

Curriculum Newsletter Term 3

Cassilis Public School



School Bell Times

8.45 – Supervision for morning play
9.00–11.00 Morning Session
11.00–11.45 Lunch
11.45–1.15 Middle Session
1.15–1.45 Recess
1.45–3.00 – Afternoon Session
3.00 – Home Time

Teaching Schedule

Monday – Mrs Rose
Tuesday – Mrs Rose
Wednesday – Mr Fifield
Thursday – Mrs Rose
Friday – Ms Bowen

Mrs Nairne – Monday to Friday 9.00–1.15

Mrs Cornish – Monday – Friday

Reminders

Please have your child at school for a 9.00am start. Students arriving on time are more settled during the learning session.

Crunch and sip is at 10.00 after Literacy.

Tables have been placed at the entrance of the school. Feel welcome to wait in the afternoons at these tables.

Important Dates to Remember

Tuesday 5 August

Education Week – Open Classroom @ 10am

Thursday 7 August – Excursion to Mudgee High School for 'School of Rock' musical

Wednesday 13 August – Science excursion to Lue Public School

Monday 18th August – Book Fair

Thursday 21 August

3-Way Learning Conversations

Friday 22nd August

Little Sprouts Reading Day at Merriwa

Monday 8th September

Great Aussie BushCamp

Supporting your child at home

While there is no formal homework, reading for 20–30 minutes each night is strongly encouraged. This may involve reading to, reading with or listening to your child read.

Contacting teachers

Teachers are always willing to discuss your child's needs. Please organise a time for this discussion, as it can be of confidential nature and staff want to give you their full attention. For all urgent needs, please phone the school office.

When your child is unwell

It is encouraged that if your child is unwell, they remain at home. In these moments, please enter the student absence on the school portal or phone the office at your earliest convenience 63761009.

CURRICULUM

Literacy

Literacy is prioritised with a focused block of time from 9:05 to 10:00 each day to enhance students' literacy skills. This is designed to foster a love for reading and equip students with essential skills that will allow them to access wider academic pursuits. **Decodable Readers** Our literacy component begins with reading sessions that utilise decodable texts. These books are carefully crafted to align with phonics instruction, allowing students to practice their decoding skills and build confidence as readers. Once students demonstrate proficiency with decodable texts, they will transition to chapter books, where they will focus on improving their reading fluency and comprehension. In addition to reading, our program encompasses several critical areas: **Handwriting:** Students engage in activities that promote proper letter formation and writing fluency, which are foundational to effective communication. **Comprehension:** Emphasised understanding and interpretation of texts which encourages students to think critically about what they read and make connections to their own experiences. **Spelling:** Spelling instruction is integrated with vocabulary development, helping students understand word patterns and improve their written expression. Spelling is individualised and aligned with decodable spelling patterns. **Vocabulary:** Introduction of new words regularly to expand students' language and comprehension, making reading more enjoyable and enriching. **Punctuation and Grammar:** Instruction in punctuation and grammar ensures that students can convey their thoughts clearly and accurately in their writing. Through these interconnected literacy activities, we aim to build a solid foundation that nurtures the development of reading and writing skills, setting them up for success in all areas of their education.

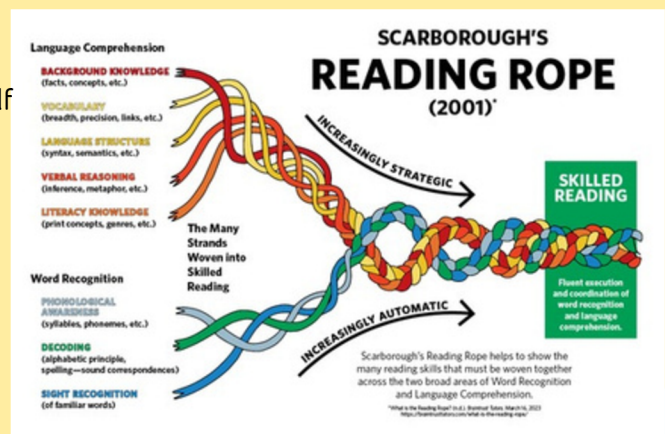
English

Unit 1. Students identify persuasive techniques used in a range of humorous metafiction picture books. These techniques will then be used as students create their own texts to persuade a familiar audience.

Unit 2. Students explore narratives where images play a crucial role in telling the reader the 'whole story' and create their own multimodal text as a response.

Unit 3. Students learn how authors describe both the internal and external characteristics of characters. They make text-to-self connections with characters and their own lived experiences.

Unit 4. Students learn how visual and written elements combine to bring deeper meaning to imaginative texts. This includes symbolic representations and figurative language. They then identify how language changes when factual information is presented, including in a range of digital texts.



CURRICULUM

Mathematics

Students will develop essential numeracy skills and fluency, while developing the ability to think logically, critically and creatively. They learn about mathematical relationships, patterns and reason by creating opportunities to generalise their solutions and solve non-routine problems. Strengthening understanding of numbers and how to solve a range of problems that are featured in daily number talks.

Key Focus Areas for Term 3

Whole Numbers: Students will explore whole numbers with an emphasis on reading and understanding numbers from 10 to 1000000. This foundational skill paves the way for more complex mathematical operations and problem-solving.

Fractions and Data Recording: Our program introduces students to the concept of fractions and how to record and interpret data. These skills are essential for understanding parts of a whole and for engaging with real-world data.

Making Equal Groups: Students will learn how to create equal groups, an essential concept that supports multiplication and division understanding. This hands-on approach helps them see the practical applications of mathematics in everyday life.

Understanding Dimensions: We explore dimensions through interactive activities:

1D (Length): Students will measure and understand the concept of length.

2D (Length and Width): They'll explore shapes and their properties by measuring length and width.

3D (Length, Width, and Height): In this unit, students will investigate three-dimensional objects, fostering spatial awareness and geometric understanding.

Within these levels there is a large focus on 'at level learning'. This is a current pedagogical practice that moves away from traditional whole class instruction to a more individualised need, that focuses on what the individual student knows, and what we need to teach them next.

Families are encouraged to practice simple addition and subtraction skills (friends of 10 and up to 100) as fluency in this area will aid the uptake of a wider range of mathematical strands.

Students in years 2-5 are encouraged to practice multiplication and division skills up to and including 12, as fluency in this area will aid the uptake of a wider range of mathematical strands.



CURRICULUM

Science and Technology

In Science and Technology, Students will explore how everyday materials can be changed through physical actions like bending, stretching and twisting, as well as through heating and cooling. Through hands-on investigations, students will use the scientific process to observe and describe changes in a variety of materials, and consider how these changes are used in the real world. They will predict, test, and record their observations using drawings and tables, and begin to identify patterns and cause-and-effect relationships. This engaging unit supports the development of critical thinking and design skills, and links closely to key Science and Technology outcomes.

Geography

This term in Geography, students will explore the seven continents and five oceans, with a focus on locating Australia and its neighbouring countries using various types of maps and globes. Students will analyse and compare the features of urban, rural, and remote Australian communities through images and identify Australian states, territories, and capital cities using political maps. By collecting and organising data, students will describe the connections people have to places globally and distinguish between Aboriginal Country and Torres Strait Island. They will observe and document the natural and human features of Australian water bodies, including freshwater and saltwater, while learning about the unique characteristics of the Great Barrier Reef using advanced vocabulary. Active citizenship will be emphasised through community involvement, including researching local initiatives and participating in caring for the environment and others.

PD/H/PE

PDH Students will explore the importance of strong friendships and a sense of belonging for their overall wellbeing and enthusiasm for school. Recognising that lunch and playtimes can sometimes be disrupted by friendship conflicts, the course will focus on equipping children with essential problem-solving skills. Through guided activities, students will develop emotional regulation, empathy, and emotional literacy, enabling them to recognise and manage their emotions effectively. By fostering these skills, students will learn to express their feelings in a way that is respectful to others. In this Physical Education unit, students will engage in developing the 12 fundamental movement skills essential for physical literacy and overall wellbeing. Through a variety of activities and games, they will practice skills such as running, jumping, throwing, and catching, while also enhancing their coordination, balance, and agility. Emphasis will be placed on understanding the importance of these skills in everyday life and sports, fostering confidence and competence in their physical abilities. By the end of the unit, students will not only have improved their individual skills but also learned how to work collaboratively and supportively with their peers in a range of physical activities.

Creative Arts

In our Music curriculum this term, students will explore how composition serves as a means of communicating musical ideas through sound. They will engage in activities such as imitating and varying rhythm patterns using drums or guitars, as well as experimenting with changing songs and rhymes. Additionally, students will learn to select and organise sounds into simple structures.

In the Drama component of this unit, students will immerse themselves in imaginative play, developing their storytelling abilities through role-play and character exploration. They will learn to express their thoughts and emotions creatively while enhancing their confidence and collaboration skills within group settings.

In Visual Arts, students will engage in hands-on activities that encourage them to experiment with various materials and techniques. They will explore the elements of art, such as colour, shape, and texture, to create their own unique artworks, fostering creativity and self-expression as they communicate ideas visually.