



KENSINGTON PUBLIC SCHOOL

77-79 Doncaster Avenue, Kensington NSW 2033 | T 02 9663 3955

Email kensington-p.school@det.nsw.edu.au

Stage One (Year One & Year Two)

Term Two Overview of Learning

Published Date: 07/05/25

Dear parents and caregivers,

Welcome to Term Two, a very busy term with excursions, assessments and reports all taking place within the coming weeks. At the end of Term Two, reports will be accessible via the Sentral Parent Portal. These reports will provide detailed information about student learning progress and growth through Semester One. Please don't hesitate to contact your child's teacher if you have any questions regarding your child's learning.

Please refresh your students' supply of lead and coloured pencils, red pens, highlighters, rulers, erasers, pencil sharpeners (with container), and glue sticks. This will ensure that they are prepared for the term ahead.

Sport and Library Timetable

Students may wear *sports uniforms* on their allocated sports day. Students must bring their *school hat* and a *refillable water bottle*.

Please see the below timetable for your child's library day as they may have changed to accommodate whole school timetable commitments. Your child will need to *bring a library bag on library days* to borrow books.

| Class | Library Day | Sport Day |
|-------|-------------|-----------|
| 1O | Tuesday | Friday |
| 1R | Thursday | Friday |
| 2/1R | Wednesday | Thursday |
| 2H | Monday | Thursday |
| 2M | Thursday | Thursday |

Communication

At any time during the year if you would like to discuss matters regarding your child, please request an appointment with your class teacher by sending an email to: kensington-p.school@det.nsw.edu.au.

Absences: All absences are recorded through the Sentral Parent Portal. Please ensure you report absences at your earliest convenience. For any planned absences of more than 10 school days, please complete the 'Exemption from Attendance' form, available from the front office. Please note - as per Department of Education guidelines, holiday travel will be included in a student's absence records. Absences are monitored by the Home School Liaison officer on a regular basis.

Incursions & Excursions

See below for a list of incursions and excursions that your child will be participating in this term. Information regarding payment of these activities will be available on the *Sentral Parent Portal app* at time of publication.

| Term Two Incursions/Excursion | Amount |
|-----------------------------------|---------|
| K-6 Athletics Carnival (ES Marks) | \$14.50 |



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Vaucluse House - Child's Play Excursion

\$27.00 (includes bus and museum entry)

Donations

The Thomas Flowers Memorial Library

If you would like to make a tax deductible voluntary donation towards *The Thomas Flowers Memorial Library* please use the "Donations" link on the Sentral Parent Portal.

Voluntary Contributions

If you would like to make a separate voluntary donation to support the school, a suggested contribution of \$50 can be made on the *Sentral Pay Plus* app via the Sentral Parent Portal.

Curriculum Information

The following topics and skills will be explored during Term Two:

| Oral Language and Communication | Understanding & Responding to Literature | Creating Texts |
|---|---|--|
| <ul style="list-style-type: none"> Following extended instructions Responding to information by asking relevant questions to extend their own and others' knowledge Initiating, listening and responding in partner and group conversations | <ul style="list-style-type: none"> Identify the sequence of events that make up a narrative in own and others' texts Create and re-create characters in texts that demonstrate understanding of character traits | <p>Text Purpose</p> <ul style="list-style-type: none"> Write texts that tell a story (narrative) <p>Grammar Focus</p> <ul style="list-style-type: none"> Use a combination of simple and compound sentences to engage the reader when creating written texts Use contextually precise prepositional phrases when creating texts <p>Word-Level Language</p> <ul style="list-style-type: none"> Use creative wordplay to affect the reader <p>Planning and Revising</p> <ul style="list-style-type: none"> Understand that their own texts can be improved by incorporating feedback and editing Re-read and edit their own texts after receiving feedback |
| Phonic Knowledge | Reading Comprehension & Fluency | Spelling & Handwriting |
| <ul style="list-style-type: none"> Blending grapheme-phoneme correspondences to read single syllable words (Yr 1) Blend and decode one-syllable words with taught vowel graphs and digraphs and consonant digraphs and apply when reading (Yr 2) <p>Please see the attached Term Two Phonic Sequence to support practise at home.</p> | <ul style="list-style-type: none"> Making text-to-self, text-to-text or text-to-world connections when reading Using knowledge of text structure, type of text, author, and forms of writing to predict and confirm meaning Applying grapheme-phoneme correspondence to read words with automaticity Reading aloud with an easy speech rhythm | <ul style="list-style-type: none"> Segmenting single-syllable words into phonemes as a strategy for spelling Spelling their own name Pencil grip, correct posture, pencil control and pre-writing formations |



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- Self-correcting when fluency and/or meaning is interrupted

MATHEMATICS CONTENT - YEAR 1

Working Mathematically

- Exploring and connecting mathematical concepts
- Choosing and applying mathematical techniques to solve problems
- Communicating thinking and reasoning coherently and clearly

Representing Whole Numbers

- Identify the number before and after a given two-digit number
- Count forwards and backwards by ones from a given number to at least 120
- Recognise that ten ones is the same as one ten

Two-dimensional Spatial Structure

- Explore, manipulate and describe features of polygons
- Use the terms 'side', 'vertex', and 'two-dimensional' to describe, sort and classify plane (flat) shapes
- Select and name a shape from a description of its features

Geometric Measure

Position

- Give and follow directions, including directions involving turns to the left and right, to move between familiar locations
- Describe the path from one location to another on drawings and diagrams

Combining and Separating Quantities

- Record number sentences in a variety of ways using drawings, words, numerals and symbols
- Fluently use advanced count-by-one strategies including counting on and counting back to solve addition and subtraction problems involving one- and two-digit numbers
- Use non-count-by-one strategies such as using doubles for near doubles and combining numbers that add to ten

Three-dimensional spatial structure

To be covered in Semester 2.

Non-Spatial Measure

Time

- Name and order the months of the year
- Read and record analog and digital clocks to the half-hour using the terms 'o'clock' and 'half past'
- Describe everyday events with particular hour and half-hour times

Forming Groups

- Count in multiples using rhythmic and skip counting
- Identify and describe patterns when skip counting forwards or backwards by twos, fives and tens
- Determine a missing number in a number pattern with a constant difference
- Model sharing division by distributing a collection of objects equally into a given number of groups to determine how many in each group

Data & Chance

- Ask questions and gather data
- Gather data and track what has been counted by using concrete materials, tally marks, lists or symbols
- Use concrete materials or pictures of objects as symbols to create data displays where one object or picture represents one data value
- Describe information presented in one-to-one data displays

MATHEMATICS CONTENT - YEAR 2



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Working Mathematically

- Exploring and connecting mathematical concepts
- Choosing and applying mathematical techniques to solve problems
- Communicating thinking and reasoning coherently and clearly

| Representing Whole Numbers | Two-dimensional Spatial Structure | Geometric Measure |
|---|--|--|
| <ul style="list-style-type: none"> • Identify the number before and after a given three-digit number • Count forwards and backwards by tens, on and off the decade, with two- and three-digit numbers • Form, regroup, and rename three-digit numbers • Count and represent large sets of objects by systematically grouping in tens and hundreds | <ul style="list-style-type: none"> • Represent, combine and separate two-dimensional shapes • Make representations of two-dimensional shapes and combinations of shapes in different orientations • Identify and describe directions of turns as 'left turn', 'right turn', 'clockwise' or 'anti-clockwise' | Position <ul style="list-style-type: none"> • Make simple models from memory, photographs, drawings or descriptions • Interpret simple maps by identifying objects in different locations • Create a path from one location to another |
| Combining and Separating Quantities | Three-dimensional Spatial Structure | Non-Spatial Measure |
| <ul style="list-style-type: none"> • Create, model and solve word problems, using number sentences • Represent the difference between two numbers using concrete materials and diagrams • Model how addition and subtraction are inverse operations using concrete materials, drawings and diagrams | <ul style="list-style-type: none"> • Estimate, compare, order and record the internal volumes (capacities) of two or more containers by measuring each container in uniform informal and formal units • Compare models with different appearances, recognising when they have the same volume | To be covered in Semester 2. |
| Forming Groups | Data & Chance | |
| <ul style="list-style-type: none"> • Use objects, diagrams, images or actions to model multiplication as accumulating equal groups • Solve multiplication problems using repeated addition • Form arrays of equal rows and equal columns | <ul style="list-style-type: none"> • Organise collected data into lists and tables to display information • Represent data in a picture graph using a baseline, equal spacing and same-sized symbols • Interpret information presented in tables and picture graphs | |

HISTORY CONTENT

Games - Then and Now

This topic provides a study of present and past life within the context of the students' own world. Students learn about similarities and differences in leisure time by comparing the present with the past. They begin to explore the links, and the changes that occur, over time and are introduced to the use of historical sources.

PDHPE CONTENT



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Physical Education

- Practise and demonstrate movement skills and sequences using different body parts
- Demonstrate how the body moves in relation to space, time, objects, effort and people
- Test, apply and combine various tactics (movement, space, time, equipment and rules) to improve the chance of success in territory games.
- Use movement skills to solve games-based problems

Personal Development and Health - Safety of Self and Others

- Identify what makes an environment safe and unsafe
- Learn to identify their emotions and recognise how their bodies feel in safe and unsafe situations
- Identify environmental and personal safety measures, including people who are there to help
- Develop an understanding of emergency-response strategies

CREATIVE ARTS CONTENT

Music/Dance/Drama

- Perform a variety of music through singing, playing and moving
- Explore role interactions in a variety of dramatic situations
- Engage in the elements of drama to develop the action of the drama

Visual Art

- Discuss how the artists Wassily Kandinsky and Pablo Picasso used line and colour to represent subjects in their artwork
- Create portraits using line and colour by observing characteristics of people and focusing on details

Weekly Homework Organisation

Students will receive their homework **each Friday** and should **return homework the following Wednesday**. As per our Homework Policy, if you do not wish for your child to complete weekly homework, please inform your child's teacher via email. Homework will commence on **Friday 9 May 2025**.

The weekly class homework consists of the following tasks:

1. **Home Reading Program** - Students are **encouraged** to read for approximately 20 minutes each night.
2. **Maths Mentals** - Students will complete one unit in their Maths Mentals book per week. If possible, parents are encouraged to mark and correct any mistakes at the time of completion to allow for immediate feedback. Teachers will look over Mentals books each week.
3. **Matific and Reading Eggs**- Student logins will be sent home for students. Teachers will set tasks for students to complete.

Home Reading Program

Home reading books are sent home every Friday. Teachers will assist your child to swap and select their books. Students will take home:

- A reader that is close to the independent reading level for the student. The independent reading level is one where your child will be successful at reading and comprehending what they have been reading about.
- A reader chosen by the student or a library book based on their interests and enjoyment. This is a shared reader where the parent reads to or shares reading with the student.

Your child may receive additional or alternative home readers based on their learning needs. All students also have the opportunity to borrow books from the library each week based on their interest and enjoyment. Please share reading these books with your child.

Home Reading Journal

Students will bring home a Home Reading Journal as part of their reading program. With this reading journal, parents and caregivers and students can participate in reading together and record their achievement by filling out a record. Students can reflect on how they feel about their reading by filling in the blank faces which open up a dialogue about their learning experience.

Important dates for your diary:

Please note: Events may be added or dates changed. Always check the school website, newsletter and/or the Schoolzine app for any changes.

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| Date of Event | Event |
|----------------------|--|
| Monday 12/05/2025 | SRC Badging Assembly - 8.55am |
| Monday 12/05/2025 | Swimming and Cross Country Assembly - 2:15 pm |
| Thursday 15/05/2025 | Mufti Day - P&C Fundraiser - Theme: Favourite Character or Celebrity |
| Wednesday 21/05/2025 | SCPSSA Cross Country Carnival |
| Tuesday 27/05/2025 | P&C Meeting - 7:30 pm in the school library |
| Thursday 29/05/2025 | K-6 Athletics Carnival - E.S. Marks Field |
| Thursday 05/06/2025 | Mufti Day - Year 6 Fundraiser - Theme: Pyjamas/Onesies |
| Sunday 22/06/2025 | Year 6 Barbeque - Bunnings Alexandria |
| Monday 23/06/2025 | Student of the Term Assembly |
| Tuesday 24/06/2025 | P&C Meeting - 7:30 pm in the school library |
| Thursday 26/06/2025 | Mufti Day - SRC Fundraiser for Make A Wish Foundation - Theme: Aboriginal and Torres Strait Islander AFL colours |
| Friday 04/07/2025 | Last day of Term 2 for students |
| Tuesday 22/07/2025 | First day of Term 3 for students |

If you have any questions throughout the term, please do not hesitate to arrange an appointment by calling or emailing the office.

Sincerely,

Ms Oates, Mrs Rae-Seymour, Ms Robinson, Ms Hocking & Ms McGrath