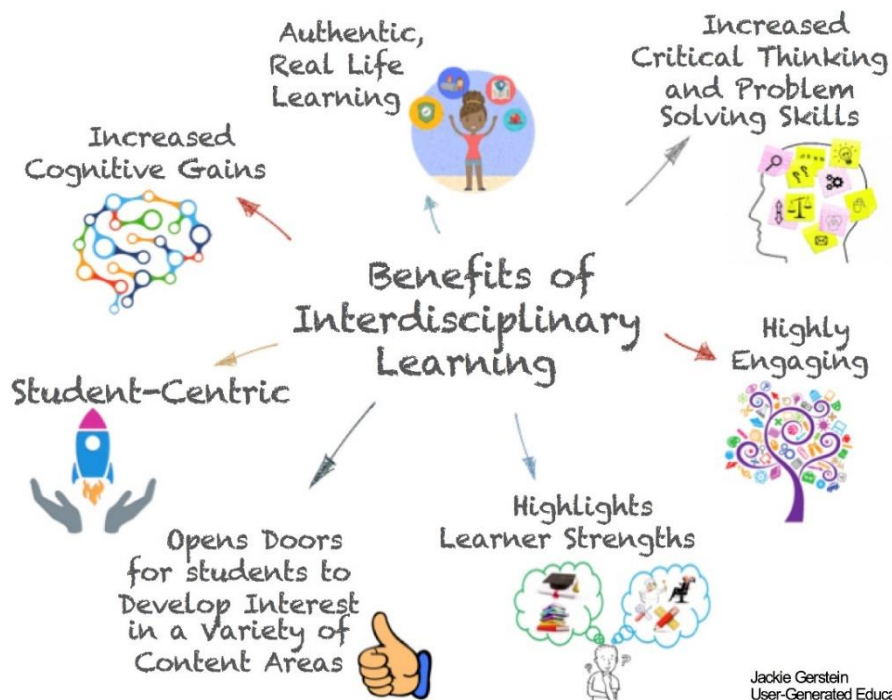
At SHWPS, we strive for 95%. Regular school attendance is crucial for your child's academic success and overall well-being. We encourage all students to strive for excellent attendance so they can make the most of their learning opportunities.

We hope to continue to work with students meet their learning and wellbeing goals.

### Curriculum Units for Term 2

#### Transdisciplinary Curriculum

At Seven Hills West Public School, we embrace a unique educational approach known as the Transdisciplinary Curriculum. This method integrates various disciplines, linking knowledge, skills, and personal attributes to provide a holistic learning experience.





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## **Transdisciplinary Theme 1 – Who We Are**

Students will be embarking on a journey to understand the essence of being human! Throughout this unit, students will delve into fascinating topics like self-discovery, personal beliefs, and the importance of mental, physical, and social well-being. They will explore the dynamics of human relationships within families, friendships, communities, and diverse cultures, while also learning about personal rights and responsibilities.

## **Science and Technology – Earth's Resources**

In this Science and Technology unit, students will learn about Earth's important resources like water, soil, and minerals, and how we use them. They will understand how and why it is crucial to take care of our environment and these resources. Your child will also learn to make plans and take actions to save resources and make things last longer, helping to keep the planet healthy. Plus, they will sharpen their thinking skills and get hands-on with technology and creative projects along the way.

## **Library and Technology - Digital Explorations: Systems, Algorithms, and Earth Connections**

In Term 2, Stage 1 of the Digital Technologies strand introduces students to the components of digital systems and their functions. Students learn how these systems display data and use algorithms to solve problems, enhancing their understanding of how algorithms facilitate communication. The curriculum links to the 'Earth and space' strand through integrated library readings and applying the 7 Habits in discussions. Lessons cover the core elements of digital systems—hardware, software, and peripherals—and through inquiry-based learning, students explore how these components interact. Additionally, students will develop touch typing skills, crucial for efficient ICT use. This stage equips students with the skills to manage information, create content, solve problems, make decisions, and communicate effectively.

## **Geography – People and Places**

This term, students will explore various locations in Australia and around the world. They will learn about different places, from local communities to global landmarks, and understand how people, including Indigenous Australians, are connected to these places. Through inquiry, students will discover what makes each place special and the factors that determine how easily people can access them. By asking questions about location, connections, and accessibility, students will gain a deeper understanding of the diverse landscapes and human interactions that shape our world.

## **History – Present and Past Family Life**

This term, students will journey through the history of family life, exploring both the past and present and relating it to their own experiences. They will investigate how families have evolved over time, comparing the similarities and differences between then and now. Through engaging inquiries, they will uncover the reasons behind these changes, learning to analyse historical sources and understand different perspectives. By asking questions about how things stay the same or change, and why certain events were important, students will gain a better understanding of how families have evolved throughout history.

## **Creative Arts – Drama, Visual Arts**

In Drama, students will create and act out diverse roles and scenarios inspired by their imagination, literature, and real-life experiences. Through enacting and reflecting on their actions, they will learn about storytelling in drama and engage in both individual and group expression. In Visual Arts, students will create artworks inspired by both real-life and imaginary experiences, exploring details of people, places, and objects through various mediums such as drawing, painting, sculpture, and printmaking. They will also learn about artists and their techniques, gaining an understanding of how art is created and interpreted by both artists and audiences.



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## **Personal Development and Health – Strengths and Strategies for Safety**

In this PDH unit, students will learn about interacting positively with others, recognising their strengths, and understanding how diversity enriches communities. They'll explore personal boundaries, body safety, and identifying warning signs of unsafe situations. Emphasising the importance of personal safety and well-being, students will explore topics like making healthy choices, seeking help when needed, and creating safe environments. Through engaging activities and discussions, students will ask questions about identity, growth, inclusivity, responsibility, and the influences shaping their decisions and actions.

**Note:** Students will be required to wear full sports uniform on **TUESDAY** (Physical Education) and **FRIDAY** (Class Sport) of every week. This includes a school hat and athletic shoes. Please be mindful that during wet weather students will participate in indoor activities.

## **Physical Education – Stage Sport (Odd weeks) - How Does My Culture Influence the Games I Play?**

Students develop understanding of the contextual factors that influence their participation in physical activity such as available equipment, personal interests and family and community events. They learn about and participate in culturally diverse physical activities including Aboriginal and/or Torres Strait Islander games. Students perform locomotor skills in a variety of contexts and use a selection of equipment to develop object control skills.

## **Physical Education – Sports in Schools Australia (Even weeks)**

SHWPS will be implementing the Sports in Schools Australia program. SISA delivers a specialised Physical Education program which is run by trained PE teachers and specialist coaches using an extensive range of highly engaging equipment. SISA is one of the largest outsourcing providers within the Australian education system and is focused on primary school education only. SISA programs aim to enhance education and expand learning opportunities for every student. The curriculum integrates modern teaching methods and takes a comprehensive approach to primary school education, staying in line with the latest advancements in early learning.

## **Planned Physical Activity – Class Sport**

This term students playing 'Invasion Games'. The aim of invasion/territorial games is to invade an opponent's territory and score a goal or point. They are typically fast-paced games that require teamwork in order to control the ball, keep possession, move into a scoring position, and prevent the opposition from scoring. Teams share the same playing area as they attempt to both score and prevent the other team from scoring. Students can learn and develop the knowledge, skills and concepts associated with sports such as soccer, rugby, netball, hockey and touch football.

Days for Sport are based on your child's class timetable. Please ensure that your child is wearing their school sports uniform and suitable footwear. We advise students to apply sunscreen before school and to make sure they bring a water bottle and their school hat. Please be mindful that during wet weather students will participate in indoor sports.

## **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. If your child happens to arrive late, please go to the office to get a late note.



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## Absences

If your child has been away, please send a note to the office detailing the reason for their absence so we can update our records. If you do not send a note, the office will ask you to fill in an absence form. If you are going on holiday during school term time, please complete a 'Application for Leave' form available from the office.

## Drop off / Pick up Arrangements

For Term 2, students will be picked up from under the COLA at 3:00pm. We request that parents complete the 'Duty of Care and Supervision' form which indicates who children will be dismissed to of an afternoon. If you are going to be late to pick-up your child, can you please contact the office on 9622 2136, prior to the bell. If you need to make alternative arrangements, contact our onsite Wesley OOSH.

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.

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

## 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.

## Library borrowing

Stage 1 students are allocated time each week to attend the library. All students must have a library bag to be able to borrow books. Please see the allocated time for your child's class below:

Tuesday	Wednesday	Thursday
2C	1D & 1S	2A

## Homework

Homework this term will commence **Week 2**. Homework will include a home reader, spelling activity, literacy activities on Study Ladder and Mathematics revision on Mathletics. It is encouraged that parents assist their children in completing their homework for 30 minutes a night. This will consolidate learning from the classroom that may lead to student growth and attainment if consistent.



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## Important Dates for the Diary in Term 2

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

Some important upcoming dates include:

- **Tuesday 14<sup>th</sup> May 2024:** School Photos
- **Friday 17<sup>th</sup> May 2024:** National Walk Safely to School Day
- **Tuesday 21<sup>st</sup> May 2024:** Multicultural Day
- **Wednesday 22<sup>nd</sup> May 2024:** National Simultaneous Storytime
- **Monday 27<sup>th</sup> May – Friday 31<sup>st</sup> May 2024:** Reconciliation Week
- **Wednesday 5<sup>th</sup> June 2024:** World Environment Day
- **Friday 7<sup>th</sup> June 2024:** You Can Sit With Me Day
- **Monday 17<sup>th</sup> June – Friday 21<sup>st</sup> June 2024:** Refugee Week
- **Tuesday 18<sup>th</sup> June 2024:** Athletics Carnival
- **Monday 1<sup>st</sup> July – Friday 5<sup>th</sup> July 2024:** NAIDOC 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> 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.

## 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 Seven Hills West Public School, we use Positive Behaviour for Learning (PB4L) and the 7 Habits to set personal and academic learning goals. Our school commenced the program in 2021 and we are in the consolidation phase of the program. During Term 2, we will continue to support 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 T Capizzi  
Relieving Assistant Principal

Ms T Ali, Mrs S Sloan & Ms P Hansell  
Stage 1 Classroom Teachers



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	Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
ENGLISH	<b>Component A</b>											
	Phonic knowledge											
	Spelling											
	Handwriting											
	Reading fluency											
	Reading comprehension	Speaking and Listening	Why I Love Mum	My Family	My Favourite Book	Is Summer Better than Winter?	My Favourite Place	What Makes a Good Friend?	Free Choice	If My Pet Could Talk	My Day of Fun	
	Speaking and listening	<b>Literacy Block - Phonics, Guided Reading, Reading Comprehension, Shared Reading, Spelling, Handwriting, CARS and STARS (Year 2)</b>										
		EN1-PHOKW-01 Uses initial and extended phonics, including vowel digraphs, trigraphs to extend and encode words when reading and creating texts EN1-SPELL-01 applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of contexts EN1-HANDW-01 uses a legible, fluent and automatic handwriting style, and digital technology, including word processing applications, when creating texts EN1-REFLU-01 Sustains reading unseen texts with automaticity and prosody and self-corrects errors 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										
	<b>Component B</b>											
	Reading comprehension	Unit 6 - Representation		Unit 7 – Context			Unit 8 - Narrative		Unit 9 - Character		Unit 10 – Imagery, Symbol and Connotation	
Creating written texts	Unit 26 - Representation		Unit 27 – Context			Unit 28 - Narrative		Unit 29 - Character		Unit 30 – Imagery, Symbol and Connotation		
Vocabulary	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											
Understanding and responding to literature	EN1-CWT-01 Plans creates, and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure EN1-VOCAB-01 Understands and effectively uses Tier 1, taught Tier2 and Tier 3 vocabulary to extend and elaborate ideas 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-OLC-01 Communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social learning and interaction											
MATHEMATICS	Representing whole numbers	Unit 6 – Equal means equivalent		Unit 7 – Data helps describe and wonder about the world			Unit 8 – What needs to be measured determines the unit of measurement		Unit 9 – Collections of objects can be changed by adding more (combining) or taking some away (separating)		Unit 10 – Sometimes things move and change location	
	Combining and separating quantities	Unit 26 – Equal means equivalent		Unit 27 – Data helps describe and wonder about the world			Unit 28 – What needs to be measured determines the unit of measurement		Unit 29 – Collections of objects can be changed by adding more (combining) or taking some away (separating)		Unit 30 – Sometimes things move and change location	
	Forming groups	MAO-WM-01 Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly										
	Geometric Measure: Length	MA1-RWN-01 applies an understanding of place value and the role of zero to read, write and order two- and three-digit numbers										
	Two-dimensional spatial structure	MA1-RWN-02 reasons about representations of whole numbers to 1000. Partitioning numbers to use and record quantity values										
	Data	MA1-CSQ-01 Uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning										
Working Mathematically	MA1-FG-01 Uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems MA1-GM-01 Represents and describes the positions of objects in familiar locations MA1-GM-02 Measures, records, compares and estimates lengths and distances using uniform informal units, as well as metres and centimetres MA1-GM-03 Creates and recognises halves, quarters and eighths as part measures of a whole length MA1-2DS-01 Recognises, describes and represents shapes including quadrilaterals and other common polygons											



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		<p>MA1-2DS-02 Measures and compares areas using uniform informal units in rows or columns            MA1-3DS-01 recognises, describes and represents familiar three-dimensional objects            MA1-3DS-02 measures, records, compares and estimates internal volumes (capacities) and volumes using uniform informal units            MA1-NSM-01 measures, records, compares and estimates the masses of objects using uniform informal units            MA1-NSM-02 describes, compares and orders durations of events, and reads half- and quarter-hour time            MA1-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-CHAN-01 recognises and describes the element of chance in everyday events</p>									
T R A N S D I S C I P L I N A R Y	Transdisciplinary Curriculum	Science	Earth's Treasures	Everything Comes from Something		Reduce, Reuse, Recycle	Living with the Land	Let it Rain!		Resource Rangers	
		HSIE	Time Traveller	Our World	Days, Months and Seasons	The Land Down Under	Different Seasons	Cruise the World	Special Days	Past, Present and Future	Australia's Location
		CAPA	My life	Bus Stop	Sydney Opera House	3 Little Pigs	Earth's Resources	You, Me, Us.	Australian Seasons	Time Traveller	Visual Arts:
		<p><b>Earth &amp; Space - Earth's Resources</b>            ST1-1WS-S observes, questions and collects data to communicate and compare ideas            ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources            ST1-7MW-S: describes how the properties of materials determine their use            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</p>									
		<p><b>Present and Past Family Life</b>            HT1-1 communicates an understanding of change and continuity in family life using appropriate historical terms            HT1-4 demonstrates skills of historical inquiry and communication</p> <p><b>People and Places</b>            GE1-1 describes features of places and the connections people have with places            GE1-3 communicates geographical information and uses geographical tools for inquiry</p>									
		<p><b>Visual Arts &amp; Drama</b>            VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.            VAS1.2 Uses the forms to make artworks according to varying requirements.            VAS1.3 Realises what artists do, who they are and what they make.            VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.            DRAS1.1 Takes on roles in drama to explore familiar and imagined situations.            DRAS1.2 Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.            DRAS1.3 Interacts collaboratively to communicate the action of the drama with others.            DRAS1.4 Appreciates dramatic work during the making of their own drama and the drama of others.</p>									
P D H	Physical Development and Health	Showing Respect	Same But Different	My Support Network	My Body Is Private, and I Can Look After It Myself	Safe and Unsafe Touch	Confusing Touch	Happy and Unhappy Secrets	What is Bullying	My Strategies	What Can I do About Bullying





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	<b>Strengths and Strategies For Safety</b> PD1-1 Describes the qualities and characteristics that make them similar and different to others PD1-2 Recognises and describes strategies people can use to feel comfortable resilient and safe in situations PD1-3 Recognises and describes the qualities that enhance inclusive and respectful relationships PD1-7 Explores actions that help make home and school healthy, safe and physically active spaces PD1-9 Demonstrates self-management skills in taking responsibility for their own actions PD1-10 Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong										
P E	Physical Education Class Sport	PE	Exploring Cultural Games	Sports In Schools Australia	Cultural Influence on Game Selection	Sports In Schools Australia	Object Control Skills in Cultural Contexts	Sports In Schools Australia	Locomotor Skills in Cultural Games	Sports In Schools Australia	Safety & Fairness in Cultural Activities
		<b>How Does My Culture Influence the Games I Play?</b> PD1-4 Performs movement skills in a variety of sequences and situations PD1-6 Understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity PD1-11 Incorporates elements of space, time, effort and people in creating and performing simple movement sequences									
Library & Technology		<b>Digital Explorations: Systems, Algorithms, and Earth Connections</b> ST1-11DI-T Identifies the components of digital systems and explores how data is represented. ST1-3DP-T describes, follows and represents algorithms to solve problems.									
		Revisiting Conductivity with Makey-Makey and introduction to Google form.			Digital tech in daily life: home/school systems, basic operations, hardware, software and touch typing.				Recording instructions; identifying Dash robot hardware and software for block coding; developing touch typing skills.		
The Leader In Me		Habit 6: Synergise		Habit 7: Sharpen the Saw		Habit 1: Be Proactive		Habit 2: Begin with the End in Mind		Habit 3: Put First Things First	
Positive Behaviour for Learning		Be a Responsible Leader	Be a Safe Citizen	Be a Respectful Peer	Be a Quality Learner	Be a Responsible Leader	Be a Safe Citizen	Be a Respectful Peer	Be a Quality Learner	Be a Responsible Leader	Be a Safe Citizen
Special Events/ Reminders		Term 2 Commences	National Road Safety Week K-6 Assembly Muffins with Mums	School Photos	Multicultural Day (mufti with gold coin donation)  National Simultaneous Storytime	Reconciliation Week	World Environment Day	King's Birthday (public holiday)	Refugee Week Athletics Carnival		NAIDOC Week