

# Term 1 Overview

Stage 2



## A focus on...student supervision

As we start the 2020 school year, we felt it was important to highlight some important points about how our school provides supervision of students throughout each day. Staff have a duty to take reasonable care to avoid harm being suffered by students. This duty is a legal requirement, which remains in place during school hours (8.45am-3.00pm) and during any after-hours activities organised and run by the school (eg; camps, excursions). Teachers must provide appropriate supervision during all teaching and learning activities, during activities within the school grounds and on excursions. This includes break times in the playground. There will always be two teachers on duty in the playground during lunch and recess, and additional teachers supervising students for extra-curricular activities (eg; choir practice, art club, debating). Before school, there is one teacher on duty in the playground. The playground duty teacher is the first point of contact for students with an issue. If further action needs to be taken, the teacher will follow up later or the matter will be referred to an Executive. Our duty of care does extend to supporting students to travel home as safely as possible, which we address by supervising students to cross the highway using the pedestrian bridge and by supervising students to wait and enter buses on Mount Hay Rd and Railway Parade. By law, we are unable to stop traffic to allow students to cross the road. Teachers on 'bridge duty' may provide instructions to students about how to use the crossing on Railway Parade, but will then supervise students waiting for the bus. This teacher is not responsible for the supervision of students after leaving their care at the crossing. If going over the pedestrian bridge, we recommend students meet their parent at the base of the bridge, or that parents provide active supervision of their children crossing the road and then going home. Students should not be waiting unsupervised on Railway Parade near the church. For those older students travelling home alone or with friends, they are expected to commence their journey home promptly, in line with their parent's instructions. We want all of our students to stay safe at school and when travelling to and from school. If you have any questions about student supervision, please feel free to make contact with us through the school office.

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# KLA Content Summaries

## English

Stage 2 students independently read, view and respond to familiar and challenging texts. They integrate a range of skills and strategies efficiently when reading, interpreting, analysing and evaluating texts and visual images. Content and strategies are differentiated according to ability and interest. Students will participate in three different types of reading-focused lessons - modelled, guided and independent.

The Speaking and Listening component this term will be embedded in normal classroom learning experiences and will focus on rich vocabulary used in shared texts.

Stage 2 students will learn to create well-structured imaginative and persuasive texts in terms of topic, purpose, audience and language by drafting, proofreading and editing. Our focus areas for this term will be audience, text structure, vocabulary and sentence structure. Students will use a variety of sentence structures, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts.

Spelling this term will focus on building upon a range of spelling strategies, including knowledge of letter-sound correspondences and common letter patterns to spell familiar and unfamiliar words.



## Mathematics

Students will count, read and record numbers of up to five digits and will further develop their skills in solving problems using mental and written strategies in all areas of number. They will be learning to perform simple and more complex calculations with money and review their knowledge of time, 2D shapes and 3D objects. Students will complete tasks in a variety of contexts to build upon and utilise problem-solving skills in real-world situations and apply strategies they have learnt in the classroom to scenarios outside of school. Lessons will be differentiated to suit the needs of individuals or small groups using a variety of different tools, strategies and content. Year 3 will also be reviewing key concepts in preparation for NAPLAN in Term 2. Mathematics is an important resource available to parents, which is used as an at home consolidation tool as well as at school.



## Science and Technology

Students will investigate how and why natural processes and human actions change the Earth's surface over time. They will identify evidence of change through exploring rocks and fossils, and investigate how erosion is caused by human activity. Students will question, plan and conduct scientific investigations into the formations of landforms and weathering. Elements of digital technology and human endeavour will be incorporated into lessons.

## Geography

Stage 2 students will be studying Geography in semester 1. This term, students investigate Australia's neighbouring countries and their diverse characteristics. They will locate our neighbouring countries on a map and examine the human and natural features of these countries. Students will compare the features of these countries with our own country. They will learn to pose geographical questions and collect information to answer their questions using data in simple tables and graphs and drawing and labelling maps using cartographic conventions.

## Creative Arts

In visual art, students will create an artwork about their class plant name. They will then focus on the artist Sidney Nolan. Using Nolan's paintings as inspiration, the students will create a rollercoaster artwork using different shapes, paint an outback landscape with Ned Kelly as the central figure and complete an aerial view painting.

In music, students will sing a range of songs and accompany them with tuned percussions, drums and recorders. They will organise layers of sound in drumming circles, using repeated patterns and improvisation on percussion instruments. Students will build on their knowledge of the fundamentals of written music through whole class practice and small group activities.

Year 3-6 Creative Arts groups will take place on Wednesday afternoons.



## PDHPE

Throughout the year, we will be using strategies from the 'Second Step' program to incorporate into our PDHPE scope and sequence. Each term we will have a separate focus area: skills for learning, empathy, emotion management and problem solving. During term one, students gain skills to help themselves learn, including how to focus their attention, listen carefully, use self-talk to stay on task, and be assertive when asking for help with schoolwork.

Students will participate in physical activities designed to refine the fundamental movement skill of kicking in a variety of games and modified sports. Towards the end of the term, students will also perform movement sequences in skipping in support of the 'Jump Rope for Heart' program.

## Equipment Requirements:

All students will need the following items:

- homework book/folder
- small, labelled pencil case
- library bag

NB: Please label all equipment (including hat, jumper, lunch box and drink bottle) with your child's name.



## Important Term 1 Dates

20/2 – Scripture & Ethics start

21/2 – Zone Swimming Carnival

24/2 – Principal's Assembly

12/3 – Anti-bullying Incursion

20/3 – National Day of Action against Bullying &  
Harmony Day

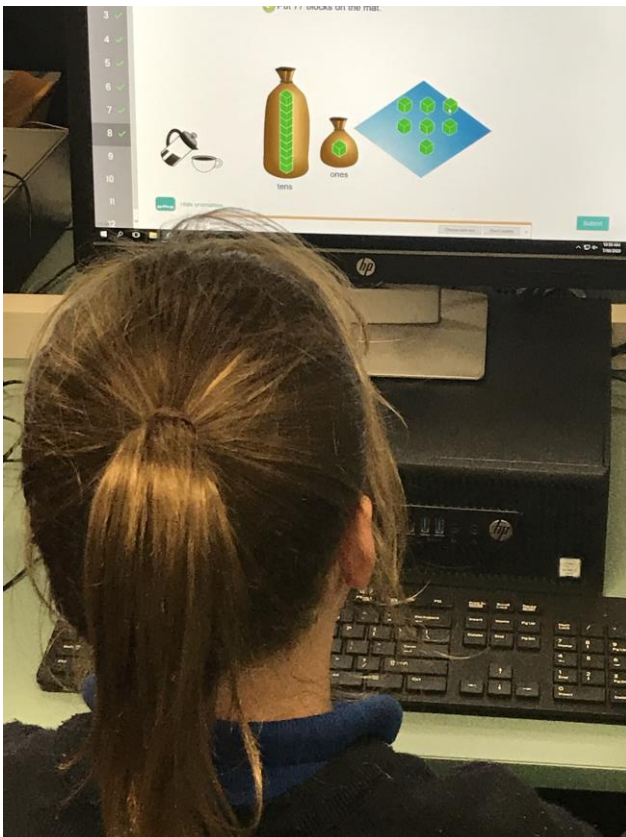
Week 10 – Y3-6 Parent Teacher Interviews

31/3 – UBMLC Music Festival Rehearsal

6/4 – Principal's Assembly

7/4 – Parent Workshop (cybersafety)

9/4 – Last Day of Term 1



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