



Jasper Road Public School

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SO Term 3 Overview 2024

Dear Parents/Carers,

Welcome back to our Support Unit students! As an overview of our school programs and activities for Term 3, I would like to outline the following:

Term 2 Overview:

English – Morning Routine will continue to build the schema needed for writing, as well as to support students' 'talk for learning' and further develop sentence structure. Students will be exposed to a variety of persuasive texts for reading and viewing; speaking and listening; grammar and writing; spelling and vocabulary; synthetic phonics with targeted skills and levels. In reading comprehension, students will learn about activating word meaning, understanding and connecting sentences, and comprehending whole text and recalling texts. The focus text this term is: *'The Day the Crayon's Quit'* and *'The Lorax.'* Students will focus on understanding and responding to literature through context and representation. They will compose written texts learning about text features, sentence-level grammar, punctuation, and vocabulary.

Mathematics – Students will have the opportunity to engage with various mathematical concepts that require them to apply prior knowledge and strategies to new concepts in order to strengthen their mathematical thinking and skills. All students will engage in real life problem solving. Mathematical learning will focus on:

- Representing numbers. place value, as well as applying the skills of partitioning to add and subtract numbers in the hundreds. Students will also explore fractions and the partitioning of fractions when using length.
- Forming groups using simple multiplication and division strategies.
- Geometric measure. Learning and applying skills to demonstrate direction and the geometric features of length.

Geography – Students will examine natural and human features of Australia and the diverse characteristics of Australia's neighbouring countries. They will learn about the different climates, settlement patterns and demographic characteristics of places and use this information to imagine what it would be like to live in different places. Students will participate in learning tasks to consider how people's perceptions of places are the basis for actions to protect places and environments.

Physical development and health – *'Valuing myself and others.'* Students will explore how values shape attitudes, especially during changing circumstances, events and issues encountered in daily life. They will learn about different emotional responses, and ways to self-regulate and manage responses. Some questions they will focus on are:

How does my behaviour influence others?

How do I self-regulate my responses during different situations?

Creative arts — Students will engage in different ways to make and appreciate visual arts. They will learn about music and dance through performance, composition and appreciation of these art forms.

Physical education and sports program – *'Personal Goals.'* During this unit, students will set personal challenges in sports and games and work to achieve personal movement goals. They will also assess and celebrate their own development and achievement.

The Life Skills Framework will focus on Community Access.



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SU Term 3 Overview – ES1/Stage 1

July 2024

Dear Parents/Carers,

Welcome back to school! I hope you had a safe and happy holiday! As an overview of our school programs and activities for Term 3, I would like to outline the following:

Term 3 Overview:

English – Students will be involved in a range of activities to build on their listening and speaking skills. They will participate in tasks to develop their phonological awareness including identifying and manipulating units of oral language such as words, syllables, onsets and rimes. Students in Stage ES1 will also develop their reading, viewing and comprehension skills and strategies. All students will participate in fine motor tasks and early writing experiences about familiar activities.

Mathematics – Students will be engaged in mathematical strategies to represent whole numbers, including representing numbers in various ways, combining and separating groups of numbers and volume and capacity. They will also explore money and time and their application in everyday life.

Science – Students will explore ‘Material World,’ investigating the characteristics and properties of materials, how they can be changed and combined for a purpose. During our learning, students will experiment with different materials to build a boat.

Physical Development and Health – Changing and Growing: Students identify what makes them similar to others and what characteristics make them unique.

Physical Education – Physical Movement: Students further develop their fundamental movement skills while exploring a variety of concepts through differing activities. In sports programs, students will be groups into abilities across the SU, based on priority needs, where relevant students may join mainstream sports.

Creative Arts – Students will be engaged in different areas of creative arts (digital visual arts, music, dance/movement and drama) throughout the term.

The Life Skills Framework will continue into Term 3 looking at, social skills, Community Access, emotional and conflict resilience, shopping skills and food preparation. To continue successfully with your child’s participation at school, please refer to the school supply list attached to this letter.

Craig Warner
Principal

Hana Masri
Classroom Teacher, Support Unit



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SU Term Overview – Stage 1 and Stage 2

July 2024

Dear Parents/Carers,

Welcome back to school! I hope you had a safe and happy holiday! As an overview of our school programs and activities for Term 3, I would like to outline the following:

Term 3 Overview:

Morning Routine. Students will participate in a Morning Routine daily underpinned by 4 categories:

- Calendar / Weather
- Sentence of the Day
- Talk for Learning
- 100 Days of Learning

Each component of Morning Routine gives students background knowledge and schema on learning areas we will engage in throughout the day.

English. Explicit teaching of phonics will occur daily to support students in developing their reading skills, knowledge of letter–sound correspondence, camera words and regular spelling patterns to accurately spell known words. Students will be developing reading, viewing and comprehension skills and strategies to make meaning from short texts with some unfamiliar vocabulary, simple sentences, and images. In writing, students will create opinion texts on familiar topics by planning and revising their own writing.

Mathematics. Students will engage in mathematical strategies to represent whole number and developing their concept of place value during maths lessons and Morning Routine. Students will look at various other topics including forming groups, area, fractions, position, 3D spatial area and volume, mass and chance. Students will be provided opportunities to explore using hands on materials and learn about how they can apply mathematics in their everyday life.

Geography. ‘People and Places’ is the unit of study in Term 3. During learning experiences, students will develop their knowledge on three key inquiry questions:

- What are places like?
- What makes a place special?
- How can we look after the places we live in?’

Students will communicate and identify places and build an understanding of the importance of places to people.

Physical development and health. Using an inquiry model, students will participate in learning activities designed to explore the concepts of the ways in which students change overtime, and how students recognise and cope with these changes. They will develop an understanding of changes that may occur in their lives.

Physical education. During physical movement, students will further develop their fundamental movement skills while exploring a variety of concepts through differing activities. While playing a variety of games, students will learn how to participate safely, identifying rules and using fair play when playing as a team. In sports programs, students

will be grouped into abilities across the SU, based on priority need, relevant students may join the mainstream sports.

Creative arts – Students will be engaged in different areas of creative arts (digital visual arts, music and dance/movement) throughout the term.

The Life Skills Framework in Term 3 will look at social skills, emotional and conflict resilience, shopping skills and food preparation. Students will continue Community Access and have opportunities to go out into the local community and engage in a variety of activities.

Craig Warner
Principal.

Classroom Teacher, Support Unit.