

Class Learning Overview Stage 2 Term 1 2024



School Vision

Melrose Park Public School aims to nurture and inspire every student to be a successful learner. Students are at the heart of everything we do. We are committed to providing a positive, safe and engaging environment for children to learn, where all are known, valued and cared for. As a learning community we want to build on individual strengths, develop positive learner qualities, demonstrating respect, responsibility and a commitment to growth and attainment.

Melrose Way

The **Melrose Way** is launching in 2024 to bring our school vision to life. All staff have collaborated on the document, ensuring our ideals and values align with current policies and procedures. It focuses on embedded processes across all school settings that support and foster a school-wide culture of high expectations and a shared sense of responsibility for student growth and success.

Aim:

- 1. Positive Learning Environment:** Cultivate high expectations among students, staff and parent community for a positive learning environment.
- 2. Consistent Approach:** Implement a uniform approach to all aspects of schooling, aiming to strengthen student outcomes.
- 3. Upholding School values:** Supporting students to become respectful, responsible learners, equipped for our ever-changing world.

The document outlines school procedures and expectations that are embedded, so that all students have a safe and nurturing environment where they can connect, succeed, thrive and learn. It includes the following areas:

- Classroom routines
- Student Behaviour- including PBL
- Teaching Strategies
- Student Wellbeing
- Communication

The **Melrose Way** will be communicated with parents during the year through the school's communication channels. The best education happens when parents and schools work together and we value your continued support.

Stage 2 Organisation:

Homework has started this week. Students are to complete the following tasks every week: a set of Maths Mentals (one section to be completed each day for marking the following day), Mathsonline tasks, a quiz on LiteracyPro or a book report/ summary, the maintenance of a record of reading in their Wellbeing Journal and spelling activities on Soundwaves online. For students who are unable to go online for spelling and mathematics, alternate tasks will be made available upon request.

Library Days:

4/3R - Monday
4/3L- Tuesday

Key Learning Area Topic Content from NSW Syllabuses for Term 1 2024

<p>English</p> <p>This year we are using 5-week English units that integrate most of the English outcomes. Students will learn the textual concepts of narrative and characterisation. Through the study of the text <i>Fantastic Mr Fox</i>, students will explore how narratives set up expectations for the reader using predictable structure and familiar characters and situations. Students will analyse excerpts of the text and use these as the basis for their own innovation. They will also plan, draft and revise a narrative sequel to <i>Fantastic Mr Fox</i> using an orientation, complication, and resolution structure.</p> <p>In the second unit, we will be focusing on the textual concepts of genre, perspective and context through an analysis of the texts <i>Iceberg</i> and <i>Earth's Incredible Oceans</i>. Throughout the unit, students will apply their understanding of genre to group texts according to their purpose, subject matter, form, structure and language choices. Students will experiment with genre to create a variety of texts using their understanding of structure and language choices to suit a text's purpose.</p> <p>The Soundwaves program will still be used to assist in developing spelling skills.</p>	<p>Mathematics</p> <p>This year mathematics will be divided into two week units that each develop one big idea.</p> <p>Unit 1: Our number system extends infinitely to very large and very small numbers.</p> <p>Unit 2: Addition and subtraction problems can be solved using a variety of strategies.</p> <p>Unit 3: What needs to be measured determines the unit of measurement.</p> <p>Unit 4: Fractions represent multiple ideas and can be represented in different ways.</p> <p>Unit 5: Questions can be asked and answered by interpreting data.</p> <p>Content is differentiated according to year level and ability.</p>
<p>Science and Technology</p> <p>During Science and Technology students will investigate how and why natural processes and human actions change the Earth's surface over time. They will identify evidence of change through exploring rocks, soil and fossils and investigate how erosion is caused by human activity.</p> <p>Students will question, plan and conduct scientific investigations into the formations of landforms and weathering. Elements of digital technology and human endeavour are incorporated into the lessons.</p>	<p>HSIE</p> <p>In History, students will study identity and diversity in both a local and a broader context. This includes investigating local, state and national symbols, emblems, celebrations and commemorations.</p> <p>Furthermore, students will examine the heritage of their local area - contrasting what has changed and what has stayed the same. Through this contrast, students explore the historical features and diversity of their community, employing historical skills such as chronological sequencing and analysing sources.</p> <p>RFF lessons with Mrs Jenny Piper will support the study of this unit.</p>
<p>Personal Development, Health and Physical Education</p> <p>Personal Development and Health: Students examine ways to maintain safety around the home, school, road and pool. They will discuss emotions related to grief - e.g. loss of pet, separation of parents - and strategies to deal with their own and others' emotions.</p> <p>Physical Education: Content will be delivered through daily fitness sessions and weekly sport lessons including PSSA. Students develop and perform fundamental movement skills (FMS) through a game-sense approach to learning. They explore different approaches to moving their body to effectively participate in games.</p>	<p>Creative Arts</p> <p>Drama and visual arts will be the focal areas this term. In visual arts students look at artworks by Piet Mondrian and Wassily Kandinsky to appreciate the ways that artists have used colour, line, shape and texture. Using these elements, students create abstract paintings, relief sculptures and collages representing aspects of the environment and faces. In drama students will focus on communication through gesture and actions without the use of speaking. Mime activities can range from the demonstration of simple actions without words to the theatrical type of mime demonstrated by artists like Marcel Marceau.</p>