



Year Prep (Foundation) - 2019 Term 1 Overview

A warm welcome to all Prep families!

Throughout the term, the students will be engaged in contemporary learning activities that will support them to develop fundamental skills across all areas of the learning. A range of visual, kinesthetic, play-based and inquiry-based experiences will be provided to challenge each of the students to develop and extend their understanding of the world in which they live.

Beginning this term and continuing throughout the year, the students will investigate the Habits of Mind and the use of a Growth Mindset. The Habits of Mind are a set of 16 problem solving, life related skills which include; ***persisting, thinking flexibly, striving for accuracy, applying past knowledge to new situations and managing impulsivity.***

The Growth Mindset approach to learning enables the students to develop skills to support a positive attitude towards failure. In the classroom, a culture is developed that instills in the students an understanding that mistakes help us learn and that the right kind of effort equates to greater achievement over time.

I look forward to getting to know your child and working collaboratively with you in our complementary roles as co-educators. Please feel welcome to contact me should you have any questions or concerns about your child and their learning.

RELIGION

Praying to Jesus the Good Shepherd

In this unit, the students are introduced to the image of Jesus Christ as the Good Shepherd as they learn about prayer as talking and listening to God.

Through this unit the students will:

- be introduced to the prayer space and the objects and symbols that make up this space
- learn some of the behaviours and actions of prayer, including making the Sign of the Cross
- create a shared class morning prayer.



Following Jesus Loving and Serving

In this unit, the students begin to learn about Lent and Holy Week.

Through this unit the students will:

- be introduced to the stories of 'The Lost Sheep', 'The Washing of the Feet' and 'The Last Supper'
- be introduced, through these stories, to Jesus Christ as the one who loves us.

INTEGRATED CURRICULUM

Me and my School

As part of this unit, the students will explore their personal identity and the ways in which they belong to different groups such as their families, class and school. Over the term, the students will research the three school values, 'I am a friend', 'I am a learner' and 'I am respectful' and will identify ways that they can put these values into action. The students will also focus on cyber safety, exploring their rights and responsibilities and naming actions that they can take to ensure they are safe online.

At the conclusion of the unit, the students will be able to:

- identify their likes and dislikes, abilities and strengths
- identify the rules and routines of the school, the classroom and home
- understand that within each group they belong to, they have certain rights and responsibilities
- they have responsibilities to ensure they treat others with respect, tolerance and fairness and ensure everyone's personal safety
- they have responsibilities to use technology responsibly.

MATHEMATICS:

The Mathematics curriculum is built around three mathematical areas: number, measurement and geometry, and statistics and probability. Mathematics learning exposes the students to important mathematical ideas, and develops the knowledge and skills that they will use in their personal lives.

In Term 1, the focus is:

Number

- connecting number names and numerals to 10
- reading, writing and interpreting single digit numbers
- ordinal number - first, second, third, fourth, last (up to tenth)
- place value making 10 (bundles) using a variety of objects
- counting - the students will be introduced to counting initially forwards and backwards by 1s up to 100
- subitising- the students will develop the ability to instantaneously recognise the number of objects in a small group without counting, e.g. the numbers on a dice.

Shape

- identifying the features of a variety of 2D shapes and be able to name and sort them.

Length and Mass:

- comparing objects and deciding which is longer & heavier
- estimating, measuring and comparing the size of objects
- using informal methods, e.g. string, blocks, icy pole sticks, to measure the length of an object or space
- estimating and measuring the amount of liquid a container can hold using informal units of measurement.

ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together, the three strands focus on developing the students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

The students will be involved in whole class, small group and individual reading and writing learning experiences.



Reading:

Through modelled, shared, guided and independent reading activities, the students will:

- learn effective reading strategies (e.g. picture cues, sounding out, using the context of the story, predicting, reading on)
- develop understandings about the concepts of print and will be able to know that text is read from left to right
- identify and locate headings, punctuation marks, upper and lowercase letters
- learn some commonly used words.

Writing

Through modelled, shared, guided and independent writing activities, the students will:

- tell personal stories and respond to literature through pictures
- use their growing knowledge of sounds and words to write letters, words and sentences to accompany their pictures
- begin to write recounts about their experiences which include the '5Ws'- who, what, where, when and why.

Throughout the term, the students will:

- be exposed to a range of fine motor strengthening activities to assist them with their handwriting
- focus on the mechanics of handwriting including the correct pencil grip and seating posture, the starting and finishing points of letters and the directional movement of the hand
- learn and practise the correct upper and lowercase letter formation
- be taught to write from left to right on the page, forming letters of a uniform size.



Through the focus on phonemic awareness the students will:

- be able to hear and identify the beginning, middle and ending sound in words
- identify the difference between a letter and a word
- identify rhyming words
- identify syllables in words.

Through the focus on phonics the students will

- begin to explore the letter names and sounds of the letters in the alphabet.
- begin to blend known sounds together to read and make words.

Speaking and Listening

The students will be encouraged to further develop their skills to speak clearly and listen and respond in a variety of formal and informal ways.

In addition, each student will:

- participate in a themed 'Show and Tell' once a week where they will speak to the class about a particular topic and use pictures, photos or other items to support the topic they will be discussing
- be supported to actively and respectfully listen and respond to the presenter through comments or questions.

Suggested Home Activity

You can further support your child's learning at home by providing opportunities to engage in reading and encouraging them to locate various letters and sounds in words. Ask your child to identify what letters particular words start with and play games such as 'I Spy' in which letters and sounds are the focus.

SOCIAL and EMOTIONAL LEARNING

The students have begun the year by identifying classroom behaviours that are reflective of the three School Values, 'I am a learner', 'I am a friend' and 'I am respectful'. The students are being introduced to the Social and Emotional Learning program called, 'The Resilience Project'. Lessons in the Project are focused on three key strategies:

- Gratitude
- Empathy (kindness)
- Mindfulness

The lessons for this term are titled:

- 'A Good Friend' - learning to identify some actions of a good friend
- 'Sharing is Caring' - learning to understand that problems can be solved by sharing
- 'Feelings' - learning to identify different feelings
- 'Being a Helper' - learning to reflect on times when they have helped others.



DIGITAL TECHNOLOGIES

Digital technology is essentially the breakdown of messages, signals or forms of communication between the creating device and the receiving device. The students will be introduced to common digital systems and patterns that exist within the data that they collect. This term the students will:

- explore how current digital systems such as computers, smartphones, tablets and laptops have evolved over time
- use digital systems to present information.

PHYSICAL EDUCATION

This term in Physical Education, the students will:

- learn about the importance of incorporating physical activity into their lives.
- further develop their fundamental motor skills, which include the run, strike, leap, catch and overarm throw.
- practise the skills of athletics
- participate in the school-wide 'Garmin Step Challenge' by recording steps taken and kilometres travelled, which will be used to plot the students' journey around Australia

The term culminates in the Twilight Sports carnival on April 3 at Chelsworth Park. Please watch the Newsletter for further details.

Jules Brooks

jbrooks@miivanhoe.catholic.edu.au

VISUAL ARTS

The students will be exploring ideas related to themselves, their experiences, observations and imagination to create visual artworks to present, share and display throughout Term 1.

The students will:

- experiment with different materials and techniques to make art works in response to personal experiences and shared literature
- learn about colour, line, texture and shape and how they can use these elements to create works of art
- respond to visual artworks.

LIBRARY

This term in the library, the Prep students will:

- explore and become familiar with the library layout and procedures
- identify and locate the picture fiction section of the library
- borrow and return a library book weekly
- become familiar with the correct procedure for borrowing and returning books to the school library and be taught how to look after library resources
- be exposed to a variety of picture books focusing on rhyme and repetition
-



Library Borrowing Day is Monday and all students are required to have a library bag. Please remember, 'No bag, no borrowing'.

ITALIAN

The Prep children will be introduced to simple greetings and numbers in Italian this semester. By doing so, they will form the basis of a beginning Italian vocabulary.

A wide range of activities will be utilised to achieve this including songs, games, puzzles, cartoons, online activities, reading books and art activities.

Signor John

jcruikshank@miivanhoe.catholic.edu.au

PERFORMING ARTS

The students will:

- learn several news songs in preparation for the end of year concert
- explore rhythm through voice and movement
- explore pitch and learn note names using the glockenspiel
- count beats using musical finger exercises
- move to rhythm and count the beat
- listen to various styles of music and discuss.

Simon Lewis

slewis@miivanhoe.catholic.edu.au

SCIENCE

Science provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications to our lives. Learning in Science supports students to develop scientific knowledge, understandings and skills.

This term, the students will begin by considering the questions, 'What is Science?', 'What is a scientist?' and 'Where do scientists work?'. By sharing their previous knowledge and experiences with each other, the students will begin to develop collaborative skills and a shared scientific language and mindset.

The Prep students will continue to use this language and mindset as they explore Biological Science. The students will:

- identify the differences between living and non-living things and name the basic needs of living things, such as food, water and shelter.



Janelle Baldwin

jbaldwin@miivanhoe.catholic.edu.au

REMINDERS

Library bag – **Monday**

Phys. Ed. Specialist– **Tuesday** – sports uniform to be worn

Italian – **Tuesday**

Science - **Tuesday**

Performing Arts – **Thursday** – sports uniform to be worn

Classroom PE – **Thursday** - sports uniform to be worn

Visual Arts – **Thursday** –Art Smock required (These will be collected and kept in the classroom)

Sports Uniform: A friendly reminder that as part of the school rollover to the new sports uniform, all Preps should have the new uniform in 2019.



IMPORTANT DATES & EXTRA CURRICULA ACTIVITIES

Ash Wednesday Mass	Wednesday	6	March	10:30am	MI Church
Celebration of Learning	Wednesday	13	March	9:15-11am 2-4, 5-6pm	MI School
National Day Against Bullying	Friday	15	March		MI School
Arty Farty Festival	Sunday	17	March	10am	Burgundy Street Heidelberg
Harmony Day	Thursday	21	March		MI School
Tennis Program Session 2	Friday	22	March		MI School
Tennis Program Session 3	Friday	29	March		MI School
Tennis Program Session 4	Monday	1	April		MI School
School Photos	Tuesday	2	April		MI School
Twilight Sports 1pm Dismissal	Wednesday	3	April	4-7pm	Chelsworth park
Stations of the Cross	Friday	5	April	11:45am	MI Church
End of Term 1	Friday	5	April	1pm	

Contact: Please feel free to contact me should you have any questions or concerns.
svesey@miivanhoe.catholic.edu.au



Year 1 - 2019 Term 1 Overview

A warm welcome back to all families.

Contemporary learning will continue to be a focus in the Year 1 learning area. The students will continue to move along the Mindset Continuum and develop a Growth Mindset and positive learning dispositions through the Habits of Mind that enable them to be better thinkers and be able to respond to challenges. This involves actions such as taking responsibility for self and others, being effective thinkers, embracing challenges, persevering and taking risks, being problem solvers and finders, being creative, curious and open-minded, welcoming feedback and setting learning, behavioural and social goals. The students will continue to reflect on their behaviour within the context of our school values. Further developing positive self-regard, personal resilience and happiness will be fostered through the approach of Gratitude, Empathy and Mindfulness as expressed in, 'The Resilience Project'.

RELIGION

To begin the year, each class has set up their prayer spaces and written individual prayers to make a class prayer book. The two units of learning this term are:



Love One Another

The students will learn about the Christian way of relating to others.

The understandings for this unit are that:

- Jesus Christ teaches his people to love one another as he loves them
- Jesus Christ shows people how to forgive
- being a good friend involves saying sorry and forgiving
- Jesus Christ healed people in need
- it is important to say thank you to God and others.

Lent and Holy Week

In this unit, the students will learn about Lent and the events of Jesus Christ's life that are celebrated in Holy Week.

The understandings for this unit are that:

- Ash Wednesday is the beginning of Lent
- Lent is a time for prayer, fasting and service
- Lent and Holy Week are important times in the Church year and are celebrated through liturgy, story, symbols and actions
- Lent and Holy week recall the life, death and resurrection of Jesus Christ.



INTEGRATED CURRICULUM

You, Me and Us

As part of this unit, the students will:

- explore the ways in which they belong to different groups such as their families, classrooms, school and local community
- investigate the rules of different places, and their rights and responsibilities within them as well as identifying their personal connections to different places
- unpack our three school values, 'I am a friend', 'I am a learner' and 'I am respectful' and identify ways that they can put these values into practise
- focus on 'Cyber Safety', exploring their rights and responsibilities and naming actions that they can take to ensure they are safe online.



MATHEMATICS:

The students' mathematical understanding, fluency, problem solving and reasoning skills will be developed in all sessions.

In Term 1 the focus will be:

Number:

- counting by different numbers to and from 100 by ones, from any starting point. Skip count by 2s, 5s and 10s starting from zero
- partitioning: representing numbers in different ways (5= 4+1, 2+3 etc.)
- subitising: the students will develop the ability to automatically recognise the number of objects in a small group e.g. numbers on a dice without counting the objects.



Chance and Data:

- identify everyday events that involve 'chance' and will also create displays of data using lists, table and picture graphs, and interpret them.

Place Value:

- recognise, model, read, write and order numbers to at least 100 and locate these numbers on a number line
- count collections to 100 by partitioning numbers using place value.



Suggested Home Activity

Counting forwards and backwards by 1s up to at least 100.

ENGLISH

The Literacy program aims to enhance the students' speaking, listening, reading, writing and thinking skills. The program is designed to include a combination of whole-class activities, shared small-group activities and individual learning opportunities. Class lessons often conclude with the students reflecting on and sharing what they have learnt with the whole class.

The key focus areas in Literacy are:

- Reading
- Writing
- Speaking & Listening
- Handwriting

Modelled, shared, guided and independent reading and writing are daily practices.

READING

The learning will focus on reading fluency, comprehension and word knowledge skills and the strategies that help the students to become effective readers. The students will be involved in learning experiences which will develop effective reading strategies such as:

- maintaining focus to construct meaning
- checking on understandings, using language structures and meaning to anticipate text
- processing print with fluency, noticing and using punctuation
- predicting
- using picture cues
- sounding out
- using the context of the story
- reading on.



HOME READING

Year 1 students are expected to read every night. They will be responsible for changing their take home books on **Monday, Wednesday and Friday** mornings, however students are welcome to do so more often, should they wish to do so. Please ensure that they bring their book-bag whenever they change their books. The students have Reading Diaries where they are to record the titles of books they have read. We encourage parents to listen to and read with their child and sign the diary each night.

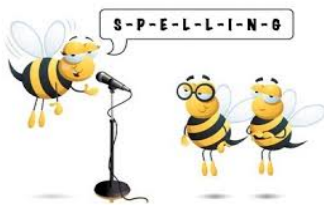
Writing

This term the focus will be on:

- writing recounts and narratives – exploring the language features and structure of these text types
- practising the writing process, which includes planning, composing, recording, revising and publishing (where appropriate)
- the correct use of simple punctuation such as, the use of full stops and capital letters.



The focus for this term is on the correct formation of the letters and the placement of lower and upper case letters on the correct lines, as well as on using the correct pencil grip and having good writing posture.



A variety of spelling strategies will be developed through the year in order to assist the students to become independent and successful spellers. The spelling program consists of:

- high frequency words
- phonological awareness (letter/sound knowledge)
- onset and rime (cat – ‘c’ is the onset and ‘at’ is the rime)
- CVC words (consonant, vowel, consonant e.g. ‘pig’. The

focus is on short vowel sounds).

One strategy that will be focused on is the CHIMP method (investigate, practise and check) of spelling.

CH	<u>C</u> hunk the word
I	<u>I</u> nvestigate the word
M	<u>M</u> ake an image like a TV screen in your head of the word
P	<u>P</u> ractise writing the word while saying the sounds as letters are written

Speaking and Listening

The students will participate in various formal and informal learning experiences to develop their listening and speaking skills.

The focus this term will be to:

- engage in conversations and discussions using active listening behaviours, showing interest and contributing ideas, information and questions
- display interaction skills including turn-taking, recognising the contribution of others and speaking clearly, using appropriate volume and pace.



SOCIAL and EMOTIONAL LEARNING

The students have begun the year revisiting our School Wide Positive Behaviours matrix and suggesting classroom behaviours that are reflective of the three School Values, 'I am a learner', 'I am a friend' and 'I am respectful'.

The students are being introduced to the Social and Emotional Learning program called, 'The Resilience Project'. Lessons in the project are focused on four key strategies:

- Gratitude
- Empathy (kindness)
- Mindfulness
- Emotional Literacy



The lessons for this term are titled:

- 'No You Can't Play'- learning to communicate our feelings nicely and identifying strategies when we have no one to play with
- 'Wilma Jean the Worry Machine'- learning to recognise that we can control some of our worries
- 'Feelings and Bodies'- learning to recognise that emotions can affect our bodies and minds
- 'Different Perspectives'- learning to define empathy and to suggest how other people may be feeling.

ITALIAN

The students will continue to focus on Italian greetings and simple conversations. As revision plays a large part of any language program, the students will regularly go over previous learnings including Italian numbers and animal names. By doing this we continue to build on our Italian vocabulary.

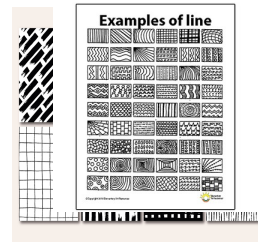
A wide range of activities is utilised to achieve this including songs, games, puzzles, cartoons, online activities reading books and art activities.

Signor John

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VISUAL ARTS

The main focus in Visual Arts this term is line and pattern. Line is one of the elements of art that sets the foundation for art creating. The learning experiences focus on an introduction to line while creating engaging and colourful works of art. The students will learn about different types of lines (straight, zig-zag, wavy, etc.) and how to use them in a repeated pattern.



This term in Visual Arts, the students will:

- create an art work focusing on the contour line
- add patterns to drawings using a variety of lines and a variety of materials
- use lines and shapes to create a picture
- respond to visual artworks by identifying art elements used.

Tilla Ricci

PERFORMING ARTS

The students will:

- further investigate percussion instruments and their use in an ensemble
- explore rhythm using syllables in songs and through spoken word performance
- use syllables in names and words to make the connection to rhythm
- use words to inspire rhythmic patterns
- learn to count in music, when to play and when to rest
- explore pitch and learn note names using the glockenspiel
- count using musical finger exercises
- listen to various styles of music and discuss the rhythm
- gain a basic introduction to playing the ukulele.
- learn new songs for inclusion in the end of year concert.

Simon Lewis

slewis@miivanhoe.catholic.edu.au

PHYSICAL EDUCATION

This term in Physical Education, the students will:

- learn about the importance of incorporating physical activity into their lives
- further develop their fundamental motor skills, which include the run, strike, leap, catch and overarm throw
- practise the skills of athletics
- participate in the school- wide, 'Garmin Step Challenge' by recording steps taken and kilometres travelled, which will be used to plot the students' journey around Australia.

The term culminates in the Twilight Sports carnival on April 3 at Chelsworth Park. Please watch the Newsletter for further details.

Jules Brooks

jbrooks@miivanhoe.catholic.edu.au

SCIENCE

Science provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications to our lives. Learning in Science supports students to develop scientific knowledge, understandings and skills.



This term, the students will begin by considering the questions, 'What is Science?', 'What is a scientist?' and 'Where do scientists work?'. By sharing their previous knowledge and experiences with each other, the students will begin to develop collaborative skills and a shared scientific language and mindset.



The key focus this term is Biological Science. The students will:

- record observations about living things and comparing and contrasting their parts
- identify different habitats and the living, non-living and once living things in the studied habitats.

Janelle Baldwin

jbaldwin@miivanhoe.catholic.edu.au

LIBRARY

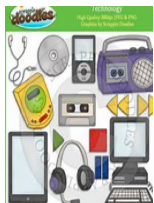
This term in the library, the students will:

- revise the correct procedures for borrowing and returning books as well correct care for the library's resources
- revise terminology: author, illustrator, spine, spine label, title and blurb
- explore the labels on book spines
- learn that picture fiction books are shelved in alphabetical order using the authors' surnames participate and share in the enjoyment of some of the latest picture fiction books and complete activities in response to these.

Maria Delaney and Tilla Ricci

DIGITAL TECHNOLOGIES

Digital technology is essentially the breakdown of messages, signals or forms of communication between the 'creating' device and the 'receiving' device. The students will be introduced to common digital systems and patterns that exist within the data that they collect.



This term the students will:

- explore how current digital systems such as computers, smartphones, tablets and laptops have evolved over time
- use digital systems to present information.

Maria Delaney

REMINDERS

Change Home reading books – **Monday, Wednesday and Friday**

Library- **Monday** - library bag to be brought for borrowing

Physical Education Specialist – **Tuesday** – sport uniform to be worn

Performing Arts - **Tuesday**

Italian – **Tuesday**

Science - **Tuesday**

Visual Arts – **Thursday**

Classroom PE – **Thursday** – sport uniform to be worn

Home Reading – **every night**

IMPORTANT DATES

Ash Wednesday Mass	Wednesday	6	March	10:30am	MI Church
Celebration of Learning	Wednesday	13	March	9:15-11am 2-4, 5-6pm	MI School
National Day Against Bullying	Friday	15	March		MI School
Arty Farty Festival	Sunday	17	March	10am	Burgundy Street Heidelberg
Harmony Day	Thursday	21	March		MI School
Tennis Program Session 2	Friday	22	March		MI School
Tennis Program Session 3	Friday	29	March		MI School
Tennis Program Session 4	Monday	1	April		MI School
School Photos	Tuesday	2	April		MI School
Twilight Sports 1pm Dismissal	Wednesday	3	April	4-7pm	Chelsworth park
Stations of the Cross	Friday	5	April	11:45am	MI Church
End of Term 1	Friday	5	April	1pm	

CONTACTS

I appreciate your support and look forward to working together in complementary roles in furthering your child's learning. If you have any queries, questions or concerns throughout this year, please do not hesitate to email, call or organise a time to see me.

Maria Delaney

maria@miivanhoe.catholic.edu.au



Year 2 - 2019 Term 1 Overview

A warm welcome back to all families.

Contemporary learning will continue to be a focus in the Year 2 learning area. The students will continue to move along the Mindset Continuum and develop a Growth Mindset and learning dispositions through the Habits of Mind that enable them to be better thinkers and be able to respond to challenges. This involves actions such as taking responsibility for self and others, being effective thinkers, embracing challenges, persevering and taking risks, being problem solvers and finders, being creative, curious and open-minded, welcoming feedback and setting learning, behavioural and social goals. The students will continue to reflect on their behaviour within the context of our school values. Positive self-regard, personal resilience and happiness will be fostered through the values of Gratitude, Empathy and Mindfulness through 'The Resilience Project'.



RELIGION

To begin the year, each class has set up their prayer spaces and written individual prayers to make a class prayer book.

The Term 1 units of learning are:

Love One Another

The students will learn about the Christian way of relating to others.

The understandings for this unit are that:

- Jesus Christ teaches his people to love one another as he loves them
- Jesus Christ shows people how to forgive
- being a good friend involves saying sorry and forgiving
- Jesus Christ healed people in need
- it is important to say 'thank you' to God and others.



Lent and Holy Week

In this unit, the students will learn about Lent and the events of Jesus' life that are celebrated in Holy Week.

The understandings for this unit are that:

- Ash Wednesday is the beginning of Lent
- Lent is a time for prayer, fasting and service
- Lent and Holy Week are important times in the Church year and are celebrated through liturgy, story, symbols and actions
- Lent and Holy week recall the life, death and resurrection of Jesus Christ
- Jesus' actions during the Last Supper demonstrate how Christians are invited to be people of service.



INTEGRATED CURRICULUM

You, Me and Us.

Through this unit the students will:

- explore the ways in which they belong to different groups such as their families, class, school and local community

- investigate the rules of different places, and their rights and responsibilities within them, as well as identifying their personal connections to different places
- unpack our three school values, 'I am a friend', 'I am a learner' and 'I am respectful' and will identify ways that they can put these values into practise
- focus on 'Cyber Safety', exploring their rights and responsibilities and naming actions that they can take to ensure they are safe online.

MATHEMATICS

The students' mathematical understanding, fluency, problem solving and reasoning skills will be developed in all sessions.

In Term 1 the focus will be:

Number:

- practise counting by different numbers such as 1s, 2s, 5s and 10s, from different starting points, counting forward and backwards
- partitioning: representing numbers in different ways ($5 = 4+1$, $2+3$ etc)
- subitising: the students will develop the ability to automatically recognise the number of objects in a small group without counting e.g. the numbers on a dice.



Chance and Data:

- identify everyday events that involve chance and create displays of data using lists, table and picture graphs, and interpret them.

Place Value:

- develop skills in recognising, modelling, reading, writing and ordering numbers.

ENGLISH

The English program aims to enhance the students' speaking, listening, reading, writing and thinking skills. The program is designed to include a combination of whole-class activities, shared small-group activities and individual learning opportunities. Lessons often conclude with the students reflecting on and sharing what they have learnt with the whole class.

The key focus areas in English are:

- Reading
- Writing
- Speaking & Listening.



Modelled, shared, guided and independent reading and writing are daily practices.

Reading

The students will be involved in learning experiences which will develop reading skills through the use of narrative texts. This term the focus will be on the following:

- prediction – looking for clues about the story from the front cover, illustrations and blurb
- sentence context – using the knowledge of the text read so far
- reading with fluency and expression - the importance of following punctuation when reading aloud
- analysing what good readers do when reading.

Home Reading

The students are expected to read every night. They will be responsible for changing their take home books on **Monday, Wednesday and Friday** mornings, however students are welcome to do so more often.

Home Learning

Home Learning includes completing the following tasks:

- reading for about 10 minutes and recording the title of the book in their Reading Diary
- practising and learning spelling words based on a letter pattern, e.g. 'oo' words
- practising number facts, e.g. tens facts.

Home Learning is handed out and collected each Monday. Please remember that home learning is meant to be enjoyable and should not cause any stress in the family. If your child is unable to complete their home learning, please let us know.

Writing

This term the focus will be on:

- writing recounts and narratives – exploring the features and structure of these text types
- practising the writing process, which includes planning, composing, recording, revising and publishing (where appropriate)
- the correct use of simple punctuation such as, the use of full stops, capital letters, commas and exclamation marks.

A variety of spelling strategies will be developed through the year in order to assist the students to become independent and successful spellers. The spelling program consists of:

- high frequency words
- phonological awareness (letter/sound knowledge)
- onset and rime (cat – 'c' is the onset and 'at' is the rime)
- CVC words (consonant, vowel, consonant e.g. 'pig'. The focus is on short vowel sounds).

One strategy that will be focused on is the CHIMP method (investigate, practice and check) of spelling.

CH	<u>C</u> hunk the word
I	<u>I</u> nvestigate the word
M	<u>M</u> ake an image like a TV screen in your head of the word
P	<u>P</u> ractise writing the word while saying the sounds as letters are written

The focus for this term is the correct formation of letters and the placement of lower and upper case letters on the correct lines, as well as on using the correct pencil grip and having good writing posture.

Speaking and Listening

The students will participate in various formal and informal learning experiences to develop their listening and speaking skills.

The focus this term will be:

- using appropriate language and vocabulary for appreciating and responding to texts
- exploring different ways of expressing emotions, including verbal, visual, body language and facial expressions
- discussing how authors create characters using language and images.

SOCIAL and EMOTIONAL LEARNING

The students have begun the year revisiting our School Wide Positive Behaviours matrix and suggesting behaviours that are reflective of the three School Values, 'I am a learner', 'I am a friend' and 'I am respectful'.

The students are being introduced to the Social and Emotional Learning program called 'The Resilience Project'. Lessons in the project are focused on three key strategies:

- Gratitude
- Empathy (kindness)
- Mindfulness
-

The focus for this term will be:

- Bouncing Back - learning to bounce back when things don't go our way
- Together Everyone Achieves More - learning to identify strategies to improve teamwork
- Emotions- learning to identify different emotions
- Empathy- learning to develop an understanding of empathy.



ITALIAN

The students will continue to focus on Italian greetings and simple conversations. As revision plays a large part of any language program, the students will regularly go over previous learnings including Italian numbers and animal names. By doing this the students will continue to build on their Italian vocabulary.

A wide range of activities is utilised to achieve this including songs, games, puzzles, cartoons, online activities reading books and art activities.

Signor John

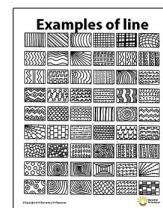
jcruiyshank@miivanhoe.catholic.edu.au

VISUAL ARTS

The main focus in Visual Arts this term is line and pattern. Line is one of the elements of art that sets the foundation for creating art works. The learning experiences focus on an introduction to line, while creating engaging and colourful works of art. The students will learn about different types of lines (straight, zig-zag, wavy, etc.) and how to use them in a repeated pattern.

This term in Visual Arts, the students will:

- create an art work focusing on the contour line
- add patterns to drawings using a variety of lines and a variety of materials
- use lines and shapes to create a picture
- respond to visual artworks by describing ideas.



Tilla Ricci

PHYSICAL EDUCATION

This term in Physical Education, the students will:

- learn about the importance of incorporating physical activity into their lives
- further develop their fundamental motor skills, which include the run, strike, leap, catch and overarm throw.
- practise the skills of athletics
- will participate in the school-wide 'Garmin Step Challenge' by recording steps taken and kilometres travelled, which will be used to plot the students' journey around Australia.

The term culminates in the Twilight Sports carnival on April 3 at Chelsworth Park. Please watch the Newsletter for further details.

Jules Brooks

jbrooks@miivanhoe.catholic.edu.au

PERFORMING ARTS

The students:

- will further investigate percussion instruments and their use in an ensemble
- will explore rhythm using syllables in songs and spoken word performance
- use syllables in names and words to make the connection to rhythm
- use words to inspire rhythmic patterns
- learn to count in music, when to play and when to rest
- explore pitch and learn note names using the glockenspiel
- count using musical finger exercises
- listen to various styles of music and discuss the rhythm
- gain a basic introduction to playing the ukulele.
- learn new songs for inclusion in the end of year concert.

Simon Lewis

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SCIENCE

Science learning provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications to our lives. Learning in Science supports students to develop scientific knowledge, understandings and skills.



In Year 2 this term, the students will begin by considering the questions, 'What is Science?', 'What is a scientist?' and 'Where do scientists work?'. By sharing their previous knowledge and experiences with each other, the students will begin to develop collaborative skills and a shared scientific language and mindset.

The key focus this term is Biological Science. The students will be:

- developing their scientific literacy skills by making and recording observations about living things, comparing and contrasting their parts
- identifying different habitats and the living, non-living and once-living things in the habitats
- comparing the types of shelter living things use, the food they eat and the ways in which they protect themselves.

Janelle Baldwin

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LIBRARY

This term in the library, the students will:

- revise the correct library procedures for borrowing and returning books as well correct care for its resources
- revise terminology: author, illustrator, spine, spine label, title and blurb
- explore the labels on book spines
- learn that picture fiction books are shelved in alphabetical order using the authors' surnames.
- participate and share in the enjoyment of some of the latest picture fiction books and complete activities in response to these.

Maria Delaney and Tilla Ricci

DIGITAL TECHNOLOGY

Digital Technology is the breakdown of messages, signals or forms of communication between the 'creating' device and the 'receiving' device. The students will be introduced to common digital systems and patterns that exist within the data that they collect.



This term in Technology the students will:

- explore how current digital systems such as computers, smartphones, tablets and laptops have evolved over time
- use digital systems to present information and data.

Maria Delaney

REMINDERS

Visual Arts – Monday

Digital Technology - Monday

Change Home reading books – Monday, Wednesday and Friday

Science - Tuesday

Italian - Tuesday

Physical Education Specialist – Tuesday – sport uniform to be worn

Library- Wednesday - library bag to be brought for borrowing

Performing Arts - Thursday

Classroom PE – Thursday – sport uniform to be worn

IMPORTANT DATES

Ash Wednesday Mass	Wednesday	6	March	10:30am	MI Church
Celebration of Learning	Wednesday	13	March	9:15-11am 2-4, 5-6pm	MI School
National Day Against Bullying	Friday	15	March		MI School
Arty Farty Festival	Sunday	17	March	10am	Burgundy Street Heidelberg
Harmony Day	Thursday	21	March		MI School
Tennis Program Session 2	Friday	22	March		MI School
Tennis Program Session 3	Friday	29	March		MI School
Tennis Program Session 4	Monday	1	April		MI School
School Photos	Tuesday	2	April		MI School
Twilight Sports 1pm Dismissal	Wednesday	3	April	4-7pm	Chelsworth park
Stations of the Cross	Friday	5	April	11:45am	MI Church
End of Term 1	Friday	5	April	1pm	

We appreciate your support and look forward to working together in complementary roles in furthering your child's learning. If you have any queries, questions or concerns throughout this year, please do not hesitate to email, call or organise a time to see us.

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Year 3 2019 Term 1 Overview

Welcome to the 2019 school year!

Contemporary learning will continue to be a focus in the Year 3 learning area. The students will continue to move along the Mindset Curriculum Continuum and develop a Growth Mindset and learning dispositions, through the Habits of Mind that enable them to be better thinkers and be able to respond to challenges. This involves actions such as taking responsibility for self and others, being effective thinkers, embracing challenges, persevering and taking risks, being problem solvers and finders, being creative, curious and open-minded, welcoming feedback and setting learning, behavioural and social goals. The students will continue to reflect on their behaviour within the context of our school values. Positive self-regard, personal resilience and happiness will be fostered through the values of Gratitude, Empathy and Mindfulness through, 'The Resilience Project'.

The 'Habits of Mind' are an identified set of 16 problem solving, life related skills. This term we will be focusing on ***persisting, listening with understanding and empathy and managing impulsivity.***



PERSONAL LEARNING



The students have planned and drafted their Term 1 learning goals. Setting their learning goals, assists the students in focusing on themselves as learners and gives them one or two specific aspects to attend to and aim to accomplish. The students will be encouraged to take action in their own learning and decision making. By doing this, they will be developing a deeper understanding about themselves and how they learn.

The students will use 'Learning Logs' as a tool to maintain a record of the processes they go through with their learning. They will use these records to reflect on what they have been learning during Mathematics and English sessions and to identify what strategies they are using to support their learning.

RELIGION

Forgiveness and Healing

In this unit, the students will explore the concepts of forgiving and healing through the Sacrament of Reconciliation.

The understandings for this unit are that:

- Jesus Christ shows people how to forgive
- being a good friend involves saying sorry and forgiving
- there are stages of Reconciliation in a relationship: admitting wrong; saying sorry; being forgiven; making up
- Gospel stories demonstrate Jesus' example of forgiveness.



Lent and Holy Week

In this unit, the students will learn about Lent and the events of Jesus Christ's life that are celebrated in Holy Week.

The understandings for this unit are that:

- Lent is a season when Christians think about the way Jesus Christ gave himself to others
- Christians can follow Jesus Christ by loving and giving of themselves
- during Lent, groups and individuals share what they have to bring hope to others



- during Holy Week and Easter, Christians remember and celebrate that Jesus Christ shared the gift of himself in His Last Supper, and in His death and in resurrection
- through the symbols, signs, actions and rituals of Holy Week and Easter, Christians remember the Passion, death and resurrection of Jesus Christ.

INTEGRATED STUDIES

You, Me, Us

As part of this unit, the students will:

- explore the ways in which they belong to different groups such as their families, class, school and local community
- investigate the rules of different places, and their rights and responsibilities within them, as well as identifying their personal connections to different places
- unpack our three school values, 'I am a friend', 'I am a learner' and 'I am respectful' and identify ways that they can put these values into practise
- focus on 'Cyber Safety', exploring their rights and responsibilities and naming actions that they can take to ensure that they are safe online.



The outcomes for this unit are that students will be able to:

- describe actions that help make the classroom and playground a healthy, safe and active place
- explain the rights and responsibilities of being respectful, a learner and a friend
- explain how decisions can be made democratically and the role of local government
- recognise the importance of rules and distinguish between rules and laws.

MATHEMATICS

Mathematics lessons begin with learning activities which involve the students using strategies that build number sense and problem solving skills. The students are given opportunities to verbalise and share their mathematical thinking in solving various problems involving number, measurement and geometry.

The Mathematics program focuses on developing the students mathematical understanding, fluency, reasoning, and problem-solving skills. These four areas enable the students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The following topics will be covered in Term 1:

Number:

- skip count, forwards and backwards, by 2s, 3s, 5s, and 10s
- investigate the conditions required for a number to be odd or even
- identify odd and even numbers
- demonstrate numbers in various ways, e.g. $7 = 2 + 5$, $3 + 4$, etc.

Count by	SKIP COUNTING
2	2 4 6 8 10 12 14 16 18 20 22 24
3	3 6 9 12 15 18 21 24 27 30 33 36
4	4 8 12 16 20 24 28 32 36 40 44 48
5	5 10 15 20 25 30 35 40 45 50 55 60
6	6 12 18 24 30 36 42 48 54 60 66 72
7	7 14 21 28 35 42 49 56 63 70 77 84
8	8 16 24 32 40 48 56 64 72 80 88 96
9	9 18 27 36 45 54 63 72 81 90 99 108

Place Value:

- reading, writing and ordering 3 digit numbers
- identifying the value of digits within a number – e.g. $23 = 2$ tens and 3 ones
- ordering numbers
- rounding numbers to the nearest 10, 100 or 1000
- adding and subtracting 10, 100 or 1000 to/from numbers.

Chance:

- conduct chance experiments
- identify and describe possible outcomes
- recognise variation in results.

Outcomes	Frequency
Heads	26
Tails	24
Total	50

Data:

- collect data
- organise into categories
- create displays using lists, tables, picture graphs and simple column graphs

Colour	Number of Smilies	Frequency
Green		7
Orange		8
Blue		5
Pink		6
Yellow		11
Red		8
Purple		7
Brown		3
Grey		2

ENGLISH

Reading

The students have been listening to a class novel, 'Fantastic Mr Fox' by Roald Dahl. The students will engage in comprehension and creative reading response lessons based on the text and they will be prompted to engage with the story by asking and responding to questions.



The students will be:

- examining the features of narrative texts
- looking carefully at examples to highlight the structures, vocabulary and plot development techniques that authors use.

Writing

The focus this term is narrative and persuasive writing.

The students will:

- identify the main parts and key language features of each text type
- be given opportunities to write their own imaginative and persuasive texts.

Throughout all writing tasks, the students will be encouraged to revise and edit to improve punctuation and grammar, and the clarity of the expression of their ideas.

Each week, the students will investigate an area of grammar or punctuation and then seek to include it in their own writing.

This term they will be looking at:

- adjectives
- capital letters
- proper nouns
- full stops, question marks, exclamation marks.



Spelling strategies will be developed through the year in order to assist the students to become independent and successful spellers. The main spelling strategy is the CHIMP method. The spelling words this term will explore the following letter sounds and patterns:

- 'b', 'bb' sound as in 'balloon' and 'ribbon'
- 'a' as in 'apple'
- 'k', 'c', 'qu', 'ck', 's', 'ch' as in 'king', 'quick', 'chip'
- 'e', 'ea' sound as in 'egg' and 'head'
- 'd' sound as in 'duck' and 'paddle'
- 'i' as in 'igloo'
- 'f', 'ff', 'ph' as in 'fish', 'cliff' and 'phone'
- 'o', 'a' as in 'orange' and 'watch'
- 'g', 'gg' as in 'girl' and 'egg'.



Speaking and Listening

The students will participate in various formal and informal learning experiences to develop their listening and speaking skills.

The focus this term will be to:

- give reasons for personal preferences when discussing and exploring texts
- compare opinions about characters, events and settings in and between texts
- communicate and express ideas in various settings.

HOME LEARNING

Home Learning includes completing tasks:

- reading for about 15 minutes and recording the title of the book in their school diary
- practising and learning spelling words based on a letter pattern, e.g. 'oo' words
- practising number facts, e.g. times tables.

Home Learning is handed out and collected each Monday. Please remember that home learning is meant to be enjoyable and should not cause any stress in the family. If the students are unable to complete their home learning, please let us know.

SOCIAL and EMOTIONAL LEARNING

The students have begun the year revisiting our School Wide Positive Behaviours matrix and suggesting behaviours that are reflective of the three School Values, 'I am a learner', 'I am a friend' and 'I am respectful'.



The students are being introduced to the Social and Emotional Learning program called, 'The Resilience Project'. Lessons in the Project are focused on four key strategies:

- Gratitude
- Empathy (kindness)
- Mindfulness
- Emotional Literacy.

The focus this term will be:

- Character Strengths - learning to identify our character strengths
- Identifying and Describing emotions - learning to identify and describe different emotions
- Defining and Understanding the importance of Empathy - learning to define empathy and learning to understand the importance of showing empathy
- Defining and Practising Mindfulness - learning to define what mindfulness is and learning to practise meditation as a mindfulness strategy.

LIBRARY

This term in the library, the students will:

- revise correct library procedures
- use the '5 finger test' to help them choose fiction books to borrow
- be introduced to or revise the DEARS (Drop Everything and Read Silently) concept which sees all students have the opportunity to browse and read books for 10-15 minutes each library session
- explore a range of fiction and non-fiction books
- identify characteristics of fiction and non-fiction books
- use the spine and shelf labels to locate and return books correctly.



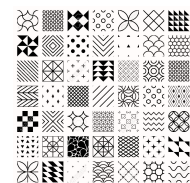
Tilla Ricci

VISUAL ARTS

The main focus in Visual Arts this term is line and pattern. Line is one of the elements of art that sets the foundation for creating works of art. The learning experiences focus on an introduction to line, while creating engaging and colourful works of art. The students will learn about different types of lines (straight, zig-zag, wavy, etc.) and how to use them in a repeated pattern. .

This term in Visual Arts, the students will:

- draw from observation
- create detailed patterns
- create artworks incorporating a variety of lines and patterns
- identify and discuss how ideas are expressed in artworks from a range of places, times and cultures.



Tilla Ricci

ITALIAN

The students will continue to focus on Italian greetings and simple conversations. As revision plays a large part of any language program, the students will regularly go over previous learnings including Italian numbers and animal names. By doing this we continue to build on our Italian vocabulary.

A wide range of activities is utilised to achieve this including songs, games, puzzles, cartoons, online activities reading books and art activities.

Signor John

jcruikshank@miivanhoe.catholic.edu.au

PERFORMING ARTS

The students will:

- further investigate percussion instruments and their use in an ensemble
- explore rhythm using syllables in songs and spoken word performance
- use syllables in names and words to make the connection to rhythm
- use words to inspire rhythmic patterns
- learn to count in music, when to play and when to rest
- explore pitch and learn note names using the glockenspiel
- count using musical finger exercises
- listen to various styles of music and discuss the rhythm in a basic introduction to playing the ukulele
- learn new songs for inclusion in the end of year concert

Simon Lewis

slewis@miivanhoe.catholic.edu.au

PHYSICAL EDUCATION

This term in Physical Education the students will:

- continue to develop the motor skills, such as throwing and catching, to participate in softball, tee-ball and cricket
- learn the rules of the above games
- revisit and practise the skills used in athletics
- participate in the 'Beep Test' to record the students' current fitness level
- participate in the school wide 'Garmin Step Challenge' by recording steps taken and kilometres travelled, which will be used to plot the students' journey around Australia
- take home the 'PE Bag' - over the course of the year each student will get a turn.

The term culminates with the Twilight Sports Carnival on April 3, at Chelsworth Park. Please watch the Newsletter for further details.

Jules Brooks

jbrooks@miivanhoe.catholic.edu.au

SCIENCE

Science learning provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications to our lives. Learning in Science supports students to develop scientific knowledge, understandings and skills.

The students will begin their science studies by considering the questions, 'What is Science?', 'What is a scientist?' and 'Where do scientists work?'. By sharing their previous knowledge and experiences with each other, the students will develop collaborative skills and begin to develop a shared scientific language and mindset.

The key focus this term is Biological Science. The students will be:

- developing their scientific literacy skills by making and recording observations about habitats
- identifying living, non-living and once living things in habitats
- comparing the types of shelter living things use, the food they eat and the ways in which they protect themselves.



Janelle Baldwin

jbaldwin@miivanhoe.catholic.edu.au

REMINDERS

Home Reading – every night (recorded in their Home Learning book)

Show and Tell – Monday (Cooney), Wednesday (Cunningham), Friday (Rogan)

Visual Arts - Monday

Digital Technologies - Monday

Home Learning – due every Monday

Physical Education – Tuesday

Italian - Tuesday

Science - Tuesday

Library - Wednesday

Classroom Sport - Thursday

Performing Arts - Thursday

IMPORTANT DATES

Ash Wednesday Mass	Wednesday	6	March	10:30am	MI Church
Celebration of Learning	Wednesday	13	March	9:15-11am 2-4, 5-6pm	MI School
National Day Against Bullying	Friday	15	March		MI School
Arty Farty Festival	Sunday	17	March	10am	Burgundy Street Heidelberg
Harmony Day	Thursday	21	March		MI School
Tennis Program Session 2	Friday	22	March		MI School
First Reconciliation	Thursday	28	March	6pm	MI Church
Tennis Program Session 3	Friday	29	March		MI School
Tennis Program Session 4	Monday	1	April		MI School
School Photos	Tuesday	2	April		MI School
Twilight Sports 1pm Dismissal	Wednesday	3	April	4-7pm	Chelsworth park
Stations of the Cross	Friday	5	April	11:45am	MI Church
End of Term 1	Friday	5	April	1pm	

Contact Email:

Tilla Ricci: tilla@miivanhoe.catholic.edu.au



Year 4 – 2019 Term 1 Overview

Welcome to the 2019 school year.

The year ahead promises to be full of exciting, engaging and purposeful learning experiences. The students will be continuing to develop the many attributes that contribute to them becoming lifelong learners. A Growth Mindset and the Habits of Mind will be frameworks to promote deep thinking in a flexible, creative and critical manner. The students will participate in, 'The Resilience Project', which provides the students with practical strategies to build resilience and happiness, through gratitude, empathy(kindness), and mindfulness.

The Habits of Mind are an identified set of 16 problem solving, life related skills. This term the focus will be on:

- ***persisting***
- ***managing impulsivity***
- ***thinking flexibly***



PERSONAL LEARNING

The students have written their Term 1 learning goals.

Setting their learning goals assists the students in:

- focusing on themselves as learners
- striving to make improvements in specific aspects of their learning
- taking action in their own learning and decision making.



The students will use 'Learning Logs' as a tool to maintain a record of the processes and growth they make with their learning. They will use these records to reflect on what they have been learning during sessions and to identify the strategies they are using to support their learning.

RELIGION

Meeting God Through Prayer

The main understandings covered in this unit are that:

- people experience God through creation, Scripture, prayer and through other people
- when people spend time alone with God their friendship with God grows
- there are many forms of prayer – personal, traditional and communal.



Alleluia - He is Risen

The main understandings covered in this unit are that:

- during Lent, Christians grow closer to God and others through prayer, fasting and almsgiving
- Easter is a time to remember and celebrate when Jesus Christ died and rose from the dead
- the greatest event in the Church's year is Easter
- the death and resurrection of Jesus Christ is a gift of hope.

INTEGRATED STUDIES

Learning to Live Together

The students begin the year with a reflection on our school values of 'I am a learner', 'I am a friend' and 'I am respectful' and what these look like in various parts of the school. They will look at their responsibilities in upholding our school values and specifically what behaviours they can exhibit across the school to show these values.

The main understandings of our unit are that:

- decisions can be made democratically
- rules are important
- people can participate in their community as active citizens
- local government has an important role within our community
- there are differences between rules and laws.



MATHEMATICS

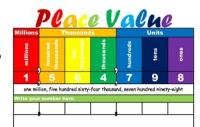
Our Mathematics lessons begin with learning activities which involve the students using strategies that build number sense and problem solving skills. During each lesson the students are given opportunities to verbalise and share their mathematical thinking in solving various problems involving number, measurement and geometry.

The Mathematics program focuses on developing the students mathematical understanding, fluency, reasoning, and problem-solving skills. These four areas enable the students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The following topics will be covered in Term 1:

Place Value:

- reading, writing and ordering numbers of up to 5 digits
- identifying the value of digits within a number – e.g. $163 = 1$ hundred, 6 tens, 3 ones
- rounding numbers to the nearest 10, 100 or 1000
- adding and subtracting 10, 100 or 1000 to numbers
- recognising that numbers can be 'broken up' in many ways, e.g. $154 = 15$ tens and 4 ones or 14 tens and 14 ones.



Addition:

Developing a range of mental and written strategies to solve addition problems.

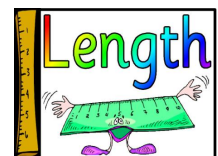
Using strategies such as

- counting on
- bridging to ten
- doubling
- near doubles
- adding ten, hundred and one thousand.



Length and Perimeter:

- measuring items using various measuring tools
- ordering and comparing objects according to length and perimeter.



Chance

- describing possible everyday events and order their chances of occurring
- identifying everyday events where one cannot happen if the other happens -e.g. if it is hot you won't be wearing a fur coat
- identifying events where the chance of one will not be affected by the occurrence of the other -e.g. a new baby could be a boy or a girl regardless of siblings.

ENGLISH

Writing

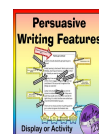
This term the students will be writing narratives. The students will be given opportunities to write their own imaginative texts employing the knowledge of what makes a good narrative. They will examine the structure and language features of narratives, including:

- orientation (when, where, who or what)
- complication (dilemma or problems that sets off the events)
- sequence of events (triggered by the complication)
- resolution (climax or ending where the problem is resolved)
- ending (a description of the final outcome)
- use of descriptive language
- use of consistent tense (first or third person).



The students will also be exploring and writing persuasive texts, examining their structure and features and in particular

- the use of emotive language
- how effective arguments are developed
- the use of humour
- the use of rhetorical questions (a question asked in order to create a dramatic effect or to make a point rather than to get an answer)



Throughout all writing tasks, the students will be encouraged to revise their work and make adjustments to improve punctuation and grammar, and the clarity of the expression of their ideas.

Reading

The students have been listening to a class novel, 'The Lion, the Witch and the Wardrobe' by C. S. Lewis and will engage in:

- comprehension and creative reading response lessons based on the text
- responding to questions
- examining the features of narrative texts looking carefully at examples to highlight structures, vocabulary and plot development that authors use.



Each week, the students will investigate an area of grammar or punctuation and then seek to include it in their own writing.

This term the focus will be:

- sentence construction
- paragraphs
- adjectives
- full stops, question marks, exclamation marks.



Spelling strategies will be developed through the year in order to assist the students to become independent and successful spellers. The main spelling strategy is the CHIMP method. (CH for chunking, I for investigate, M for memorize and P for practise)

The spelling words this term will identify different letter patterns that produce the same sound. The students will become more aware that they should use visual, sound and meaning strategies to become strategic spellers.

The spelling patterns that will be explored this term will be:

- 'b', 'bb' as in 'balloon' and 'ribbon'
- 'a' as in 'apple'
- 'k', 'c', 'qu', 'ck', 'x' and 'ch' as in 'kite', 'car', 'queen', 'sock', 'fox' and 'school'
- 'e', 'ea' as in 'egg' and 'head'
- 'd', 'dd' as in 'duck' and 'paddle'
- 'i' as in 'igloo'
- 'f', 'ff', 'ph' as in 'fish', 'cliff' and 'phone'
- 'o' and 'a' as in 'orange' and 'watch'.



Speaking and Listening

The students have many formal and informal opportunities to develop their speaking and listening skills. The focus this term will be

- developing interaction skills such as acknowledging another's point of view, using familiar and new vocabulary
- using a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently
- practising active listening.

HOME LEARNING

Home Learning is handed out and collected each Monday.

Home Learning will include:

- Spelling (an activity based on their 5 spelling words for the week)
- Maths (practising of number facts)
- reading (ten minutes each night, recorded in their diary).

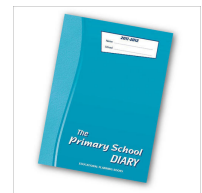
Please remember that home learning is meant to be enjoyable and should not cause any stress in the family. If your child is unable to complete their home learning, please let us know via email or a note in your child's diary.

The students are required to use their school diaries as an organisational tool. At the beginning of each week, the students will record key events for the coming week. The diary is also used to record the texts the students are reading. Each week, the students are required to have their diaries signed by a parent or guardian and submit their diary to their classroom teacher on Monday. This will help the students to develop personal organisational skills.

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

The students will be introduced to the Social and Emotional program called, 'The Resilience Project'. All lessons in the project are focused on three key strategies-

- Gratitude (the art of being thankful and appreciating what you have in life)
- Empathy (Kindness - the capacity to understand and feel what another person is feeling)
- Mindfulness (the practise of attention regulation)



The following lessons will be covered this term:

- Lesson 1 - Introduction to Character Strengths - learning to develop an understanding of character strengths
- Lesson 2 - Strength Spotting - learning to identify our own character strengths
- Lesson 3 - Introduction to Emotional Literacy - learning to identify and describe different emotions in ourselves and others
- Lesson 4 - What is Empathy? - learning to understand the meaning of empathy.

DIGITAL TECHNOLOGIES

Digital Technologies develops the students' creative and critical thinking skills by requiring them to analyse a problem then design, construct, evaluate and communicate a solution.

The students will develop key skills including:

- problem solving
- creativity
- critical analysis
- teamwork
- independent thinking
- initiative
- communication
- digital literacy.



While the use of digital tools (i.e. computers, iPads, digital cameras) is an integral component of this learning area, this term, the students will be challenged to explore open-ended problems which require a 'hands on' approach to learning, requiring them to build objects which are a solution to

the problem that has been posed. The students will also be involved in learning tasks to develop basic skills in coding.

Marisa Sibillin

LIBRARY

Weekly library lessons have commenced and students are already reading and learning in our beautiful library!

The theme that students will be focusing on this term is 'I Am a Reader'. This unit of work has been designed to encourage all students to see themselves as competent and confident readers, who read a wide range of texts for many different purposes.

Through the planned learning experiences students will:

- reflect on their preferred types of texts, including novels, comic books and magazines
- describe their preferred reading genres, such as science-fiction, adventure or sport
- discuss their favourite texts and authors
- create a wish list of books they would like to read in future
- share how different books have made them feel
- compare and contrast different texts
- make connections between texts and their own experiences, as well as to the wider world
- borrow and scan their own books, choosing from the Fiction and Non-Fiction collection.

Library borrowing day is Friday.

Mrs Campbell will be opening the Library during lunchtime on Wednesdays for all students. This is a great opportunity for the students to come in and find a quiet space to read, borrow a book, draw, play games or just talk quietly with their friends.

Happy Reading!

Megan Holmes

ITALIAN

This term the students will focus on Italian words pertaining to weather, climate and the seasons.

As revision plays a large part of any language program, the students will regularly go over previous learnings including Italian numbers, transportation, aspects of Italian culture and Italian phrases related to shopping. By doing this, they continue to build on their Italian vocabulary.

A wide range of activities is utilised to achieve this including songs, games, puzzles, cartoons, online activities reading books and art activities.

Signor John

jcruikshank@miivanhoe.catholic.edu.au

PERFORMING ARTS

The students will:

- focus on learning about the ukulele this term and how it can be used to accompany songs
- learn the open strings of the ukulele and guitar using rhymes
- learn to play the chords C, F and A minor
- explore pitch and note names using the glockenspiel
- use musical finger exercises to count beats
- listen to various styles of music and discuss
- move to various styles of music and understand beats and bars.
- be introduced to sing, and then to perform live with instruments as part of the end of year concert.

Simon Lewis

slewis@miivanhoe.catholic.edu.au

PHYSICAL EDUCATION

This term in Physical education the students will:

- continue to develop the motor skills, such as throwing and catching, to participate in softball, tee-ball and cricket
- learn the rules of each of the above games
- revisit and practise the skills used in athletics
- participate in the 'Beep Test' to record the students' current fitness level
- participate in the school wide 'Garmin Step Challenge' by recording steps taken and kilometres travelled, which will be used to plot the students' journey around Australia.
- take home the 'PE Bag'- over the course of the year each student will get a turn.

The term culminates with the Twilight Sports Carnival on April 3, at Chelsworth Park. Please watch the Newsletter for further details.

Jules

jbrooks@miivanhoe.catholic.edu.au

Brooks

SCIENCE

Science provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications to our lives. Learning in Science supports students to develop scientific knowledge, understandings and skills to make informed decisions about a range of issues.

This term, the students will begin their scientific studies by considering the question, 'Why do we study Science?'. By sharing their previous knowledge and experiences with each other, the students will further develop collaborative skills and begin to develop a shared scientific language and mindset.

The key focus this term is Biological Science. This term the students will be:

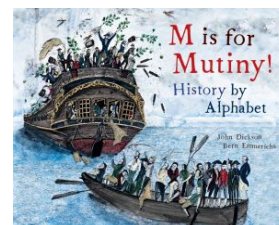
- making and recording observations of living things as they grow and change throughout their life cycles
- describing and comparing life cycle stages for plants and animals
- investigating a variety of habitats, identifying the relationships between living and non-living things in the habitats

Janelle Baldwin

jbaldwin@miivanhoe.catholic.edu.au

VISUAL ARTS

In Visual Arts this term, the students will be given the opportunity to study the artwork of Bern Emmerichs, a local Australian artist. Bern Emmerichs is a Victorian artist who focuses on Australian history, including the First Fleet. The students will be designing their own artworks whilst linking to Emmerichs' work through scratch art, painting on ceramics and rocks as well as collage and colouring. Whilst preparing to complete their artwork, the students will also be researching this important time in our country's history by reading 'M is for Mutiny', a very detailed picture storybook about settlement in Australia. The students will revisit this book a number of times throughout the term for inspiration to use in their own works.



Jules

jbrooks@miivanhoe.catholic.edu.au

Brooks

REMINDERS

Home Reading – every night (recorded in the student’s school diary)

Show and Tell – see timetable in the classroom

Home Learning – due in on Mondays

Diaries - due in on Mondays

Physical Education, Italian and Science - Tuesdays

Performing Arts - Thursdays

Visual Art, Library and Digital Technology - Fridays

Classroom sport - Fridays

IMPORTANT DATES

Ash Wednesday Mass	Wednesday	6	March	10:30am	MI Church
Celebration of Learning	Wednesday	13	March	9:15-11am 2-4, 5-6pm	MI School
National Day Against Bullying	Friday	15	March		MI School
Arty Farty Festival	Sunday	17	March	10am	Burgundy Street Heidelberg
Harmony Day	Thursday	21	March		MI School
Tennis Program Session 2	Friday	22	March		MI School
Tennis Program Session 3	Friday	29	March		MI School
Tennis Program Session 4	Monday	1	April		MI School
School Photos	Tuesday	2	April		MI School
Twilight Sports 1pm Dismissal	Wednesday	3	April	4-7pm	Chelsworth park
Stations of the Cross	Friday	5	April	11:45am	MI Church
End of Term 1	Friday	5	April	1pm	

We look forward to a happy and successful year. Please do not hesitate to contact us with any concerns, questions or comments.

Our emails addresses are

bhealy@miivanhoe.catholic.edu.au

jbrooks@miivanhoe.catholic.edu.au



Year 5 - 2019 Term 1 Overview

Throughout this term, the students will be supported through a range of learning experiences which incorporate the use of contemporary tools such as the Habits of Mind and the dispositions which lead to a Growth Mindset. These tools sit alongside our school values, 'I am a learner', 'I am a friend' and 'I am respectful' and complement the main principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will be provided with relevant and purposeful learning opportunities where core knowledge and skills are integrated across the curriculum. Contemporary literacies will be used in order to encourage reflection, high order thinking, creativity, critical thinking and collaboration.



RELIGION

Teach us to Pray

In this unit, the students will explore various forms of prayer in the Christian tradition. They will compose their own prayer to share during class prayer times.

The understandings for this unit are that:

- the Church has a rich tradition of formal and informal ways of praying including meditation, contemplation and vocal prayer
- Jesus' prayer to God, The Lord's Prayer, teaches Christians how to pray to God
- Christians use various kinds of prayer: thanksgiving, petition, praise and sorrow.

Sacred Stories-Sacred People

In this unit, the students will learn about how God influenced the lives of people from the Old Testament.

The understandings for this unit are that:

- through story, people share the significant people, events, places and times, beliefs and values that shape their history and identity
- the Bible consists of many books about the people, events, places and beliefs of the people of God
- the Old Testament tells the story of the People of Israel and their relationship to God
- the New Testament tells the story of Jesus Christ and the beginning of the Christian community.



New Beginnings

In this unit, the students explore the Catholic beliefs about death, resurrection and eternal life. They examine the Resurrection stories in the Gospels and the symbols of the Easter Vigil that express light, hope and new life.

The understandings of this unit are that:

- death is an end to life and also a new beginning
- for all God's people, life is changed, not ended, in death
- through his resurrection, Jesus Christ's followers were able to recognise his presence among them in a new way
- Christians are called to recognise and celebrate signs of new life in the world.

INTEGRATED TOPICS

Cybersafety

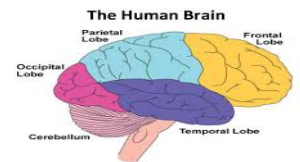
The students will:

- continue to learn about the appropriate use of the internet and how they can best protect their own privacy and respect the privacy of others
- learn about the responsible use of online communication tools and how to respond if inappropriate content occurs
- complete online activities about cyber safety strategies and techniques and then apply these skills.

Our Amazing Brain

In this neuroscience unit the students will:

- gain an understanding of how the brain processes information into learning
- learn about how the brain works and what happens when they learn
- learn about how changing one's mindset and using the Habits of Mind, facilitates learning.



MATHEMATICS

The Victorian Curriculum outlines four Mathematical Proficiencies: understanding, fluency, problem solving and reasoning. The proficiencies describe how the students engage with the content of the unit of work and their developing knowledge.

Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them in to the learning. This can include the revision of multiplication and division facts, counting, skip counting and purposeful Mathematics games.

The units of work for this term are:

- developing a Mathematical Mindset: thinking mathematically through problem solving
- place value: estimation, rounding, recording, representing and ordering numbers into and beyond the millions, number patterns, equivalent numbers sentences
- order of operations applying BODMAS and writing equivalent numbers sentences
- perimeter: calculating and comparing the perimeter of different areas
- length: converting between common units of length (e.g. mm, cm, m, km)
- area: calculating and comparing the area of varying shapes.

ENGLISH

Reading

The students will be involved in whole class, small group and individual reading skills activities. There will be a strong focus on further developing effective reading strategies and comprehension skills, enabling the students to locate literal and inferential information and make evaluative judgements.



Writing

The focus will be on the language features and structures of persuasive texts and narrative texts. The writing focus for Term 1 will be the development of editing skills. The Habit of Mind that will be focused on to improve the students' editing skills, is Striving for Accuracy. The students will learn a process to follow to ensure that all aspects of writing are accurately incorporated in their written work.

The students will be involved in handwriting sessions each week, with a continued focus on correct letter formation, fluency and presentation.

The students will be investigating and learning about:

- phonological knowledge - vowel sounds and sound patterns 'ar' 'ai' and 'ay'
- word function knowledge - plurals, adding 's' or 'es', words ending 'y'
- meaning knowledge - homophones
- word history - root wo



The students will be investigating and learning about

- common and abstract nouns
- collective nouns
- proper nouns
- plural nouns and noun groups
- adjectives and adjectives to describe and compare characters.

Speaking & Listening

The students will continue to develop their speaking and listening skills through:

- Participating in classroom discussions to share and evaluate their learning, experiences and opinions
- Using appropriate volume, tone and pitch when delivering oral presentations, sharing their learning or offering opinions
- Actively listening to others in the learning spaces and in a variety of learning activities.

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project', delivers an emotionally engaging program to students and is based on Gratitude, Empathy/Kindness, Mindfulness. The students will take part in this project every Wednesday afternoon throughout this term.

The topics that will be covered in lessons this term include:

- Character Strengths - identifying personal character strength
- Spotting my Strengths - identifying and describing personal character strengths
- Getting in touch with your emotions - identifying and describing different emotions
- Empathy is..... - identifying and describing empathic behaviours
- Introduction to mindful bodies - defining mindfulness
- What is Gratitude - defining gratitude and reflecting on things we are grateful for.



HOME LEARNING and STUDENT DIARIES

The students are required to read nightly and record this in their Student Diary. Other home learning may include research, English, including spelling, and Mathematics activities. **We ask that parents sign the Diaries each week.** Diaries will be checked each Friday by the classroom teacher. **Diaries are to be at school every day, as we use these as an integral learning tool.**

ITALIAN

This term the students will focus on Italian words and short phrases related to various countries and nationalities.

As revision plays a large part of any language program, the students will regularly go over previous learnings including Italian numbers, transportation, clothing, aspects of Italian culture and Italian phrases related to shopping. By doing this, they continue to build on their Italian vocabulary.

A wide range of activities is utilised to achieve this including songs, games, puzzles, cartoons, online activities reading books and art activities.

The students are encouraged to regularly check their school email inbox for Google quizzes and other activities that 'bridge the gap' between lessons.

Signor John

jcruikshank@miivanhoe.catholic.edu.au

DIGITAL TECHNOLOGIES

Digital Technologies develops the students' creative and critical thinking skills by requiring them to analyse a problem then design, construct, evaluate and communicate a solution.

The students will develop key skills including:

- creativity
- critical analysis
- teamwork
- independent thinking
- initiative
- communication
- problem solving
- digital literacy.

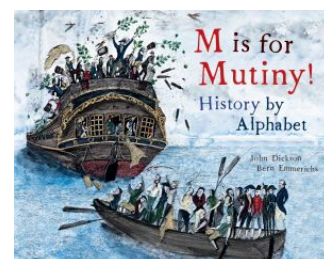


While the use of digital tools (i.e. computers, iPads, digital cameras) is an integral component of this subject, this term, the students will be challenged to explore open-ended problems which require a 'hands on' approach to learning, requiring them to build objects which are a solution to the problem that has been posed. The students will also be involved in learning tasks to develop basic skills in coding.

Marisa Sibillin

VISUAL ARTS

In Visual Arts this term, the students will be given the opportunity to study the art work of Bern Emmerichs, a local Australian artist. Bern Emmerichs is a Victorian artist who focuses on Australian history, including the First Fleet. The students will be designing their own artworks whilst linking to Emmerichs' work through scratch art, painting on ceramics and rocks as well as collage and colouring. Whilst preparing to complete their artwork, the students will also be researching this important time in our country's history by reading 'M is for Mutiny', a very detailed picture storybook about settlement in Australia. The students will revisit this book a number of times throughout the term for inspiration to use in their own works.



Jules Brooks

jbrooks@miivanhoe.catholic.edu.au

PHYSICAL EDUCATION

This term in Physical education the students will:

- continue to develop the motor skills, such as throwing and catching, to participate in softball, tee-ball and cricket
- learn the rules of each of the above games
- revisit and practise the skills used in athletics
- participate in the 'Beep Test' to record the student's current fitness level
- participate in the school wide 'Garmin Step Challenge' by recording steps taken and kilometres travelled, which will be used to plot the students' journey around Australia.
- begin to take home the 'PE Bag'- over the course of the year each student will get a turn

The term culminates with the Twilight Sports Carnival on April 3, at Chelsworth Park. Please watch the Newsletter for further details.

Jules Brooks

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SCIENCE

Science provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications to our lives. Learning in Science supports students to develop scientific knowledge, understandings and skills to help make informed decisions about a range of issues.



This term, the students will begin their scientific studies by considering the question, 'Why do we study Science?'. By sharing their previous knowledge and experiences with each other, the students will further develop collaborative skills and begin to develop a shared scientific language and mindset.

The key focus this term is Biological Science. The students will:

- continue developing their scientific literacy skills by researching and recording their findings about adaptations in living things.
- be exploring how animals and plants have developed certain structural features in order to adapt to their environments to help them survive.
- use scientific methods to investigate different Australian habitats and compare how Australian animals and plants have adapted to these habitats.

Janelle Baldwin

jbaldwin@miivanhoe.catholic.edu.au

PERFORMING ARTS

The students will be:

- exploring the elements of music needed to write a song, primarily, chords, melody and lyrics
- learning several songs that will give the students the skills to start composing their own music
- learn the open strings of the ukulele
- learn finger numbers and plucking and strumming,
- learn to play the chords C, F and A minor and G
- explore pitch and note names using the glockenspiel
- learn about scales and arpeggios on the glockenspiel
- learn musical finger exercises to count beats
- listen to various styles of music and discuss
- learn a song for the end of year concert.

Simon Lewis

slewis@miivanhoe.catholic.edu.au

LIBRARY

Weekly library lessons have commenced and the students are already reading and learning in our beautiful library!

The theme that the students will be focusing on this term is, 'I Am a Reader'. This unit of work has been designed to encourage all the students to see themselves as competent and confident readers, who read a wide range of texts for many different purposes.

Through the planned learning experiences, students will:

- reflect on their preferred types of texts, including novels, comic books and magazines
- describe their preferred reading genres, such as science-fiction, adventure or sport
- discuss their favourite texts and authors
- create a wish list of books they would like to read in the future
- share how different books have made them feel
- compare and contrast different texts
- make connections between texts and their own experiences, as well as to the wider world.

This term, the students will borrow and scan their own books, choosing from the Fiction and Non-Fiction collection.

Library borrowing day is Friday.

Mrs Campbell will be opening the Library during lunchtime on Wednesdays for all students. This is a great opportunity for the students to come in and find a quiet space to read, borrow a book, draw, play games or just talk quietly with their friends.

Happy Reading!

Megan Holmes

mholmes@miivanhoe.catholic.edu.au

REMINDERS

Tuesdays:

- Physical Education Specialist - sport uniform to be worn
- Science
- Italian

Thursdays - Weekly:

- Performing Arts

Fridays- Weekly:

- Library
- Visual Art
- Digital Technologies

IMPORTANT DATES

Ash Wednesday Mass	Wednesday	6	March	10:30am	MI Church
District Soccer Round Robin (selected students)	Friday	8	March	Full day	Chelsworth Park
Celebration of Learning	Wednesday	13	March	9:15-11am 2-4pm, 5-6pm	MI School
National Day Against Bullying	Friday	15	March		
FIRE Carrier Student Day	Friday	15	March		
Arty Farty Festival	Sunday	17	March	10am	Burgundy Street, Heidelberg
Young Leaders Conference	Monday	18	March	8am-4pm	Melbourne Convention and Exhibition Centre
Anointing Mass	Wednesday	20	March	10:30am	MI Church
Harmony Day	Thursday	21	March		MI School
Tennis program, Session 2	Friday	22	March		MI School
Tennis Program Session 3	Friday	29	March		MI School
Tennis Program Session 4	Monday	1	April		MI School
School Photos	Tuesday	2	April		MI School
Twilight Sports School dismissed at 1pm	Wednesday	3	April	4-7pm	Chelsworth Park
Stations of the Cross	Friday	5	April	11:45am	MI Church
End Term 1	Friday	5	April	1pm	

CLASSROOM TEACHER CONTACT INFORMATION:

We appreciate your support and look forward to continuing to work together in complementary roles in furthering your child's education. If you have any queries, questions or concerns throughout this term, please do not hesitate to email, call or organise a time to see your child's classroom teacher.

Email addresses:

mholmes@miivanhoe.catholic.edu.au

aodonnell@miivanhoe.catholic.edu.au



Year 6 - 2019 Term 1 Overview

Throughout this term, the students will be supported through a range of learning experiences which incorporate the use of contemporary approaches such as the Habits of Mind and the dispositions which lead to a Growth Mindset. These tools align with our school values of, 'I am a learner', 'I am a friend' and 'I am respectful' and complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum. Contemporary literacies will be used in order to encourage reflection, high order thinking, creativity, critical thinking and collaboration.



RELIGION

Teach Us to Pray

In this unit, the students will explore various forms of prayer in the Christian tradition. They will compose their own prayer to share during class prayer times.

The understandings for this unit are that:

- the Church has a rich tradition of formal and informal ways of praying including meditation, contemplation and vocal prayer
- Jesus' prayer to God, The Lord's Prayer, teaches Christians how to pray to God
- Christians use various kinds of prayer: thanksgiving, petition, praise and sorrow.



Sacred Stories-Sacred People

In this unit, the students will learn about people from the Old Testament and how their relationship with Jesus Christ.

The understandings for this unit are that:

- through story, people share the significant people, events, places and times, beliefs and values that shape their history and identity
- the Bible consists of many books about the people, events, places and beliefs of the people of God
- the Old Testament tells the story of the People of Israel and their relationship to God
- the New Testament tells the story of Jesus Christ and the beginning of the Christian community.

New Beginnings

In this unit, the students explore the Catholic beliefs about death, resurrection and eternal life.

The understandings for this unit are that:

- death is an end to life and also a new beginning.
- through his resurrection Jesus Christ's followers were able to recognise his presence among them in a new way
- heaven is eternal life with God
- Christians are called to recognise and celebrate signs of the Resurrection and new life in the world.



INTEGRATED TOPICS

Cybersafety



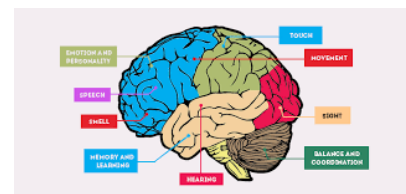
The students will:

- continue to learn about the appropriate use of the internet and how they can best protect their own and others' privacy
 - learn about the responsible use of online communication tools and how to respond if inappropriate content occurs
 - complete an online cyber safety program which focuses on making the right choices online
 - cover topics including communicating safely online, protecting privacy and social networking
- acquire an eSmart Digital Licence upon successful completion of the program.

Our Amazing Brain

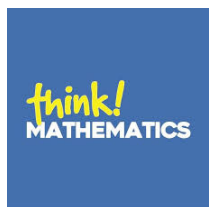
The purpose of this neuroscience unit is:

- to give the students a greater understanding of how the brain processes information into learning
- to learn about how their brain works and what happens when they learn
- to continue to learn about how changing one's mindset and using the Habits of Mind facilitates learning.



MATHEMATICS

The Victorian Curriculum outlines four Mathematical Proficiencies: understanding, fluency, problem solving and reasoning. The development of mathematical skills relating to these proficiencies form the content of the units of work.



Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them in to the learning. This can include the revision of multiplication and division facts, counting, skip counting and purposeful Mathematics games.

The units of work for this term are:

- Developing a Mathematical Mindset: Weeks of Inspirational Maths - thinking mathematically through problem solving
- Place Value: estimation, rounding, recording, representing and ordering numbers into and beyond the millions, number patterns
- Order of Operations: applying BODMAS and writing equivalent numbers sentences
- Perimeter: calculating and comparing the perimeter of different areas
- Length: converting between common units of length (e.g. mm, cm, m, km)
- Area: calculating and comparing the area of varying shapes

ENGLISH

Reading

The students will be involved in whole class, small group and individual reading skills activities. There will be a strong focus on further developing effective reading strategies and comprehension skills, enabling the students to locate literal and inferential information and make evaluative judgements.



Writing

The focus will be on the language features and structures of persuasive and narrative texts. The writing focus for Term 1 will be the development of editing skills. The students will learn a process to follow to ensure that all aspects of writing are accurately incorporated in their written work.

The students will be involved in handwriting sessions each week, with a focus on the correct letter formation, fluency and presentation.

Covered during weekly spelling lessons, the knowledge that students need if they are to become proficient spellers takes four different forms:



- phonological knowledge: how words and letter combinations sound e.g. vowels, consonants, consonant blends, word families like 'ock'
- visual knowledge: the way words and letter combinations look
- morphemic knowledge: the meaning of words and the way words take different spellings when they change form e.g. compound words, suffixes, prefixes
- etymological knowledge: the derivations of words e.g. aquatic, aquarium

The students will be investigating and learning about:

- common and abstract nouns
- collective nouns
- proper nouns
- plural nouns and noun groups
- adjectives and adjectives to describe and compare characters.

Speaking & Listening

The students will continue to develop their speaking and listening skills through:

- participating in classroom discussions to share and evaluate their learning, experiences and opinions
- using appropriate volume, tone and pitch when delivering oral presentations, sharing their learning or offering opinions
- actively listening to others in the learning spaces and in a variety of learning activities.

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on Gratitude, Empathy/Kindness and Mindfulness. Lessons based on this project will be held every Wednesday afternoon throughout this term.

The topics that will be covered this term are:

- My Top Strengths -identifying character strengths in ourselves and others
- Character Strengths -identifying character strengths in inspirational people
- Emotions are Essential - recognising the importance of sharing our emotions
- How mindful am I? - identifying different strategies we can use to be mindful
- My Gratitude Journal - defining and recognising things for which we are grateful
- Empathy 101 - defining empathy.



HOME LEARNING and STUDENT DIARIES

The students are required to read each school night and to record this in their Student Diary. Other home learning may include English, Mathematics and Integrated Studies activities. **We ask that parents sign the Diaries each week.** Diaries will be checked each Friday by the classroom teacher. **Diaries are to be at school every day, as we use these as an integral learning tool.**

DIGITAL TECHNOLOGIES

Digital Technologies develops the students' creative and critical thinking skills by requiring them to analyse a problem then design, construct, evaluate and communicate a solution. The students will develop key skills including:

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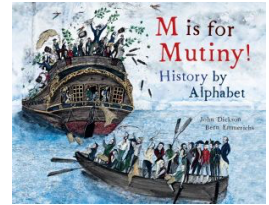


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Marisa Sibillin

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Jules Brooks

jbrooks@miivanhoe.catholic.edu.au

LIBRARY

Weekly library lessons have commenced and students are already reading and learning in our beautiful library! The theme that students will be focusing on this term is 'I Am a Reader'. This unit of work has been Designed to encourage all students to see themselves as competent and confident readers, who read a wide range of texts for many different purposes.

Through the planned learning experiences students will:

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This term the students will focus on Italian words and short phrases related to various countries and nationalities.

As revision plays a large part of any language program, the students will regularly go over previous learnings including Italian numbers, transportation, clothing, aspects of Italian culture and Italian phrases related to shopping. By doing this, they continue to build on their Italian vocabulary. A wide range of activities is utilized to achieve this including songs, games, puzzles, cartoons, online activities reading books and art activities.

The students are encouraged to regularly check their school email inbox for Google quizzes and other activities that enable me to 'bridge the gap' between lessons.

Signor John

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PHYSICAL EDUCATION

This term in Physical Education the students will:

- continue to develop the motor skills, such as throwing and catching, to participate in softball, teeball and cricket
- learn the rules of each of the above games
- revisit and practise the skills used in athletics
- participate in the 'Beep Test' to record the student's current fitness level
- participate in the school wide 'Garmin Step Challenge' by recording steps taken and kilometres travelled, which will be used to plot the students' journey around Australia.
- take home the 'PE Bag'- over the course of the year each student will get a turn

The term culminates with the Twilight Sports Carnival on April 3, at Chelsworth Park. Please watch the Newsletter for further details.

Jules Brooks

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SCIENCE

Science provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications to our lives. Learning in Science supports students to develop scientific knowledge, understandings and skills to help make informed decisions about a range of issues.



This term, the students will begin their scientific studies by considering the question, 'Why do we study Science?'. By sharing their previous knowledge and experiences with each other, the students will further develop collaborative skills and begin to develop a shared scientific language and mindset.

The key focus this term is Biological Science. The students will:

- continue developing their scientific literacy skills by researching and recording their findings about adaptations in living things
- be exploring how animals and plants have developed certain structural features in order to adapt to their environments to help them survive
- use scientific methods to investigate different Australian habitats and compare how Australian animals and plants have adapted to these habitats.

Janelle Baldwin

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PERFORMING ARTS

The students will be:

- exploring the elements of music needed to write a song
- learning about chords, melody and lyrics
- learning to play and sing several songs
- reading chord diagrams/tab
- exploring C major scale and where the chords come from
- playing scales on glockenspiel and arpeggios
- playing bass notes of chords on the ukulele
- singing harmonies
- learn new songs for inclusion in the end of year concert.

Simon Lewis

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REMINDERS

Tuesday:

- Physical Education Specialist - sport uniform to be worn
- Science
- Italian

Thursday - Performing Arts

Friday:

- Digital Technologies
- Library
- Visual Arts

Year 6 and Prep Buddy Program – Mondays in Term 1



IMPORTANT DATES AND EXTRA-CURRICULAR ACTIVITIES

Ash Wednesday Mass	Wednesday	6	March	10:30am	MI Church
District Soccer Round Robin- Yr 6	Friday	8	March	Full day	TBC
Celebration of Learning	Wednesday	13	March	9:15-11am 2-4pm, 5-6pm	MI School
National Day Against Bullying	Friday	15	March		MI School
FIRE Carrier Student Day	Friday	15	March		
St Patrick's Day Mass	Friday	15	March	10am	St Patrick's Cathedral
Arty Farty Festival	Sunday	17	March	10am	Burgundy Street, Heidelberg
Young Leaders Conference	Monday	18	March	8am-4pm	Melbourne Convention and Exhibition Centre
Anointing Mass	Wednesday	20	March	10:30am	MI Church
Harmony Day	Thursday	21	March		MI School
Tennis program, Session 2	Friday	22	March	2-3pm	Ivanhoe Tennis Club
Hoop Time	Monday	25	March	Full day	Coburg Basketball Stadium
Tennis Program Session 3	Friday	29	March	2-3pm	Ivanhoe Tennis Club
Tennis Program Session 4	Monday	1	April	2-3pm	Ivanhoe Tennis Club
School Photos	Tuesday	2	April		MI School
Twilight Sports School dismissed at 1pm	Wednesday	3	April	4-7pm	Chelsworth Park
Stations of the Cross	Friday	5	April	11:45am	MI Church
End Term 1	Friday	5	April	1pm	

CLASSROOM TEACHER CONTACT INFORMATION:

We appreciate your support and look forward to continuing to work together in complementary roles in furthering your child's education. If you have any queries, questions or concerns throughout this term, please do not hesitate to email, call or organise a time to see your child's classroom teacher.

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