



Year 2 - 2021 Term 1 Overview

Welcome to the 2021 school year! The year ahead promises to be an exciting, productive and engaging year of learning.

The students will be developing the many attributes that contribute to becoming lifelong learners. The Growth Mindset and the dispositions of the Habits of Mind, will be the frameworks used to promote deep thinking in a flexible, creative and critical manner. The Habits of Mind are an identified set of 16 problem solving, life related skills. This term the students will be focusing on 'Persisting', 'Listening with understanding and empathy' and 'Managing impulsivity'. Learning tasks will also embed the 4 Cs of 21st century learning - Critical thinking, Creativity, Collaboration and Communication.



The above approaches align with our School Values of, 'I am a learner', 'I am a friend' and 'I am respectful'; the four Capabilities from the Victorian Curriculum of 'Critical and Creative Thinking', 'Intercultural', 'Ethical' and 'Personal and Social'; and complement the key principles of *The Resilience Project*, which are Gratitude, Empathy/Kindness and Mindfulness (GEM).

RELIGION

Daily prayer and regular meditation led by the students, are an integral part of our Religious Education program.

Jesus with us in the Eucharist

The students will explore the importance of the Eucharist as a celebration in our lives.



The Journey: Lent, Easter and Beyond

The students will become more familiar with the story of Jesus through the events of Palm Sunday, Holy Thursday, Good Friday, Easter Sunday and the Feast of the Ascension.

INTEGRATED TOPIC

'All in this Together' - Health & Humanities

The key understandings include:



- we all belong to various groups
- we all have rights and responsibilities within the different groups we belong to, including our families, our school and in our community
- enacting our School Values helps us to become better learners and promotes positive relationships with others
- adopting the positive learning dispositions of the Habits of Mind and a

Growth Mindset supports us to approach new challenges and become life-long learners.

MATHEMATICS

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 2 students, *understanding* would include representing concepts in different ways; *fluency* would include calculating answers efficiently (number facts); *problem solving* would include applying known strategies to solve problems; and *reasoning* would include explaining their thinking.

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 number facts, counting, skip counting and purposeful Mathematics games.

The following topics will be covered this term:

Number

Place Value

- identifying the number 'before' and 'after' given numbers
- reading and writing three numbers and beyond
- identifying the value of digits within a number – e.g. 123 = 1 hundred, 2 tens and 3 ones
- ordering numbers
- adding and subtracting 10 or 100 to/from three digit numbers.



Measurement and Geometry

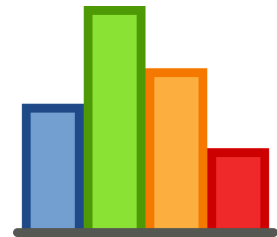
Geometry

- describing and drawing regular two-dimensional shapes
- describing the features of three-dimensional objects.

Statistics and Probability

Data

- interpreting data displays such as column, bar and picture graphs.



ENGLISH

Students will respond to and compose a range of texts. They will explore various texts to develop knowledge, skills and understandings, and communicate their ideas through speaking, listening, reading and writing.

Reading

The students will read a variety of fiction and non-fiction texts to develop their decoding skills and fluency. The students' comprehension skills will be developed by identifying the literal and implied meanings in texts.



The following reading strategies will be developed:

- blending and segmenting words (identifying the sounds within words)
- recalling facts and details
- making predictions

Writing

The students will:

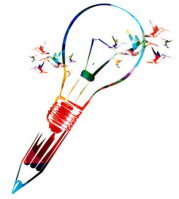
- express their ideas in simple sentences and short texts, incorporating appropriate punctuation, such as capital letters and full stops
- create short texts which reflect their knowledge and understanding of narrative text structures and language features - including an orientation (beginning), a complication (a problem to be solved), a resolution (a solution to the problem) and an ending (conclusion).

Spelling

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 (e.g. cat – ‘c’ is the onset and ‘at’ is the rime)
- CVC words (consonant, vowel, consonant e.g. ‘pig’) focusing on short vowel sounds.



Grammar

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 students will explore:

- nouns
- adjectives
- ending punctuation, e.g. ‘.’, ‘?’, ‘!’.

Handwriting

During the term students will focus on letter formation, direction, placement on lines of lower and upper case letters, as well as pencil grip and good writing posture.

Speaking & Listening

The students will participate in a variety of formal and informal learning experiences to develop their oral communication 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, through body language and facial expressions
- developing active listening skills, such as maintaining eye contact, asking questions
- discussing how authors create characters using language and images.

LIBRARY

During weekly library lessons each Wednesday, 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 author’s surname
- participate and share in the enjoyment of some of the latest picture fiction books and complete activities in response to these.

Mrs Campbell will continue to open the Library during lunchtime, on every second Wednesday (odd weeks), 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.

Tilla Ricci

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this Project will occur weekly through the term.



Building on the learning from last year, the focus for this term will be:

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

HOME LEARNING

Home Learning includes completing tasks which include:

- reading for at least 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.

DIGITAL TECHNOLOGIES

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 hardware and patterns that exist within the data that they collect.

The students will:

- explore common digital hardware within the classroom and school, e.g. laptops, printers, iPads
- recognise and discuss the need for cyber-safety when using online information systems
- identify how using a password is a means of protecting identity
- design and develop possible solutions to simple 'unplugged' problems, e.g. design a paper plane that will fly more than one metre.



Tilla Ricci

VISUAL ARTS

The students will:

- collaborate and create artworks from recycled materials, using critical thinking to choose materials to reflect and complement their ideas
- engage in discussion about their own and others' artworks.

Karen Mahoney

ITALIAN

Ciao a tutti! (Hello everyone!)

The students will continue to focus on Italian greetings and simple conversations this term. As revision plays a large part of any language program, they will regularly revise previous topics including Italian numbers and simple nouns. By doing this, the students will continue to build on their Italian vocabulary.

A wide range of learning activities are utilised, including songs, games, puzzles, cartoons, online activities, reading books and art activities.

Should you have any enquiries at all about the program, please don't hesitate to contact me.

Signor John

PERFORMING ARTS

The students will:

- use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion
- listen and move to various styles of music and discuss their emotional and physical responses, and the purpose of music in different social and cultural contexts
- play a C major scale and arpeggio on glockenspiel and learn note names
- learn new songs from around the world
- investigate the ukulele, string names, notes and chords
- further explore percussion instruments and the rhythmic elements of music.



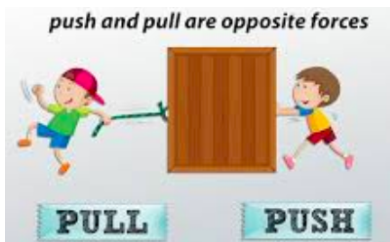
Simon Lewis

PHYSICAL EDUCATION

Physical Education classes will be facilitated by a teacher from Kelly Sports. The focus will be on further developing gross motor skills for athletics, in preparation for our Twilight Sports Carnival.

SCIENCE

The key focus is Physical Science.



The students will:

- investigate how forces such as a push, pull, twist or squeeze affects how objects move or change shape
- explore ways that objects move on land, through water and in the air
- explore how different strengths of pushes and pulls affect the movement of objects
- identify how gravity affects objects.

Janelle Baldwin

REMINDERS

Mondays:

- PE (sports uniform)

Tuesdays:

- Performing Arts
- Italian

Wednesdays:

- Library - no bag, no borrowing
- 2/3R Classroom Sport (sports uniform)

Thursdays:

- Science

Fridays:

- Digital Technologies
- Visual Arts - art smocks are required

CLASSROOM TEACHER CONTACT INFORMATION:

Please do not hesitate to contact me anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with me, please email to arrange a mutually convenient time.

Tilla Ricci



Year 3 - 2021 Term 1 Overview

Welcome to the 2021 school year! The year ahead promises to be an exciting, productive and engaging year of learning.



The students will be continuing to develop the many attributes that contribute to becoming lifelong learners. The Growth Mindset and the dispositions of the Habits of Mind, will be the frameworks used to promote deep thinking in a flexible, creative and critical manner. The Habits of Mind are an identified set of 16 problem solving, life related skills. This term the students will be focusing on 'Persisting', 'Listening with understanding and empathy' and 'Managing impulsivity'. Learning tasks will also embed the 4 Cs of 21st century learning - Critical thinking, Creativity, Collaboration and Communication.

The above approaches align with our School Values of, 'I am a learner', 'I am a friend' and 'I am respectful'; the four Capabilities from the Victorian Curriculum of 'Critical and Creative Thinking', 'Intercultural', 'Ethical' and 'Personal and Social'; and complement the key principles of *The Resilience Project*, which are Gratitude, Empathy/Kindness and Mindfulness (GEM).

RELIGION

Daily prayer and regular meditation led by the students, are an integral part of our Religious Education program.

Jesus with us in the Eucharist

The students will learn about Jesus' presence in the Eucharist to support them celebrating the Sacrament of First Communion.



The Journey: Lent, Easter and Beyond

The students will develop their understanding of the story of Jesus through the events of Palm Sunday, Holy Thursday, Good Friday, Easter Sunday and the Feast of the Ascension.

INTEGRATED TOPIC

'All in this Together'

The key understandings include:

- we all belong to various groups
- we all have rights and responsibilities within the different groups we belong to, including our families, our school and in our community
- enacting our School Values helps us to become better learners and promotes positive relationships with others
- adopting the positive learning dispositions of the Habits of Mind and a Growth Mindset supports us to approach new challenges and become life-long learners.



MATHEMATICS

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 3 students, *understanding* would include connecting related ideas; *fluency* would include making reasonable estimates; *problem solving* would include describing investigations and planning their approaches; and *reasoning* would include transferring learning from one context to another.

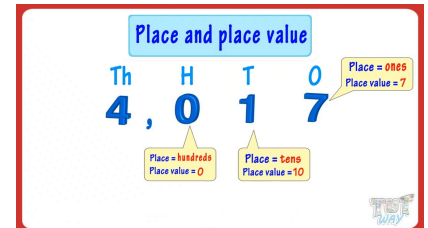
Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them in to the learning. This can include the revision of number facts, counting, skip counting and purposeful Mathematics games.

The following topics will be covered this term:

Number and Algebra

Place Value

- reading and writing four digit numbers and beyond
- identifying the value of digits within a number –
e.g. 5682 = 5 thousands, 6 hundreds, 8 tens and 2 ones
- ordering numbers
- rounding four digit numbers to the nearest 10, 100 or 1000
- adding and subtracting 10, 100 or 1000 to/from four digit numbers.



Measurement and Geometry

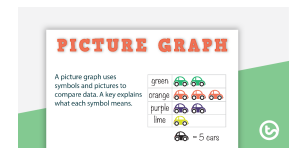
Geometry

- comparing regular and irregular two-dimensional shapes and objects
- describing the key features of two-dimensional shapes and three-dimensional objects.

Statistics and Probability

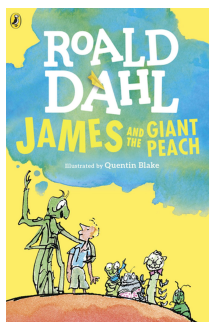
Data

- interpreting and comparing data displays such as column, bar, pie and picture graphs.



ENGLISH

Reading



The students have been listening to and enjoying the novel, 'James and the Giant Peach', by Roald Dahl. To further develop the students' comprehension skills, they will participate in creative text responses, and they will be prompted to engage with the story by asking and responding to questions. The students will also be examining the features of this narrative text, looking carefully at examples to highlight the structures, vocabulary and plot development techniques that the author used.

The students will read a variety of fiction and non-fiction texts to develop decoding skills and fluency. The students' comprehension skills will be developed by identifying the literal and implied meanings of texts.

The following reading strategies will be developed:

- recalling facts and details
- identifying the main idea
- understanding sequence
- making predictions.

Writing

The focus this term is narrative writing. The students will analyse various examples of narratives, identifying the main parts and key language features. They will be given opportunities to write their own narrative texts employing their knowledge of what makes an interesting narrative, such as plot and character development. Students will be supported to reread and edit their texts for appropriate structure, grammatical choices and punctuation.



Grammar and Punctuation

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 students will be exploring:

- paragraphs
- adjectives
- ending punctuation, e.g. '.', '!', '?'.

Spelling

Each week there is a focus on a particular sound and the letters that represent that sound. There is also an emphasis on word meaning and vocabulary development.

The focus will be on students reading their spelling words, understanding what they mean and how to use them in context. Spelling rules, such as plurals and suffixes, will also be explored.

Speaking & Listening

The students will participate in a variety of formal and informal learning experiences to develop their oral communication skills.

The students will be:

- further developing their active listening skills
- giving reasons for personal preferences when discussing and exploring texts
- comparing opinions about characters, events and settings, in and between texts
- communicating and expressing ideas.

LIBRARY

During weekly library lessons each Wednesday, the students will:

- explore a range of fiction and non-fiction books
- identify characteristics of fiction and non-fiction books
- revise library borrowing procedures, such as using the spine and shelf labels to locate and return books correctly.

Mrs Campbell will continue to open the Library during lunchtime, on every second Wednesday (odd weeks), 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.

Bernadette Healy and Tilla Ricci

VISUAL ARTS

The students will:

- collaborate and create artworks from recycled materials, using critical thinking to choose materials to reflect and complement their ideas
- engage in discussion about their own and others' artworks.

Karen Mahoney

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this Project will occur weekly through the term.



Building on the learning from last year, the focus for this term will be:

- exploring character strengths
- identifying character strengths in themselves and others
- further developing their understandings about 'empathy', 'mindfulness' and 'gratitude'
- understanding how emotions affect our social interactions.

Student Diaries and Home Learning

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 diary signed by a parent or guardian and submit their diary to their classroom teacher each Monday.

Home Learning includes:

- reading for at least 15 minutes and recording the title of the book in their school diary
- practising and learning spelling words based on a particular sound, e.g. short e sound, represented by 'e' and 'ea'
- revising number facts, e.g. doubles and halves.

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:

- identify and discuss strategies for being 'cyber-safe' when using online information systems
- further understand how creating a 'strong' password is a means of protecting our identity online
- recognise how different types of data, e.g. numbers and images, can be represented in different ways, for example in tables or graphs.



Tilla Ricci

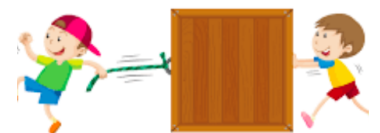
SCIENCE

The key focus is Physical Science.

The students will:

- investigate how forces such as a push, pull, twist or squeeze affects how objects move or change shape
- observe how speed is affected by the size of the force applied to an object
- compare and contrast the effect of friction on different surfaces
- explore the forces of attraction and repulsion between magnets.

A force is a push or a pull.



Janelle Baldwin

PHYSICAL EDUCATION

Physical Education classes will be facilitated by a teacher from Kelly Sports. The focus will be on further developing gross motor skills for athletics, in preparation for our Twilight Sports Carnival.

ITALIAN

Ciao a tutti! (Hello everyone!)

The students will continue to revise previously learned vocabulary and phrases, particularly in relation to greetings and introductory questions, e.g. 'Come stai?' (How are you?), 'Quanti anni hai?' (How old are you?) and 'Come ti chiami?' (What is your name?). The students will learn how to correctly answer these questions. Simple nouns will be revised or introduced.

A wide range of learning activities are utilised, including songs, games, puzzles, cartoons, online activities, reading books and art activities.

Should you have any enquiries at all about the program, please don't hesitate to contact me.

Signor John

PERFORMING ARTS

The students will:

- use imagination and creativity to explore pitch, rhythm and form, dynamics and tempo using voice, movement and instruments
- listen to various styles of music and discuss similarities and differences
- communicate ideas about the elements of music and their intentions in performance and composition
- play a C major scale and arpeggio on the glockenspiel and learn the note names
- learn new songs from around the world
- investigate the ukulele, string names, notes and chords. playing C and F chords
- explore percussion instruments and the rhythmic elements of music.



Simon Lewis

REMINDERS

Mondays:

- PE (sports uniform)

Tuesdays:

- Performing Arts
- Italian

Wednesdays:

- Library - no bag, no borrowing
- 2/3R Classroom Sport (sports uniform)

Thursdays:

- Science

Fridays:

- Digital Technologies
- Visual Arts - art smocks are required
- 3/4HM Classroom Sport (sports uniform)

CLASSROOM TEACHER CONTACT INFORMATION:

Please do not hesitate to contact us anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with us, please email to arrange a mutually convenient time.

Tilla Ricci, Bernadette Healy and Karen Mahoney



Year 4 - 2021 Term 1 Overview

Welcome to the 2021 school year! The year ahead promises to be an exciting, productive and engaging year of learning.

The students will be further developing the many attributes that contribute to becoming lifelong learners. The Growth Mindset and the dispositions of the Habits of Mind, will be the frameworks used to promote deep thinking in a flexible, creative and critical manner. The Habits of Mind are an identified set of 16 problem solving, life related skills. This term the students will be focusing on 'Persisting', 'Listening with understanding and empathy' and 'Managing impulsivity'. Learning tasks will also embed the 4 Cs of 21st century learning - Critical thinking, Creativity, Collaboration and Communication.



The above approaches align with our School Values of, 'I am a learner', 'I am a friend' and 'I am respectful'; the four Capabilities from the Victorian Curriculum of 'Critical and Creative Thinking', 'Intercultural', 'Ethical' and 'Personal and Social'; and complement the key principles of *The Resilience Project*, which are Gratitude, Empathy/Kindness and Mindfulness (GEM).

RELIGION

Daily prayer and regular meditation led by the students, are an integral part of our Religious Education program.

Jesus with us in the Eucharist

The students will learn about Jesus' presence in the Eucharist to support them celebrating the Sacrament of First Communion.



The Journey: Lent, Easter and Beyond

The students will further develop their understanding of the story of Jesus through the events of Palm Sunday, Holy Thursday, Good Friday, Easter Sunday and the Feast of the Ascension, and what this means to Christians today.

INTEGRATED TOPIC

'All in this Together' - Health & Humanities

The key understandings include:

- we all belong to various groups
- we all have rights and responsibilities within the different groups we belong to, including our families, our school and in our community
- enacting our School Values helps us to become better learners and promotes positive relationships with others
- adopting the positive learning dispositions of the Habits of Mind and a Growth Mindset supports us to approach new challenges and become life-long learners.



MATHEMATICS

The Victorian Curriculum outlines four Mathematical Proficiencies: understanding, fluency, problem solving and reasoning. For Year 4 students, understanding would include interpreting mathematical information; fluency would include choosing efficient strategies to solve problems; problem solving would include verifying that answers are reasonable; and reasoning would include justifying strategies used and conclusions reached.

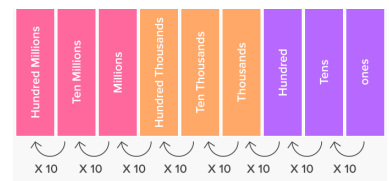
Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them in to the learning. This can include the revision of multiplication and division facts, counting, skip counting and purposeful Mathematics games.

The following topics will be covered this term:

Number and Algebra

Place Value:

- reading and writing five digit numbers and beyond
- identifying the value of digits within a number – e.g. 12, 458 = 1 tens of thousands, 2 thousands, 4 hundreds, 5 tens and 8 ones
- ordering numbers
- rounding five digit numbers to the nearest 10, 100 or 1000
- adding and subtracting 10, 100 or 1000 to/from five digit numbers.



Measurement and Geometry

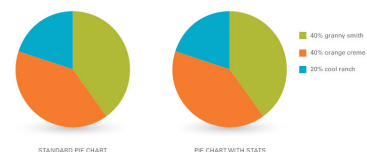
Geometry

- comparing regular and irregular shapes and objects
- comparing and describing the properties of two-dimensional shapes and three-dimensional objects.

Statistics and Probability

Data

- posing questions that can be answered by a given data display
- interpreting a given data display to answer questions.

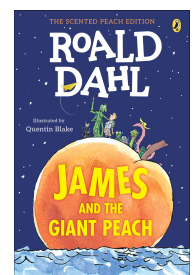


ENGLISH

Reading

The students have been listening to and enjoying the novel, 'James and the Giant Peach', by Roald Dahl. To continue developing the students' literal and inferential comprehension skills, they will participate in creative text responses, and they will be prompted to engage with the story by asking and responding to questions. The students will also be examining the features of a variety of narrative texts, looking carefully at examples to highlight the structures, vocabulary and plot development techniques that the authors used.

The students will read a variety of fiction and non-fiction texts to further develop decoding skills and fluency. The students' comprehension skills will continue to be developed by identifying the literal and implied meanings of the texts read.

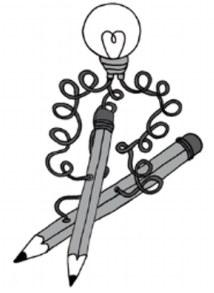


The following reading strategies will be developed:

- recalling facts and details
- identifying the key idea
- understanding sequence
- making predictions based upon their understanding of the text.

Writing

The focus this term is narrative writing. The students will analyse various examples of narratives, identifying the main parts and key language features. They will be given opportunities to write their own narrative texts, employing their knowledge of what makes an interesting narrative, such as plot, sequence of events and character development. Students will be supported to reread and edit their texts for appropriate structure, grammatical choices and punctuation.



Grammar and Punctuation

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 students will be exploring:

- paragraphs
- adjectives
- ending punctuation, e.g. '.', '!', '?'.

Spelling

Each week there is a focus on a particular sound and the letters that represent this sound. There is an emphasis on meaning and vocabulary development.

The focus will be on reading their spelling words, understanding what they mean and how to use them correctly in context. Spelling rules, such as suffixes and plurals, will also be explored.

Speaking & Listening

The students will participate in a variety of formal and informal learning experiences to develop their oral communication skills.

The focus this term will be:

- continuing to develop their active listening skills
- explaining reasons for personal preferences when discussing and exploring texts
- comparing opinions about characters, events and settings, in and between texts
- communicating and expressing ideas.

LIBRARY

During weekly library lessons each Wednesday, the students will:

- explore a range of fiction and non-fiction books
- identify characteristics of fiction and non-fiction books
- revise library borrowing procedures, such as using the spine and shelf labels to locate and return books correctly.

Mrs Campbell will continue to open the Library during lunchtime, on every second Wednesday (odd weeks), 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.

Bernadette Healy and Tilla Ricci

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this Project will occur weekly through the term.



The topics that will be covered this term are:

- identifying and exploring character strengths in themselves and others
- describing emotions
- developing their understanding of emotional literacy
- further developing their understandings about 'empathy', 'gratitude' and 'mindfulness'.

Student Diaries and Home Learning

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 diary signed by a parent or guardian and submit their diary to their classroom teacher each Monday.

Home Learning includes:

- reading for at least 15 minutes and recording the title of the book in their school diary
- practising and learning spelling words based on a particular sound, e.g. 'f' sound as represented by 'f' as in fish, 'ff' as in cliff, or 'ph' as in phone
- revising number facts, e.g. doubles and halves.

DIGITAL TECHNOLOGIES

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

The students will:

- identify and discuss effective strategies for being 'cyber-safe' when online
- deepen their understanding of how creating a 'strong' password is a means of protecting our identity online
- recognise how different types of data, e.g. numbers and images, can be represented in different ways, for example in tables or graphs.



Tilla Ricci

VISUAL ARTS

The students will:

- collaborate to plan and create artworks from recycled materials, using critical thinking to choose materials to reflect and complement their ideas
- engage in discussion about their own and others' artworks.

Karen Mahoney

ITALIAN

Ciao a tutti! (Hello everyone!)

This term, the students will complete a revisional unit that focuses on previously learned vocabulary and phrases relating to greetings, food, colours, animals, days of the week, shapes and family. The placement and use of adjectives in relation to these nouns will be introduced.

A wide range of learning activities are utilised, including songs, games, puzzles, cartoons, online activities, reading books and art activities.

Should you have any enquiries at all about the program, please don't hesitate to contact me.

Signor John

PERFORMING ARTS

The students will:

- use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments
- listen to various styles of music and discuss similarities and differences, and communicate ideas and intentions in performance and composition
- play a C major scale and explore chords in the key of C
- explore formal music notation
- sing songs using the elements of music to shape and enhance performance
- explore playing songs on the ukulele, identifying string names, notes and chords of C, A minor and F
- explore percussion instruments and the rhythmic elements of music.



Simon Lewis

PHYSICAL EDUCATION

Physical Education classes will be facilitated by a teacher from Kelly Sports. The focus will be on further developing gross motor skills for athletics, in preparation for our Twilight Sports Carnival.

SCIENCE

The key focus is Physical Science.

The students will:

- investigate how forces can be exerted by one object on another through direct contact eg. applied forces such as pushing, pulling, or indirect contact eg. gravity, magnetics
- observe how speed is affected by the size of the force applied to an object
- compare and contrast the effect of friction on different surfaces
- explore the forces of attraction and repulsion between magnets.



Janelle Baldwin

REMINDERS

Mondays:

- PE (sports uniform)

Tuesdays:

- Performing Arts
- Italian

Wednesdays:

- Library - no bag, no borrowing

Thursdays:

- Science

Fridays:

- Digital Technologies
- Visual Arts - art smocks are required
- Classroom Sport (sports uniform)

CLASSROOM TEACHER CONTACT INFORMATION:

Please do not hesitate to contact us anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with us, please email to arrange a mutually convenient time.

Bernadette Healy and Karen Mahoney