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Curriculum Content Overview – Term 3 Support Classes

English

K-3.21	2-6.22	3-6.23
<p>Whole class English for Semester Two is based on the ES1 Unit of work. One book from this unit is selected that is of high interest to the class. This story is the focus of learning for 5 to 10 weeks e.g. "Rosie's Walk".</p> <p>Reading, Writing and Speaking & Listening goals are all individualised and recorded in an Individual Education Plan (IEP) each semester (two terms).</p>	<p>Whole class English for Semester Two is based on Stage 2 Unit of work "Environment" theme. The stories selected are of high interest to the class. The focus is mainly upon listening skills and noticing features of the text and illustrations.</p> <p>Reading, Writing and Speaking & Listening goals are all individualised and recorded in an Individual Education Plan (IEP) each semester (two terms).</p>	<p>Whole class English learning for Semester Two is based on the Stage 2 Unit of work "Environment" theme. The main focus is on one story each term e.g. 'The Lorax'.</p> <p>Reading, Writing and Speaking & Listening goals are all individualised and recorded in an Individual Education Plan (IEP) each semester (two terms).</p>

Spelling –

K-3.21	2-6.22	3-6.23
<p>A single letter sound is introduced or revised each week. Each student is at a different level. Students receive one on one support to practise and learn to write these letter sounds.</p>	<p>An individualised program has been developed based on the Bedrock Sight Vocabulary. Each student is at a different level ranging from learning one word to learning sets of five new words. Every third week students revise their collection of sight words. Students receive one on one support to learn how to write these words.</p>	<p>Students are at many different levels. Some students work on CVC words (consonant-vowel-consonant e.g. cat). Some work on sight words. Some work on word families e.g. new, renew, threw, blew. Students receive one on one support to learn how to write these words, use them in sentences and notice features of these words.</p>

Reading –

K-3.21	2-6.22	3-6.23
Each student learns a small number of sight words. The words are focused on for up to three weeks. Students are extended based on how well they retain the focus words. Students also learn about the concepts of print (parts of a book and how to handle books). Students read their own writing which is of high interest because it includes photographs of family and familiar activities from home.	Students read aloud individually to an adult at school each day. Comprehension activities are individualised for the large range of students. Students are expected to practise their same words and stories at home with an adult. Students enjoy reading their own writing (news stories).	Individual students read sight words to an adult each day. They practise them then add to their set of sight words as they achieve success. Students are grouped according to their reading recovery level. They complete reading and comprehension learning activities both independently and in a small group.

Writing –

K-3.21	2-6.22	3-6.23
Students learn to write their own names. The expectations are different for each student. Some students start to learn their family names. Students trace or copy or type their news stories.	The expectations for each student are different. Individualised writing program based on news from home and speaking and listening e.g. student says what they want to write and an adult scribes or student independently writes.	The expectations for each student are different e.g. adult scribes whole sentences, adult provides start of sentences, adult provides individual words, adult prompts student writing, or student writes independently. Students are learning how to write and publish descriptions and information reports based on their Science topic.

Mathematics

K-3.21	2-6.22	3-6.23
The learning focus is mainly in the area of 'Number'. Activities and expectations are individualised. The main focus is around developing an understanding of numbers. Some students work on addition using concrete materials. Whole class number songs and games are included in the morning routine. Some ES1 outcomes are included e.g. shapes, patterns, time – days of the week, time of day.	Maths learning is individualised for each student using the Australian Mathematics Program (AMP). There is a large range of student understanding and skill from learning about number one to skip counting by 20s to 200.	There is a large range of maths understanding in the class group. Most work on counting, addition, subtraction, multiplication and division needs to be individualised with as much one to one support as possible. This term the whole class is engaging in learning about measuring length and volume accurately and creating graphs.

HSIE (History/Geography)

K-3.21	2-6.22	3-6.23
The ES1 Geography unit of work called 'Places' is highly modified.	The Stage 2 unit of work called 'Places are similar and different' is highly modified. Students are learning about different environments that people live in around Australia and overseas.	The Stage 2 unit of work "Places are similar and different" is modified. Students will be comparing the features of different places where people live and the reasons why they live there.

Science & Technology

Science

K-3.21	2-6.22	3-6.23
Students have the opportunity to work in the Kitchen Garden with Mrs Kirkman and Mrs J this semester. The class goals include learning about healthy and unhealthy foods. Some students are also learning to identify the main parts of plants e.g. leaf, roots, flower.	Students have the opportunity this semester to learn about living things in the Kitchen Garden. They are recording their work in a Science Journal using photographs of themselves working in the Kitchen Garden.	The class is learning about oceans and the Great Barrier Reef in Science. Students have shown interest in the range of life on a reef, how coral is formed and the threats that our reef faces. This learning has extended into writing, art, computer room research and word-processing.

Technology –

K-3.21	2-6.22	3-6.23
Students are learning how to use educational apps on class ipads.	Students are learning how to access educational apps through their Google Classroom.	Students are using PCs and laptops to access educational programs through their Google Classroom.

Personal Development/Health/Physical Education

K-3.21	2-6.22	3-6.23
<p>Students participate in stretching and balancing yoga poses and running races or circuits. They also learn how to use the school playground equipment. Students practise respecting personal space and personal hygiene routines e.g. hand-washing.</p>	<p>Students are participating in important learning about staying safe from the Stage 1 Child Protection unit of work. They are learning how to play safely and use the school fixed equipment. They are also engaged in mindfulness practice for 5 to 10 minutes every day (concentrating and breathing) from the Smiling Minds program. Students are being reminded about how to be healthy and safe with medicines (Stage 1 Drug Education unit of work).</p>	<p>Students are learning to strengthen their brain muscles by being quiet, still, listening and focusing on their own breathing. The simple, calming mindfulness practices are from the Stage 2 Smiling Minds Program. The class is working through many questions and issues raised in the Stage 2 Child Protection unit of work. Student needs and levels of understanding are taken into consideration. Students are participating in games and skill development with Stage 2 classes as well as daily heart-fitness activities.</p>

Creative and Practical Arts

K-3.21	2-6.22	3-6.23
<p>The class Visual Arts program and Drama learning activities is blended with the story focus from the English unit of work. The Music and Movement program is based upon student interest and ability.</p>	<p>The class is working on modified outcomes from the Stage 1 i-jam music program.</p>	<p>The class is having fun learning music with the Stage 2 i-jam music program.</p>