

# Stage 2 Curriculum Overview – Term 1, 2024

## English

### Understanding Texts

Students will develop skills in the following areas and grow knowledge and understanding in order to **understand** text:

- oral language and communication;
- vocabulary;
- reading fluency;
- reading comprehension; and
- understanding and responding to literature.

Students will engage in collective, guided, and individual reading exercises. These activities aim to expose students to imaginative, informative, and persuasive writing, fostering connections between the texts and their personal experiences. Students will enhance their proficiency in various aspects, including text structure, comprehension strategies, grammar, punctuation, word usage, and phonics. These skills will be cultivated through English groups, as well as explicit lessons on phonics and vocabulary.

### Creating Texts

Students will develop skills in the following areas to grow knowledge and understanding in order to **create** texts:

- oral language and communication;
- vocabulary;
- creating written texts;
- spelling;
- handwriting and digital transcription; and
- understanding and responding to literature.

Students will gain greater understanding of the textual concepts of narrative and characterisation, exploring how narratives set up expectations for the reader using predictable structure and familiar characters and situations. Students will apply their understanding of genre to group texts according to their purpose, subject matter, form, structure and language choices. Students will experiment with genre to create a variety of texts using their understanding of structure and language choices to suit a text's purpose. Students will engage in 2 units (5 weeks per unit) aimed at applying their literacy skills, supported by quality texts.

Focus concepts for Year 3 are:

- **Narrative** - Students will gain greater understanding of the textual concepts of narrative and characterisation. Through the study of the text *Fantastic Mr Fox*, students will explore how narratives set up expectations for the reader using predictable structure and familiar characters and situations. Students will analyse excerpts of the text and use these as the basis for their own innovation. Students will also plan, draft and revise a narrative sequel to *Fantastic Mr Fox* using an orientation, complication, and resolution structure.
- **Genre** - Students will gain a deeper understanding of the textual concepts of genre, perspective and context through an analysis of the texts *Iceberg* and *Earth's Incredible Oceans*. Throughout the unit, students will apply their understanding of genre to group texts according to their purpose, subject matter, form, structure and language choices. Students will experiment with genre to create a variety of texts using their understanding of structure and language choices to suit a text's purpose.

Focus concepts for Year 4 are:

- **Narrative** - Students will explore the mentor concept of 'narrative' and the supporting concept of 'characterisation' through a deep analysis of the text *The Thing About Oliver*. Throughout the unit students will develop a deeper understanding of narrative conventions and explore the interplay of plot, character and setting. They will then apply this knowledge to create their own texts.
- **Genre** - Students will explore the mentor concept of 'genre' and the supporting concept of 'perspective and context' through a deep analysis of the texts *Deadly Science – The Solar System: Book 5* and *Meanwhile Back on Earth*. Throughout the unit, students will understand that genre refers to texts that are grouped according to purpose, subject matter, form, structure and language choices. Students will plan, create and revise texts considering perspective and context and

informative purposes.

**Spelling** – Stage 2 will be using the *Sound Waves Spelling* program to support our teaching of spelling and phonics. *Sound Waves Spelling* aligns with the New South Wales Curriculum and current scientific evidence on how students best learn to spell and read. Students are gradually taught a range of skills and strategies that promote a deeper understanding of words and how they work.

More information can be found at:

[https://www.fireflyeducation.com.au/downloads/Sound\\_Waves\\_Spelling\\_Years\\_1-6\\_Letter\\_to\\_Parents.pdf](https://www.fireflyeducation.com.au/downloads/Sound_Waves_Spelling_Years_1-6_Letter_to_Parents.pdf)

**Handwriting** - Lessons will focus on students forming letters correctly following the NSW Foundation handwriting style. Year 3 students will be writing in pre-cursive handwriting, while Year 4 will be writing in cursive handwriting. Students will also use digital technologies to create texts.

**Oral language and communication** skills will be used to develop students' ability to communicate effectively with a range of people in formal and informal situations. Students will focus on preparing to effectively present impromptu speeches. All students will participate in the Multicultural Public Speaking Competition in Term 2. Information will be posted to Google Classroom pages in Week 11.

**Library** – will be taught by our specialist Teacher-Librarians **Mrs Brown & Mrs Daffas**.

Students in **Kindergarten to Year 4** require a library bag clearly labelled when borrowing in order to protect our books from damage or loss. **Senior students** may borrow without a library bag. The borrowed book should be returned the following week but can be 'reborrowed' if the student has not had the chance to finish it. This process ensures all students the opportunity to borrow those books in high demand. Please note the student will not be able to borrow another book if the previous book has not been returned. If a library book is lost or damaged then the borrower is required to pay for the book so that the book can be replaced.

**Stage 2** students may borrow up to 3 books.

Students will learn how to independently locate resources in the library by using the school's electronic platform (Oliver). They will brainstorm alternative search words to assist in locating particular resources in the library. Students will also be encouraged to complete the Premiers Reading Challenge.

Classes will visit the library for a 40 minute lesson each week:

Monday	Tuesday	Wednesday	Thursday	Friday
	3Grenada 3Denmark	4Philippines 4Barbados		3Luxembourg 4Madagascar

#### Glossary of English syllabus terms

**Automaticity** - the fast, accurate and effortless word recognition that comes with practise.

**Blend** - the act of synthesising phonemes smoothly from left to right, to read words.

**CVC** – words made up of a consonant-vowel-consonant eg cat

**Decodable** - texts that are made up of grapheme–phoneme correspondences (GPCs) that students have learnt. These texts are used by beginning readers to practise segmenting and blending skills to read words, quickly and effortlessly.

**Decode** - a process of efficient word recognition in which readers use knowledge of the relationship between letters (graphemes) and sounds (phonemes) to work out how to say and read written words.

**Digraph** - two graphemes used to represent one phoneme.

- consonant digraphs – sh, ck, th
- split digraphs – a-e, i-e, o-e

vowel digraphs – ee, oo, ea

**Fluency** - reading, speaking, encoding and spelling with appropriate pace and accuracy.

**Fluent reading** - the act of identifying words accurately, effortlessly, at a contextually appropriate rate, and with phrasing and expression that reflects the meaning of the passage.

**Grapheme** - the smallest unit of writing used to represent one phoneme. A letter or combination of letters corresponding to or representing a single phoneme. Examples include:

- the f in frog
- the ph in phone

the gh in cough

**Intonation** - the pattern or melody of pitch changes in connected speech when reading aloud, especially the pitch pattern of a sentence.

**Multisyllabic** - words of 2 or more syllables.

**Phoneme** - the smallest unit of speech. Examples include:

- cat has 3 phonemes: c/a/t
- truck has 4 phonemes: t/r/u/ck

**Prosody** - reading with expression using correct phrasing, intonation and attention to punctuation.

**Segment** - the act of separating a spoken word into its syllables and/or phonemes.

## Mathematics

Our goal is to foster a positive learning environment for students and a real connection and sense that Mathematics will be important in their future world. Concepts will be covered in the content strands of:

- **Number and Algebra**
- **Measurement and Geometry**
- **Statistics and Probability**

Students will engage in fortnightly units, each with a key idea or question. Through a connectionist approach, students will engage in a daily warm up activity, consolidation of previous learning, and opportunities to practice new content. Students will explore the following ideas:

- the number system extends infinitely to very large and very small numbers;
- addition and subtraction problems can be solved using a variety of strategies;
- what needs to be measured determines the unit of measurement;
- fractions represent multiple ideas and can be represented in different ways; and
- questions can be asked and answered by collecting and interpreting data.

Teaching and learning activities focus on students asking questions and using known facts, objects, diagrams and technology to explore mathematical problems and develop mathematical fluency. They will link mathematical ideas and use appropriate language and diagrams to explain specific strategies. Students develop skills in Working Mathematically through questioning, applying strategies, communicating, reasoning and reflecting. Each student will use their Treasure Box, which contains a variety of resources to support the Mathematics program.

## Glossary of Mathematics syllabus terms

**Compensation strategy** - adding a number to one and subtracting it from the other later on to ensure that the balance remains the same. The compensation strategy makes it easy to solve complex addition, subtraction, multiplication, and division problems. eg.  $37 + 19$  is the same as  $37 + 20 = 57 - 1 = 56$

**Inverse Operations** - the operation that reverses the effect of another operation. eg addition and subtraction are inverse operations. When you add 3 to 7 you get 10. If you then subtract 3, you get back to 7. Multiplication and division are inverse operations. When you multiply 6 by 2 you get 12. If you then divide by 2 you get back to 6.

**Jump Strategy** - a mental calculation method that involves jumping from one number (usually the largest number) either forwards (addition) or backwards (subtraction) to the solution.

**Number** - refers to the quantity or amount eg 326

**Number bonds** - combinations (pairs) of numbers that add to a given number, eg.  $8 + 2$ ,  $6 + 4$ , and  $7 + 3$  all bond to form 10.

**Number line** - a number line is used to represent numbers according to their distance from a point. The representation of a number line can start and end on any number.

**Number sentence** - number sentence uses numerals and mathematical symbols. A number sentence may be used instead of the word equation. eg. instead of writing 6 apples plus 7 apples equals 13 apples, the number sentence would be  $6 + 7 = 13$ .

**Numerals** - refers to the symbol or name of a number eg. 0, 1, 2, 3 etc.

**Related Denominators** - related denominators occur where one denominator is a multiple of the other. eg. The fractions  $\frac{1}{3}$  &  $\frac{5}{9}$  have related denominators because 9 is a multiple of 3. Formerly known as common denominators.

**Relational Thinking** - using fundamental properties of number and operations to transform mathematical expressions, rather than simply calculating an answer by following a prescribed sequence of procedures.

**Skip Counting** - skip counting is counting forwards or backwards in groups or multiples of a particular number. eg. 5, 10, 15, 20

**Unrelated Denominators** - unrelated denominators refers to fractions that have different denominators that are not multiples of each other. eg. The fractions  $\frac{1}{2}$  &  $\frac{5}{9}$  have unrelated denominators because 2 is not a multiple of 9. Formerly known as uncommon denominators.

## NAPLAN (Year 3 Only)

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Year 3, 5, 7 and 9. All students in these year levels are expected to participate in tests for Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy.

Dates for NAPLAN 2024:

- Wednesday March 13, 2024 - Writing (40 minutes)
- Monday March 18, 2024 - Reading (45 minutes) & Language Conventions (45 minutes)
- Wednesday March 20, 2024 - Numeracy (45 minutes)

## Science & Technology

Students will participate in inquiry-based learning through individual, collaborative and hands-on learning experiences exploring scientific phenomena. They will build upon their prior knowledge, have opportunities to represent their understanding in many ways, and develop investigation skills.

This semester, students will explore the relationship between the Earth, Moon and Sun and how night and day and seasons occur. Through observations, modelling, role play and project-based inquiry, students will develop their ideas about the planet Earth and its orbit around the Sun. They will create digital presentations to share and communicate their ideas and understanding.

**Digital technologies** are utilised across all Key Learning Areas to enhance learning. Students have daily

access to Chromebooks, providing ample opportunity for students to develop their research, production and presentation skills.

**Stage 2 & Stage 3** classes utilise **Google Classroom** to organise and manage assignments and facilitate collaboration between students and teachers. Weekly homework is also set in Google Classroom.

**Computer Science** will be taught by our specialist teacher: **Mr Wright**

Initially, students will participate in Google's online safety program: *Be Internet Awesome*. The learning outcomes of this program are backed by the NSW and Australian Federal Police and attempts to build the crucial understanding of 'digital footprints' and how we can stay safe while navigating the online world. Specifically, students will investigate the importance of online security, how to create secure passwords and how account settings can be used to keep personal and private information secure.

Students will then use the online learning platform, code.org to reinforce what they learnt about online safety and apply these skills in the management of their accounts and creation of fun interactive projects including online puzzles and informative apps. The Year 4 course begins with an introduction to the Sprite Lab programming tool. Year 3 students will be introduced to online puzzles and how sequential ordering can be used to solve them.

Classes will visit the Computer Science room for a 40 minute lesson each week:

Monday	Tuesday	Wednesday	Thursday	Friday
4Barbados 3Denmark		4Madagascar 4Philippines 3Luxembourg		3Grenada

## Human Society and Its Environment

The unit **Community and Remembrance** provides a study of identity and diversity in both a local and broader context. Moving from the heritage of the local area, students explore the historical features and diversity of their community. They will develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry by examining sources independently and collaboratively.

The topic provides a study and focus on 3 main inquiry questions:

- Who lived here first and how do we know?
- How has our community changed?
- What features have been lost and what features have been retained?

## Creative Arts

### Visual Arts

Throughout the term, students will have the opportunity to explore a diverse array of materials and media, nurturing their creativity through both the creation of original works and the appreciation of art crafted by their peers. Lessons are integrated with other Key Learning Area programs (HSIE, Science, English and Mathematics) and support special events.

### Drama

Students will develop their confidence in gesture, movement and voice skills through rehearsed and impromptu speeches. They will have the opportunity to perform to an audience through the use of various drama forms, individually and in groups.

**Music** will be taught by our specialist teacher: **Ms McMahon**

Students will play and move to different styles of music, revising musical concepts, such as beat, rhythm,

pitch, dynamics and tempo. Students will revise music notation and how specific symbols represent sounds in music. Year 3 will be learning about instruments from around the world and continue to develop their recorder skills. Year 4 students will be learning about famous classical composers and continuing to learn the Ukulele.

Classes will visit the Music room for a 40 minute lesson each week:

Monday	Tuesday	Wednesday	Thursday	Friday
	4Philippines 3Grenada 3Denmark	4Barbados 4Madagascar		3Luxembourg

## Personal Development / Health / Physical Education

### PD / Health

The unit *Being Me* involves students identifying what skills and strategies we need to be healthy, safe and empowered. Students will learn to describe and practise ways to be respectful, demonstrate empathy and learn how valuing diversity can positively influence respectful relationships.

Students will participate in lessons **focused on** the Mosman Behaviour Code (MBC). These lessons explicitly teach the school-wide behaviour expectations and will enable students to develop a deep understanding of the MBC.

The Peer Support Program provides a fun and engaging environment for students to address social issues, promoting wellbeing, positive relationships, connectedness and a sense of responsibility. Modules are designed to equip students with skills to deal proactively with life experiences.

This year's Peer Support program is **Living Positively**, which focuses on students becoming more optimistic by living in harmony with their strengths. Living Positively seeks to provide opportunities for students to identify which areas of life resonate for them and how they can feel happier and more fulfilled by taking advantage of these strengths. Once identified, students will learn the importance of realistic goal setting, perseverance, and positive self-talk. Parents are encouraged to talk to their children about their weekly Peer Support lesson held on Thursdays commencing in Week 3. An overview of the week's focus will be included in the Whaler to help discussions with your child/ren.

Trained Year 6 Peer Support Leaders, supervised by a teacher, facilitate structured activities with multi-aged groups of 8-10 students. Modules consist of 8 x 30 minute sessions, conducted weekly on Thursdays from Week 3 until Week 10.

### **URSTRONG**

Students will be participating in URSTRONG lessons focused on a whole school approach to friendship using a common language. As friendships are the most important relationship to children, it is important to explicitly teach students the skills required for healthy friendships. Students will learn emotional regulation strategies, how to manage conflict with kindness, how to make friends and to deal with common friendship issues.

Students will learn the 4 friendship facts:

- No relationship is perfect;
- Every friendship is different;
- Trust and respect are the two most important qualities in a friendship; and
- Friendships change and that's OK.

Students will use the **Friend-o-Meter** to think about how they are feeling in their friendships. They will learn about the **Friend-o-Cycle** and how this can be used as a tool when faced with conflict in a healthy friendship. Most importantly, students will learn how to differentiate between a **Friendship Fire** (normal conflict or disagreements) and **Mean on Purpose** (intentional, cruel, designed to be hurtful). They will learn strategies on how to talk it out to put on Friendship Fires.

## **PE/Sport**

Physical education lessons will be taught by the class teachers following a sequential sport skills program. Your child will be participating in Physical Education (PE) on Tuesdays.

Each fortnight, students will participate in a program delivered by external provider: Sports in Schools Australia (SiSA). All programs are designed to maximise participation and development of students at all ability levels. They provide a comprehensive range of age specific equipment for students to use. Students will rotate through 3 different skill-based activities, for the duration of 40 minutes [120 minutes in total].

Students will build upon their foundational skills in gymnastics and athletics by exploring more complex movements and techniques. In gymnastics they will advance to mastering basic gymnastic elements such as handstands, cartwheels and forward rolls, as they begin to learn more structured routines. Athletics instruction will focus on refining running form and endurance. Longer distance running and enhancing skills in field events such as long jump and shotput will also be introduced. Students will develop a deeper understanding of the rules and strategies involved in track and field competitions. Collaborative activities and team building exercises will continue to foster interpersonal skills and co-operation among peers. Overall, the program aims to provide a well-rounded physical education experience that promotes skill development, fitness and sportsmanship.