



## Welcome to Upper Division 2026 Term 1 Overview

Dear Parents,

We would like to share with you the learning that will be happening for the first term of school in Stage 2 and Stage 3. Below you will find an overview of the content we will cover in all Key Learning Areas. Miss Miller will teach Stage 2 English and Maths, Geography, PDHPE and Creative Arts for Stage 2 and Stage 3, combined. Mrs Clyde-Smith will teach Stage 3 English and Maths and Science. Miss Abby (School Learning Support Officer) will be working across both classrooms at various times to support students. We are preparing personalised learning plans with students and look forward to discussing goals for your child at our three-way-interviews later this term.

### Weekly Specialist Programs:

Monday	Tuesday	Wednesday	Thursday	Friday
STEM with Mr Jacobs (UNE)			Music with Jess (NECOM)  Orchestra – bring your instrument to school (Paul from NECOM)	Anaiwan Language lessons with Uncle Dave Widders  Scripture  School sport - Tennis

### Additional weekly considerations:

Please note, students in Upper Division do not have a set library day, however, can borrow books at any time throughout the week. Students are welcome to leave their musical instrument stored safely in the bottom classroom storeroom throughout the week, to rehearse during lunch times, if they do not wish to take it home between lessons. P.E. sessions run daily, so students are encouraged to wear appropriate shoes for physical movement throughout the week. Homework is non-compulsory, however, reading for enjoyment at home is encouraged, and work can be organised at the request of families.

### Contact:

Please ensure you contact us through the school phone number or via email to make a time if you wish to meet with us to discuss any school-related matters. This will ensure that we can provide you with our undivided attention on the matter, outside of class time. We will do our best to accommodate all requests and thank you for continuing strong partnerships, in supporting your child through their educational journey.

Kind regards,

Miss Miller & Mrs Clyde-Smith

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## English Stage 2

### **Characterisation | Rowan of Rin by Emily Rodda**

In this unit, students will gain a deeper understanding of the textual concepts of 'characterisation' and 'narrative'. Through the study of the text *Rowan of Rin*, students will explore how authors use dialogue to convey what characters say and think. Students will analyse excerpts of the mentor text and use these as the basis for their own innovation. Students will use their understanding of characterisation to compose a narrative.

Through guided reading and discussion, students will examine the traits, motivations, and development of characters in the story, enhancing their understanding of characterisation as a key element of narrative texts.

Students will engage in creating their own imaginative texts inspired by the themes and characters in *Rowan of Rin*, focusing on developing clear and coherent narratives. The unit will explicitly teach spelling strategies and conventions to support accurate and confident written communication. Handwriting practice will be integrated to promote legible and fluent writing.

Responding to texts, students will use evidence from the novel to articulate their ideas about characters and story events through oral, written, and digital presentations. They will also reflect on how character traits influence plot development and engage the reader.

## English Stage 3

### **Narrative | The Wild Robot by Peter Brown**

In this unit, Stage 3 students will deepen their understanding of the narrative concept, with a strong focus on characterisation, through the study of the text *The Wild Robot* and the animation *Origins*. They will analyse how authors and creators develop characters' traits, motivations, and growth, as well as how narrative patterns build and sometimes challenge reader expectations.

Through guided reading, discussion, and close examination of narrative conventions, students will refine their ability to interpret and respond to texts critically. Using evidence from the mentor texts, they will articulate their ideas about characters and plot developments across oral, written, and digital presentations.

Building on this understanding, students will compose their own imaginative science-fiction narratives, applying characterisation and narrative structures effectively. The unit also explicitly teaches spelling strategies and conventions to support accurate and confident written communication, alongside integrated handwriting practice to promote legible and fluent writing.

## Mathematics Stage 2

### **Weeks 3-4 | The number system extends infinitely to very large and very small numbers**

This unit introduces the big idea that our number system extends infinitely to very large and very small numbers. In this 2-week unit students are provided opportunities to; read, represent and order numbers to thousands, apply place value to partition numbers up to 4-digits and generate and describe patterns to develop knowledge of multiplicative relations.

### **Weeks 5-6 | Addition and subtraction problems can be solved using a variety of strategies**

This unit introduces the big idea that addition and subtraction problems can be solved using a variety of strategies. In this 2-week unit students are provided opportunities to; apply place value to partition and regroup numbers for addition and subtraction problem solving, recognise and explain the connection between addition and subtraction and select efficient strategies when solving problems.

### **Week 7-8 | What needs to be measured determines the units of measurement**

This unit develops the big idea that what needs to be measured determines the unit of measurement. In this 2-week unit students are provided opportunities to; measure and compare lengths of objects using metres centimetres and millimetres, compare and describe features of two-dimensional shapes and represent and read analog time.

### **Week 9-10 | Fractions represent multiple ideas and can be represented in different ways**

This unit introduces the big idea that fractions represent multiple ideas and can be represented in different ways. In this 2-week unit students are provided opportunities to; create fractional and complementary parts of

a length, model, label and describe fractions through fraction strips and fraction walls and explore equivalence and multiplicative relationships of fractions.

## Mathematics Stage 3

### **Weeks 3-4 | The number system extends infinitely to very large and very small numbers**

This unit develops the big idea that our number system extends infinitely to very large and very small numbers. In this 2-week unit, students are provided opportunities to:

- apply place value to partition, regroup and rename numbers to 1 billion
- compare, order and represent decimal numbers to 3 decimal places
- explore the link between multiplicative thinking and place value.

### **Weeks 5-6 | Angles are the primary structural component of many shapes**

This unit develops the big idea that angles are the primary structural component of many shapes. In this 2-week unit students are provided opportunities to:

- estimate and describe the size of angles using known angles as benchmarks
- estimate, measure and compare angles using degrees
- solve problems involving duration, using 12- and 24-hour time.

### **Week 7-8 | Fractions represent multiple ideas and can be represented in different ways**

This unit develops the big idea that fractions represent multiple ideas and can be represented in different ways. In this 2-week unit students are provided opportunities to:

- recognise the role of the number one as representing the whole
- compare and represent fractions of a whole shape and a collection of objects
- solve word problems involving addition and subtraction of fractions and fractional quantities of whole numbers.

### **Week 9-10 | Questions can be asked and answered by collecting and interpreting data**

This unit develops the big idea that that questions can be asked and answered by interpreting data. In this 2-week unit students are provided opportunities to:

- interpret and compare a range of data displays, including data presented in digital media
- identify sources of bias and misleading representations of data
- compare, order and represent decimals.

## Science Stage 2 & 3

### **Weeks 2-4 | Science and Technology**

This term, students will engage in technical drawings which contribute to the design of the perforated steel parapet which will be a part of the new building. This opportunity allows our current students to engage in a real-life contribution to our new school building, in a way that considers a light source through winter, shade in summer, and protection during wet weather, whilst looking aesthetically pleasing and suited to the space. Students will also work together to construct the new aeroponics tower kit which will form the learning for Lower Division students in Term 1, and Upper Division students in Term 2, this year. Aeroponics kit towers serve as highly effective, hands-on learning tools designed to teach sustainable agriculture, plant biology, and environmental stewardship through the "soil-free" growing method. By enabling users—particularly children—to grow plants using a nutrient-rich mist rather than soil, these kits provide a visual and interactive experience that demonstrates how to produce healthy food in minimal space and with reduced water usage.

### **Weeks 5-10 | STEM with Associate Professor Brendan Jacobs**

Students will engage with the SILO STEM project, guided by Associate Professor Brendan Jacobs from the University of New England (UNE). Through weekly visits, Associate Professor Jacobs will provide hands-on learning experiences that inspire curiosity and deepen understanding of STEM concepts. While specific lessons may vary, the focus will be on fostering critical thinking, problem-solving skills, and practical application of science, technology, engineering, and mathematics. Students will benefit from his expertise and interactive approach, making STEM learning both accessible and exciting throughout the term.

## Personal Development, Health and Physical Education Stage 2 & 3

### Unit 1 | PDH Road to Safety | PE Active and Inclusive

This unit teaches students about safety strategies at home, school and in the community, including safe road user behaviours. They create written texts to promote safety and explore the physical, social and emotional changes of growing up, identifying trusted adults and reliable sources for support. In PE, students learn skills and strategies in different types of games and how to be inclusive in physical activity to cater for the different ways people move. Students strengthen self-management skills through goal setting and reflection and apply interpersonal skills to support respectful and positive interactions.

## Geography Stage 2 & 3

### Unit 1 | Australia's Climates

In this unit, students explore how maps and data can be used to understand the world's different climates and how people adapt to them. They investigate how the Sun's energy affects temperature and creates distinct climate zones across the Earth. Using the Köppen Climate

Classification System, students identify and describe the polar, continental, temperate, tropical, and dry climate zones, and locate them in relation to the Equator and Poles.

Building on this understanding, students focus on Australia's climate zones, using choropleth maps and data overlays to interpret patterns in temperature, humidity and vegetation. They identify and compare the characteristics of each climate zone and examine how people design and adapt their environments to suit local conditions.

Students then investigate rainfall patterns across Australia, using maps and column graphs to compare seasonal rainfall in different locations. They identify where rainfall is consistent and where it is seasonal, learning how these variations shape environments and influence daily life.

The final Learning Showcase lesson ties the unit together by allowing students to apply the geographical knowledge and skills they've built throughout their learning. It brings together mapping, data interpretation, and design to show how people adapt to different climates, helping students connect classroom learning to real-world understanding.

## Creative Arts Stage 2 & 3

In Visual Arts students will explore how stories and experiences can be expressed through different visual art forms. They will investigate and respond to artworks that tell stories from diverse cultures, including Indigenous Australian art. Students will develop their skills in drawing, painting, and collage to create artworks that communicate personal and imaginative narratives. Through experimentation with colour, texture, shape, and form, students will learn how artists use visual elements and techniques to convey meaning. They will also engage in discussion and reflection to interpret artworks and share ideas about their creative choices. This unit encourages creativity, cultural appreciation, and critical thinking, fostering students' ability to express their own ideas visually while respecting different perspectives.

On Thursday afternoon we will continue our NECOM Music lessons with Jess. In Music, students will develop their knowledge, skills and understanding in performing music of different styles and from different times and cultures by singing, playing and moving, and in organising sound into musical compositions using musical concepts. They will also develop their knowledge, skills and understanding in listening to and discussing their own music and that of others.

During Orchestra students will explore the rich sounds and roles of wind, brass, and percussion instruments. Guided by the expertise of Paul Marshall, Head of Wind, Brass & Percussion at the New England Conservatorium of Music, students will learn to identify, describe, and perform using these instrument families. They will develop fundamental skills in rhythm, pitch, and ensemble playing through listening activities, group rehearsals, and performance tasks. Students will also discover the role of a conductor and explore how composers use wind, brass, and percussion to create different moods and effects in orchestral music. The unit encourages students to experience making music collaboratively, appreciate the diversity of orchestral timbres, and develop confidence as young musicians.