

Term 2 Overview

Early Stage 1



A focus on...new curriculum

This year, all teachers in NSW are implementing a new Science and Technology K-6 syllabus. Through studying Science and Technology, students explore scientific and technological concepts and gain knowledge and understanding of the world. They develop skills in conducting scientific investigations and designing and producing solutions through learning about different content, organised in strands. Some strands from the previous syllabus have remained but one major change has been the introduction of a new strand – Digital Technologies. The focus of these strands is:

Living World – to explore living things and their needs

Material World – to explore the characteristics and observable properties of substances and materials

Physical World – to explore the physical characteristics of objects and how this affects their movement

Earth and Space – to explore the Earth's dynamic structure, its place in the universe and the changes that occur on Earth

Digital Technologies – to provide students with opportunities to investigate existing technologies and create digital solutions by exploring key concepts from computer science, information systems, software engineering and project management

If you would like to explore the syllabus in more detail, you can access it through the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science>

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KLA Content Summaries

English

Kindergarten will continue on their course of learning sounds and high frequency words in their reading. Small ability-based reading groups will support reading instruction. The letter-sound relationship is a major focus, as students learn the sounds of each individual letter and combinations of letters, and this is further encouraged in the home environment, with the term overview already sent home.

Daily writing tasks will enable students to use their knowledge of sounds they hear in words and we will write both statements and questions this term. Students are working on leaving spaces between their words when writing, forming letters correctly and reading their own sentences when finished.

Speaking and listening is integrated with History and a booklet has been sent home to support this component.



Mathematics

In Number, students will count forwards to 30 from any given number and backwards from 20. They will further develop their knowledge of quantity of number. Students will be asked 'what is the number before?' and 'what is the number after?' as well as establish their understanding of the concept of one-half. The emphasis is on dividing one whole object into two equal parts and also recognising that halves can be different shapes (eg; a slice of bread may be cut in half diagonally to form triangles or vertically to form rectangles - both are representing halves). Multiplication and Division - forming equal groups and sharing fairly, will be a focus and students will record their understanding using pictures, words and numerals.

In Measurement and Geometry, our attention will be on 3D objects, mass (where we will 'heft' objects to compare mass) and position of objects (describing position and giving directions and following instructions).

Lastly, students will arrange objects to form a data display - which leads into displaying data in lists and tables.

Science and Technology

Science takes us out and about as we explore the material world around us in the built school environment. Students will look closely at what objects are made of, what are some of the observable properties of materials around us and ask how do the properties of materials affect their use? Students investigate how the properties of materials determine their use in design solutions. Our unit of work introduces students to material sciences and design thinking as we plan, design and evaluate a product considering an identified need or opportunity. Students will record and express design ideas through drawings and play-based models, supported with explanations and/or descriptions, including digital recordings.



History

Students will explore celebrations in their family, school and local area. We will look at events that are celebrated or observed as well as identify and record a variety of holidays and special events observed in our school and across Australia and Asia. Students will consider the significance of special dates, such as birthdays and commemorative dates such as ANZAC day. A speaking and listening focus will be integrated with History, as students respond to a weekly prompt related to their own celebration they have created.

Creative Arts

In visual arts students will create ceramic fantasy islands. They will then commence a unit of work about animals, where the focus will be on printing and mixed media.

In drama, students will use their imagination and the elements of drama in imaginative play and dramatic situations to take on basic roles. Drama will be integrated across other key learning areas, eg; when teaching English and personal development.

In dance, students will perform, compose and appreciate elements of dance. Weekly dance lessons will engage students in activities where they can demonstrate an awareness of body parts, control over movement and expressive qualities. A celebration of dance will be held in Week 9 (Thursday 27 June) and parents will be invited to join us. More information will be sent home later this term.

PDHPE

The first 5 weeks of term will focus on basketball and the next 5 weeks will focus on soccer for sport on Fridays. Fitness will be Monday, Tuesday and Thursday this term with dance on Wednesdays. Fitness will cover fundamental movement skills of throwing, catching, running and kicking.

For personal development, students will study two units of work – Bounce Back and Worry Woos. Teachers have put links to both units in Class Dojo for your reference. In this learning students will focus on pro-social skills such as honesty, cooperation, friendliness and inclusion in Bounce Back. In Worry Woos, students are being supported to learn how to manage their emotions including anger, frustration and anxiety.

Celebration Booklet:

Students are completing weekly tasks related to the History unit, where they need to create a celebration eg; Celery Day. Presentation of these weekly tasks, form part of the speaking and listening components of English. Each student is required to complete the task and bring the booklet to school on their 'news' day. The booklet can contain pictures, drawings, and/or writing. Students can be as creative as they choose, and discussing their idea for a celebration at home will be most helpful for when they present in class.



Important Term 2 Dates

8 May – Mother's Day Stall

17 May – Walk Safely to School Day

17 May – P&C meeting

20-22 May – Book Fair

21 May – Grandparent's Day

21 May – Book Parade

27 May – Principal's Assembly

5 June – PJ Day (Year 6 Fundraiser)

11 June – P&C meeting

20 June – Great Book Swap

27 June – Celebration of Dance

28 June – Student Reports go home

1 July – Principal's Assembly

5 July – PBL Mufti Day (blue)

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