



KENSINGTON PUBLIC SCHOOL

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Stage One Term Two Overview of Learning

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Dear Parents and Caregivers,

Welcome to Term 2! We hope you all had a restful and relaxing break and are ready for an exciting term. Below is an overview of what your child will be learning this term. At the end of Term Two, reports will be sent home with students where information about their learning progress and growth through Semester One will be provided.

Please don't hesitate to contact your child's teacher if you have any questions regarding your child's learning.

Stage One Term Two Sport and Library Timetable

Please note, all classes have sport every Friday. Students must wear their *sport uniform* and bring 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	Class	Library Day
1C	Tuesday	2P	Friday
1K	Friday	2R	Thursday
1D	Thursday	2T	Monday

Stage One Curriculum

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

HISTORY CONTENT

Present and Past Life - 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

Physical Education (Sportspro)

- Perform a simple movement sequence
- Use a variety of equipment to send, control and receive objects, eg bouncing, throwing and catching
- Create and participate in games, demonstrating turn taking and safe sharing of equipment

Personal Development and Health

- Identify their own emotions and how or why they might feel different in different settings/situations
- Learn to recognise how their bodies feel in safe and unsafe situations
- Identify environmental and personal safety measures
- Develop an understanding of emergency-response strategies

ENGLISH CONTENT

Oral Language and Communication

Reading Comprehension

Creating written texts

<p>Understanding and using grammar when interacting</p> <ul style="list-style-type: none"> Organise key ideas in logical sequences Use adjectives and adverbs to elaborate and provide justifications <p>Listening for understanding</p> <ul style="list-style-type: none"> Understand when a message is not clear and ask questions to seek clarification <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Use Tier 1,2 and 3 vocabulary to extend and elaborate ideas <p><u>Understanding and responding to literature</u></p> <p>Context</p> <ul style="list-style-type: none"> Create and re-create texts in a range of modes and media using understanding of context <p>Perspective and argument</p> <ul style="list-style-type: none"> Identify phrases and arguments in texts that project opinions Create and re-create texts that include persuasive arguments 	<p>Understanding and connecting sentences</p> <ul style="list-style-type: none"> Make an inference by connecting the meaning of words across sentences <p>Monitoring comprehension</p> <ul style="list-style-type: none"> Use a mental model to confirm predictions <p><u>Reading Fluency</u></p> <p>Automaticity</p> <ul style="list-style-type: none"> Read aloud with an easy speech rhythm <p>Prosody</p> <ul style="list-style-type: none"> Adjust phrasing, intonation and volume to maintain fluency when reading aloud <p><u>Phonic Knowledge</u></p> <ul style="list-style-type: none"> Blend grapheme-phoneme correspondences to read single syllable words with taught vowel graphs, and apply when reading (Yr 1) Blend and decode one and two-syllable words with taught vowel graphs, digraphs and trigraphs, and apply when reading (Yr 2) <p>Please see the attached Term Two Phonic Sequence list to support practise at home</p>	<p>Text features</p> <ul style="list-style-type: none"> Write texts that give an opinion about a familiar topic Group sentences into paragraphs <p>Sentence-level Grammar</p> <ul style="list-style-type: none"> Write compound sentences using coordinating conjunctions such as 'and' and 'but' Use adverbs to modify the meaning of verbs and adjectives <p>Punctuation</p> <ul style="list-style-type: none"> Use punctuation including question marks and exclamation marks accurately <p>Word-level language</p> <ul style="list-style-type: none"> Make intentional word choices to enhance meaning in a text. <p>Planning and Revising</p> <ul style="list-style-type: none"> Use planning tools for creating texts Reread and edit own texts after receiving feedback <p><u>Spelling</u></p> <ul style="list-style-type: none"> Spell taught high-frequency words <p><u>Handwriting</u></p> <ul style="list-style-type: none"> Form all letters with consistent size and slope in NSW Foundation Style Position all letters correctly on the line with appropriate spacing between words
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CREATIVE ARTS CONTENT	
Music/Dance/Drama	Visual Art
<ul style="list-style-type: none"> Explore the ways in which Aboriginal Peoples share their identity and connections through music and dance Explore the role of storytelling in Aboriginal culture and in dance Collaboratively create and perform movement pieces related to personal identity and 'belonging' 	<ul style="list-style-type: none"> 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

MATHEMATICS CONTENT	
<p>Working Mathematically</p> <ul style="list-style-type: none"> Explore and connect mathematical concepts Choose and apply mathematical techniques to solve problems 	

<ul style="list-style-type: none"> Communicate thinking and reasoning coherently and clearly 		
Year One		
Number and Algebra	Measurement and Space	Statistics and Probability
Representing whole numbers <ul style="list-style-type: none"> 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 Sequence numbers and arrange them on a line by considering the order and size of those numbers Combining and separating quantities <ul style="list-style-type: none"> Create, record and recognise combinations of two numbers that add up to 20 Model how addition and subtraction are inverse operations using concrete materials, drawings and diagrams Recall and use related addition and subtraction number facts to at least 20 Forming groups <ul style="list-style-type: none"> Count by twos, threes, fives and tens using rhythmic counting and skip counting. Model and describe collections of objects as groups of 	Geometric measure <ul style="list-style-type: none"> Represent and describe the positions of objects in familiar locations Create a path from one location to another Creates and recognises halves, quarters and eighths as part measures of a whole length Explore area using uniform informal units to cover the surface in rows or columns without gaps or overlaps Two-dimensional spatial structure <ul style="list-style-type: none"> Explore, manipulate and describe features of polygons Identify shapes presented in different orientations 	Data <ul style="list-style-type: none"> Use concrete materials or pictures of objects as symbols to create data displays where one object or picture represents one data value Chance <ul style="list-style-type: none"> Identify possible outcomes of familiar activities and events
Year Two		
Number and Algebra	Measurement and Space	Statistics and Probability

<p>Representing whole numbers</p> <ul style="list-style-type: none"> Form, regroup and rename three-digit numbers <p>Combining and separating quantities</p> <ul style="list-style-type: none"> Use flexible strategies to solve addition and subtraction problems <p>Forming groups</p> <ul style="list-style-type: none"> Model doubling and halving with fractions Recognise and represent division, and use skip counting patterns 	<p>Geometric measure</p> <ul style="list-style-type: none"> Explore simple maps of familiar locations Compare and order lengths, using appropriate uniform informal units <p>Non-spatial measure</p> <ul style="list-style-type: none"> Tell time to the half-hour and quarter-hour using the language of 'past' and 'to' Investigate mass using an equal-arm balance <p>Two-dimensional spatial structure</p> <ul style="list-style-type: none"> Represent, combine and separate two-dimensional shapes <p>Three-dimensional spatial structure</p> <ul style="list-style-type: none"> Sort and describe three-dimensional objects Compare rectangular areas using uniform square units of an appropriate size in rows and columns Measure the internal volume (capacity) of containers by packing 	<p>Data</p> <ul style="list-style-type: none"> Create displays of data and interpret them <p>Chance</p> <ul style="list-style-type: none"> Identify and describe activities that involve chance
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Homework

Students will receive their homework **each Friday**. 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 5 May 2023**. The Term Two Homework Overview will be in your child's homework book.

The weekly class homework consists of the following tasks:

1. Home Reading Program - approximately 20 minutes each night

Students are **encouraged** to read for approximately 20 minutes each night. Home reading books are sent home every Friday and should be returned the following Friday.

Year 1 students will take home one 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.

Year 2 students will take home two readers:

- 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 not only reading but comprehending what they have been reading about.
- A reader chosen by the student based on their interests and enjoyment. This is a shared reader where the parent reads to or shares reading with the student.

2. Matific and Reading Eggs

Students will be assigned mathematics and reading tasks online to complete at home. Student logins have been sent home for students in their homework books.

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.

Week	Date of Event	Event
2	Friday 5/05/2022	Sport begins
2	Friday 5/05/2022	Environmental Club Incursion
3	Tuesday 9/05/23	Cross Country (8 year olds and older only)
3	Thursday 11/05/23	P & C Mufti Day - Spots and Stripes
4	Tuesday 16/05/23	K-2 Athletics Carnival at school 3-6 Athletics Carnival at E.S. Marks Field
5	Tuesday 23/05/23	P & C Meeting
5	Tuesday 23/05/23	Year One Vaucluse House Excursion
5	Thursday 25/05/23	Year Two Vaucluse House Excursion
5	Friday 26/05/23	National Sorry Day
6	Thursday 1/06/23	Year Six Fundraiser Mufti Day - Favourite Sport
8	Monday 12/06/23	King's Birthday Public Holiday
9	Thursday 22/06/23	SRC Mufti Day - Pyjama Day
9	Friday 23/06/23	K-6 School Sport concludes
10	Tuesday 27/06/23	P & C Meeting
10	Friday 30/06/23	3-6 PSSA Sport concludes
10	Friday 30/06/23	Last Day of Term Two
1	Tuesday 18/07/2023	First day of Term Three for students

Sincerely,

Stage One Teachers

Ms Kelly (1K), Ms De Almeida (1D), Ms Canizares (1G), Ms Reuben (1K and 1D), Ms Robertson (2R), Mr Tzoukas (2T), Mrs Parsons (2KP and Stage One Assistant Principal- Relieving) and Ms McGrath (Librarian and Stage One Assistant Principal - Relieving)