



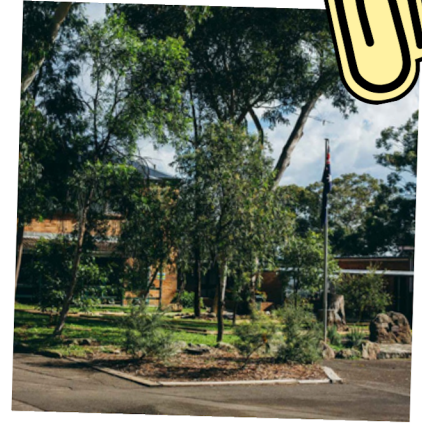
Term 1 Stage 2 Newsletter

Lugarno Public School

February, 2024

Welcome to Stage 2 with
Year 3- 2/3M, 3/4D, 3/4F

- Mrs Malakonakis: Stage 2 Assistant Principal and 2/3M Classroom Teacher
- Mrs Dow: 3/4D Classroom Teacher
- Miss Flanagan: 3/4F Classroom Teacher



NSW Curriculum for Stage 2

The NSW education system is reforming the curriculum which will be taught in all classrooms from Kindergarten to Year 12. This year, a new English and Mathematics curriculum will be implemented for students in Stages 2 and 3; Students in Years 2 and 3 have already been introduced to the refined learning outcomes, and this year will build on these knowledge and skills.

Our teaching and learning programs are designed with the needs of your child at the core. Programs are adapted to cater for the needs of each student in the class. We use a range of high-quality resources to deliver the teaching and learning. Please note that for Year 2 students in 2/3M, Stage 1 outcomes will be aligned to units of work across all Key Learning Areas.

The planned curriculum for this term is outlined below.

English - Term 1 Overview

Students in 2/3M, 3/4 D and 3/4F will develop knowledge and skills in the following areas:

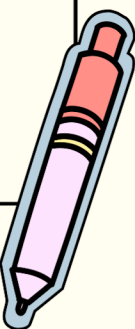
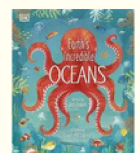
Understanding and Responding to Literature

- 'Fantastic Mr Fox' by Roald Dahl

This text will focus on the concepts of narrative and characterisation.

Students will analyse excerpts from the text, and explore the orientation, complication and resolution structure.

- 'Iceberg' by Claire Saxby and 'Earth's Incredible Oceans' by Jess French
- Students will investigate the similarities between the texts, recurring patterns in subject matter and textual structures.



In addition to these texts, students will develop knowledge and skills in:

Oral Language and Communication

Students will focus on interacting for social and learning purposes, following agreed upon protocols. Listening actively for spoken information and valuing the contribution of others are also important learning goals.

Reading Fluency

Students will practise using phonic knowledge to syllabify words to accurately read multisyllabic words. When reading selected text excerpts, students will also practise reading with appropriate emphasis, expression, intonation and pausing

Reading Comprehension

When interacting with texts, students will make connections with the text and use key words to make visualisations. Monitoring comprehension when reading will be strengthened as well as thinking about how words are put together to help understand the definition of unfamiliar words.

Spelling

Students will segment words into syllables and sounds to spell. They will also identify the grammatical parts of words and how they affect the spelling. Please see the attachment for further detail.

Vocabulary

Students will build their vocabulary knowledge through defining and analysing words, and working out how affixes change the meaning of base words.

Creating Written Texts

Lessons will centre around using more complex punctuation, adjectives and adverbs to write a narrative with an orientation, complication and resolution structure. Students will also develop the skill of making deliberate language choices to fulfil the purpose and structure of a range of texts.

Handwriting and Digital Transcription

Developing handwriting fluency and legibility will be focal points as well as using digital technologies to create texts.

Mathematics – Term 1 Overview

The Stage 2 Syllabus outlines content, knowledge and skills for students to work towards by the end of Year 4. Please note that for Year 2 students in 2/3M, Stage 1 learning outcomes will be aligned with Stage 2 scope and sequence of lessons.

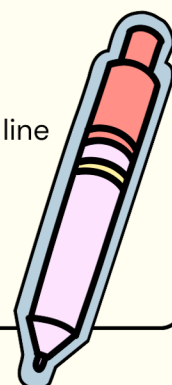
With the implementation of the new curriculum, there is a strong theme of developing mathematical thinking.

A student develops understanding and fluency in mathematics through:

- exploring and connecting mathematical concepts
- choosing and applying mathematical techniques to solve problems
- communicating their thinking and reasoning coherently and clearly

Below is an overview of the focus areas for this term:

- Reading, representing and representing numbers to 5 digits
- Using arrays and multiplication facts for 2,4,5, and 10
- Select strategies flexibly to solve addition and subtraction problems of up to 3 digits
- Model and represent unit fractions, and their multiples, to complete a whole on a number line
- Length: Measure and compare objects using metres, centimetres and millimetres
- Organise, display, and interpret data using tables and graphs



History– Term 1 Overview

First Contacts

In the Stage 2 learning sequence, First Contacts, students examine European exploration and colonisation in Australia to the early 1800s. They examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.

This learning sequence consists of three inquiries. Students will:

- investigate the reasons, causes and effects of the voyage of the First Fleet to New South Wales and its disembarkation at Port Jackson.
- examine the early development of the colony at Port Jackson and the experiences of those living there.
- investigate the nature of contact and the impacts of the spreading colony on the local Aboriginal and Torres Strait Islander Peoples.

Stage 2 Science – with Mrs Androulakis

Living World

This term, Stage 2 students will investigate how agricultural processes are used to grow plants and raise animals. The Living World strand also focuses on designing, planning and producing a product, system or environment that supports the growth of a plant and/or animal that could be used in a healthy meal.

Personal Development/Health/Physical Education

As part of building a safe, respectful and engaging school environment, personal development lessons will address how to get along with others in a kind and respectful way, and how to be responsible for their own, and others' health and safety. Furthermore, they will learn about making healthy and safe decisions, and being physically active. During fitness and sport lessons, students will develop and perform fundamental movement skills where they will explore different approaches to moving their body to effectively participate in games.

Thursday: Fitness– Sports uniform

Friday: PSSA and School Sport– Sports uniform

Creative and Practical Arts

This term will have a focus on visual arts where students will experiment with a range of materials, perspectives and skills to express themselves. They will also explore techniques used in our texts, Fantastic Mr Fox and Iceberg, and use them as inspiration for their own artworks.



Homework

Regular home reading is highly beneficial for students. It allows your child to practise and further develop decoding, accuracy, smoothness, phrasing and expression. Your child's class teacher may recommend and assign specific texts to support reading fluency. **Mathletics** is offered by the school once again this year. Teachers will assign tasks based on content that has been introduced in class. We are currently in the process of setting up this program and will communicate with you once set-up has been completed. Another option for additional learning at home, is to review grapheme – phoneme-correspondences from the subsequent table, and practise saying, segmenting and writing words, or word building and syllabifying to spell. **For additional ways to support your child, refer to the tips included in this newsletter and the following link. Primary school homework tips:** <https://education.nsw.gov.au/schooling/parents-and-carers/going-to-school/learning-resources/homework/helping-your-primary-school-child-with-homework>

Term 1 Phonics and Spelling

Phonological component Working with sounds	Grapheme/ Phoneme Correspondance (Letter sound combination)	Example of words
/ee/	/ee/ as in 'me' is a long vowel phoneme. The most common graphemes that represent the long vowel phoneme /ee/ as in 'me' include: e_e, ey, y, ea, e, ee	Suggested words from <i>Fantastic Mr Fox</i> : valley(s), geese, Bean, lean, mean, turkey(s), tree(s), creep(s), each, beast(s), behind, decent, three Other Sample words: theme(s), cream(s), beacon(s), coffee(s), referee(s), refugee(s), jockey(s), monkey(s), baby-babies, candy-candies, cherry-cherries, berry-berries, inquiry-inquiries
Segment words into syllables. For example, 'coffee' has 2 syllables. Segment words into phonemes. For example, 4 phonemes (c-o-ff=ee)		athlete(s), stream(s), eagle(s), street(s), alley(s), chimney(s), beach(es), peach(es), leash(es), seamstress(es), recess(es) speech(es), screech(es)
/ai/	ai, ay, ey, aigh, eigh, a_e, a	rain-rains-rained-raining, paint-paints-painting-painted, play-plays-played-playing, delay-delays-delaying-delayed, prey-preys-preyed-preying, straighten-straightens-straightened-straightening, weigh-weighs-weighed-weighing, exclaim-exclaims-exclaiming-exclaimed.
Short and long vowel	i, ie, i_e, igh,	iceberg, icy-icier-iciest, sizes, sun-sunny-sunniest fine-finer-finest, kind-kinder kindest, slimy-slimier-slimiest, shiny-shinier-shiniest, bright-brighter-brightest, high-higher-highest, light-lighter-lightest, tight-tighter-tightest, big-bigger-biggest, thin-thinner-thinnest, thick-thicker-thickest, fit-fitter-fittest, dim-dimmer-dimmest
/s/	s, ss, se, ce, c, sc	glass(es), lesson(s), blossom-blossoms-blossomed-blossoming, slice-slices-sliced-slicing, ice-ices-iced-icing, science, scientist(s), fascinate-fascinates-fascinating-fascinated
/oa/	oa, ow, o, oe, o_e	slow-slower-slowest, toasty-toastier-toastiest, nosy-nosier-nosiest, soapy-soapier-soapiest, smoky-smokier-smokiest, close-closer-closest, phoney-phonier-phoniest, snowy-snowier-snowiest, floe, woe

Working together to support your child



As a school community, we value the relationship we have with our parents and carers. Together we will be better able to support the learning journey of our students. We welcome opportunities to partner with you and to discuss your child's learning throughout the year and encourage you to contact your child's teacher/s if you wish to discuss their progress and learning goals.

There are many ways that Lugarno Public School communicates and partners with our school community, including:

- parent/teacher interviews, face-to-face or online
- email updates
- review meetings
- newsletters
- facebook

To answer questions or to discuss your child's learning, please contact the school on:

- ✉ lugarno-p.school@det.nsw.edu.au
- ☎ 9153 9843

Final Words

As a team we are looking to the 2024 academic school year with optimism and passion. With a settled start and an exciting new curriculum, we look forward to an amazing year of learning and growing together with our incredible students. We approach each new day with a positive attitude and commitment to student well-being and progress and look forward to working alongside parents and carers to see students grow and develop.

Kind Regards,
Stage 2 Teachers
Mrs Malakonakis, Mrs Dow & Miss Flanagan



Lugarno Public School



Learning and Growing together