



# Seven Hills West Public School

Respectful, Safe, Responsible Learners

## Term 2, Stage 3 – Welcome Letter

### Stage 3: 5B, 5/6G & 6R

Dear Parents and Caregivers,

We are delighted to share the many events and achievements that have marked our calendar so far this year. Our Year 5 students shown great commitment during the NAPLAN assessments, and all students participated enthusiastically in several whole-school activities such as Harmony Week, and the Cross-Country event. These activities not only enriched their school experience but also enhanced their sense of community and teamwork.

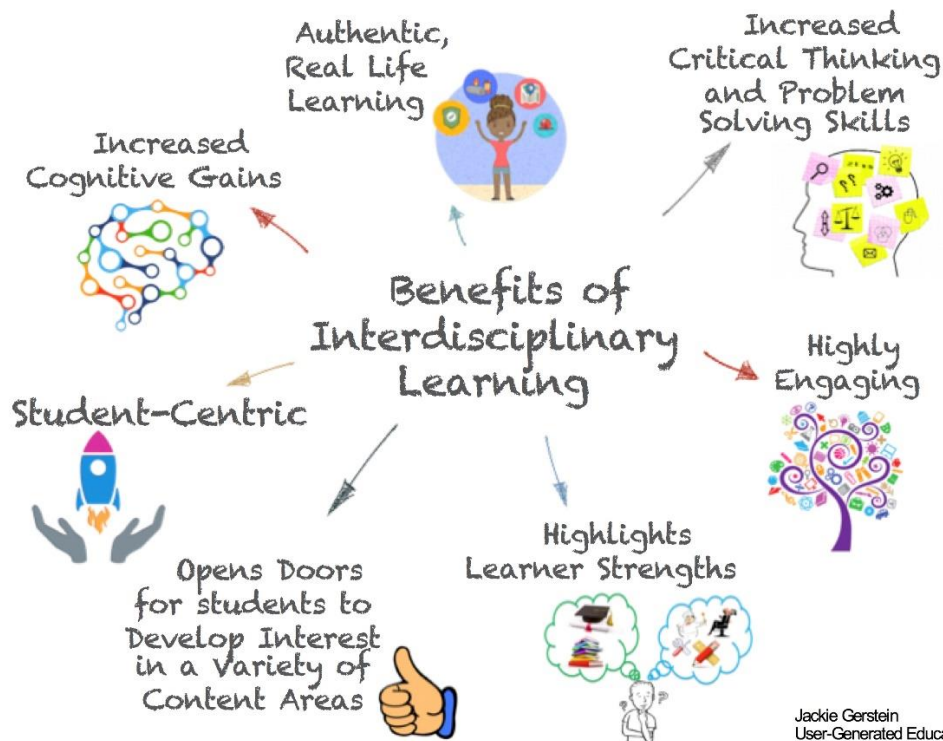
Looking ahead in Term 2, students are eagerly preparing for the upcoming Spelling Bee and Multicultural public speaking competition. NAIDOC Week will also be a highlight of Term 2, offering our students a chance to celebrate and learn more about Aboriginal and Torres Strait Islander cultures.

In addition to these exciting events, students are working towards achieving their personal learning goals. As part of this continuous learning journey, they will soon bring home a formal report. This report will provide valuable feedback on their academic achievements and progress, helping you understand their development and areas for further growth.

Thank you for your ongoing support as we continue to foster a nurturing and vibrant learning environment for all our students!

### Curriculum Units for Term 2

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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Watch this space for more information about a special exhibition and the end of Term 2, where students will present their projects to the entire school community, showcasing their innovative solutions and creative work.

## **Transdisciplinary Program- 'Adaptive Safety Solutions'**

In this Term 2 Stage Project, students will engage in an interdisciplinary exploration combining Science, PDH/PE, and implicit Geography/Community Studies. The project is centered around the development of a safety initiative specifically designed for their school or local community. By integrating scientific knowledge of biological adaptations, students will draw comparisons between how living organisms and humans modify their environments to optimise safety and well-being. The Science component will delve into the adaptations of plants and animals, illustrating how these natural mechanisms enable survival and can be mirrored in human safety strategies. In PDH/PE, students will apply these concepts to enhance community safety through improved independence and decision-making. Implicit lessons from Geography and Community Studies will explore how the design and layout of community spaces can be adapted to increase safety and personal autonomy. Through this project, students will not only apply scientific principles but also develop practical solutions, culminating in a showcase where they will present their community-focused safety initiatives to the school community. This hands-on project aims to empower students to apply theoretical knowledge in real-world contexts, enhancing both their understanding and their ability to effect positive change in their surroundings.

## **Science- Living World: 'Adapting to Survive'**

Stage 3 of 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)- 'How am I Responsible for my Increasing Independence'**

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.



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## **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, and improvise using the Blues scale.

## **HSIE (Geography) – '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 Capabilities: "Tech-Enhanced Exploration: Biological Adaptations"**

Welcome to another exciting term of learning at Seven hills West library! This term, we'll be delving into the fascinating world of biological adaptations. Students will have the opportunity to explore this topic through hands-on activities using Lego Spike robotics. In Term 2, Stage 3 library lessons integrate information literacy into the curriculum. By incorporating digital tools and analysing literature on "biological adaptations," students engage with Lego Spike robotics to devise innovative medical solutions, demonstrating mastery of the 7 habits for 4C transformative learning,. They enhance their abilities by leveraging technology to brainstorm ideas, formulate plans, and devise solutions for challenges across different subjects. Through robotics activities, they embark on an inquiry-based journey to explore how advanced coding can address diverse human biological requirements. Additionally, students utilise their ICT competencies alongside critical and creative thinking skills to nurture their innate curiosity.

## **School Hours**

Our school hours are between 9.00am to 3.00pm. Recess is between 11.00am to 11.30am. Lunch is between 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 you do happen 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 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.

## Sports and Homework

Students are asked to wear their sports uniform on some days throughout the year, which includes a school hat and joggers. Physical Education (PE) will be completed every fortnight on **Tuesday** for Years 3-6 as part of the Sports in School Program and 3-6 Sport/PSSA will occur on **FRIDAY**. Throughout the year students will also be required to attend events such as the Athletics Carnival, the Cross Country, and some students will attend the Swimming Carnival. Sports uniform is compulsory for these events.

Homework activities will be **assigned on Monday**, via the online platforms STUDYLADDER and MATHLETICS. Homework will be **due on Monday** the following week. Weekly spelling words will be posted on Google Classroom for students to practice at home, in preparation for their class spelling test each Friday.

## Important Information

- It is important that parents/caregivers read the notes sent home thoroughly as late payments cannot be accepted from the front office.
- 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.
- An appointment needs to be made if you would like to discuss any concerns with your child's class teacher. Please contact the front office to make an appointment with your child's teacher.

## 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 5 AND 6

Habit 1: Be Proactive

### WEEKS 3 AND 4

Habit 7: Sharpen the  
Saw

### WEEKS 7 AND 8

Habit 2: Begin with the  
End in Mind

### WEEKS 9 AND 10

Habit 3: Put First Things  
First





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## Important Dates for the Diary in Term 2 2024

Please check the SHWPS newsletter fortnightly, which is issued twice a term (in Weeks 5 and 10).

<b>Stage 2 Excursion to Longneck Lagoon</b>	<b>15<sup>th</sup> May</b>	9:00am-3:00pm
<b>PSSA Winter Competition begins</b>	<b>May 24<sup>th</sup></b>	Every Friday 9:00am-11:00am
<b>Fun Food Friday</b>	<b>Fridays Recess</b>	11:00am-11.30am
<b>Kings Birthday Public Holiday</b>	<b>Monday 10th June</b>	All day
<b>Athletics Carnival</b>	<b>18<sup>th</sup> June</b>	TBD

Thank you for your support,

Ms S Clements  
Principal

Ms M Griffiths  
Assistant Principal

Mrs N Rosario & Miss B Bedford  
Stage 3 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	
<b>English</b> Component A & Component B  <b>EN3-OLC-01,</b> <b>EN3-VOCAB-01,</b> <b>EN3-RECOM-01,</b> <b>EN3-CWT-01,</b> <b>EN3-HANDW-01,</b> <b>EN3-HANDW-02,</b> <b>EN3-UARL-01,</b> <b>EN3-UARL-02</b>	<p>➤ <b>Unit 3- Weeks 1-5 Argument &amp; Authority: One Small Island</b> In this 5-week unit, students will use the mentor text <i>One Small Island</i> to analyse representations of ideas in literature through genre that reflect argument and authority. Students will adapt these representations when creating a persuasive text and a hybrid text that does not follow the form and function of a single genre.</p> <p><b>Unit 4- Weeks 6-10 Imagery, symbol and Connotation: Spotlight:</b> In this 5-week unit, students will gain a deeper understanding of the textual concepts of 'imagery, symbol and connotation', 'perspective' and 'context'. They will apply their understanding of imagery, symbol and connotation to analyse and experiment with composing different genres of poetry. Students will identify how perspective is conveyed through the authorial choices used in poetry. They will use figurative language and a range of literary devices to collaboratively create and perform a slam poem that evokes an emotional response from a live audience.</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>				
<b>Spelling &amp; Grammar</b> (Soundwaves) <b>EN3-SPELL-01</b>	'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'	
	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 scribe, script Prefix and Suffix en	
<b>Mathematics</b> (Number & Algebra,	The number system extends infinitely to very large and very small numbers.		Multiplicative thinking involves flexible use of multiplication and division concepts, strategies and representations.		Visual representations help to understand aspects of the world (chance and position).		What needs to be measured determines the unit of measurement.		Angles are the primary structural component of many shapes.



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Measurement & Space, Statistics & Probability)	MAO-WM-01, MA3-RN-01, MA3-RN-02 Represents numbers  MAO-WM-01, MA3-MR-01 Represents Numbers/Additive Relations	MAO-WM-01, MA3-RN-01 Represents numbers  MAO-WM-01, MA3-MR-01 Multiplicative relations A	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	MAO-WM-01, MA3-RN-02 Represents numbers A  MAO-WM-01, MA3-3DS-01, MA3-3DS-02 Three-dimensional spatial structure A	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			
HSIE (Geography) GE2-1, GE3-2, GE3-3, GE3-4,	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
Library/ICT 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, PD3-9	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 wellbeing of my community?	How does an emergency situation affect my decision making?	Do Peers affect my 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





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