



Year Prep - 2022 Term 1 Overview

The Term 1 focus in Prep is always on the personal and social skills required for the students to settle into their new class and school environment. This is even more essential for our 2022 Prep class who have experienced two years of altered and/or interrupted kinder and social opportunities due to the extended COVID19 restrictions and lockdowns. The students' well-being is of paramount importance and the priority is for them to feel safe, supported, engaged and happy in their new environment. The students will be supported to establish new friendships and relationships, learn school routines and procedures, and continue to develop positive learning dispositions.

Beginning this term and continuing throughout the year, the students will investigate the Habits of Mind and the use of a Growth Mindset as part of our school-wide approach to learning. A Growth Mindset allows the students to learn to view their mistakes as potential learning opportunities, and the Habits of Mind are a set of 16 positive learning dispositions. Our focus this term will be 'Managing Impulsivity'.

The learning dispositions enable the students to develop skills that support a positive attitude towards learning and life. In the classroom, a culture is developed that instills in the students an understanding that mistakes can help us learn and that greater effort equates to greater achievement over time.

We look forward to getting to know your child and working collaboratively with you in our complementary roles as co-educators.

RELIGION

Daily prayer and regular Christian meditation are an integral part of our Religious Education program.

Called to be Me

In this unit, the students will grow in understanding that:

- as God's children, we all have unique interests, likes, strengths, differences, feelings and emotions
- we are all members of God's family.

Praying to God

In this unit, the students will grow in understanding that:

- daily prayer is a special time for 'talking to God'
- Christian meditation is a time to sit together in stillness and silence and open our hearts to God
- there are behaviours and actions associated with prayer, including making the Sign of the Cross
- objects and symbols can be used to create a special prayer place
- Christians celebrate the seasons of Lent and Easter.



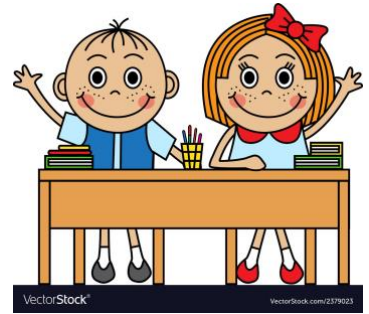
INTEGRATED TOPIC

'Me and My School' - Health & Humanities

The students will explore their personal identity and the ways in which they belong to different groups such as their families, classroom and school. The students will also explore our three School Values, 'I am a friend', 'I am a learner' and 'I am respectful'.

The students will:

- identify their likes and dislikes, abilities and strengths
- explore the ways in which they are members of our class and the wider school community
- understand that within each group they belong to, including their family and their school groups, they have certain rights and responsibilities
- identify our three School Values and demonstrate ways in which these can be enacted.



ENGLISH

Reading

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

- begin to learn effective reading strategies (e.g. sounding out, picture cues, using the context of the story, predicting, reading on)
- develop understandings about the concepts of print (e.g. that text is read from left to right)
- identify and locate punctuation marks, upper and lowercase letters
- enjoy stories read aloud and make connections with the characters and events in a story.



Through the focus on phonemic awareness, the students will:

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

Through the focus on phonics, the students will:

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

Writing

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

- use their imagination to respond to prompts and tell a story through pictures
- begin to use their growing knowledge of sounds and words to write letters, words and sentences to accompany their pictures
- begin to develop the identity and skills of a writer and illustrator.

Throughout the term, the students will:

- participate in 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.



Speaking & Listening

The students will be encouraged to develop their oral communication skills to speak clearly and to listen and respond, in a variety of formal and informal situations.

During partner, small group and whole class discussions, the students will:

- share simple ideas
- respond to questions and ideas from others
- learn the importance of turn taking and respectful listening.

LIBRARY

In the library, the students will:

- explore and become familiar with the library layout and procedures
- identify the 'picture fiction' section of the library
- experience the responsibility and joy of borrowing a library book weekly
- be exposed to a variety of picture books focusing on rhyme and repetition.



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

Mrs Campbell will open our 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.

MATHEMATICS

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. Activities can include counting, skip counting, subitising (automatic visual recognition of the number of objects in a small group), number talks and purposeful Mathematics games.

Through a variety of whole class, small group and partner learning activities, the following topics will be covered this term:

Number

- connecting number names and numerals up to 10 and beyond
- reading, writing and interpreting numbers up to 10 and beyond
- ordering numbers to 10, including identifying the number before and after
- counting forwards and backwards, initially by 1s, up to 20 and beyond
- identifying and creating patterns with a range of objects.



Measurement and Geometry

- identifying, naming and sorting a variety of regular two-dimensional shapes
- connect days of the week to familiar events (e.g. weekly and daily school routine).

Statistics and Probability

- collecting information to answer yes/no questions
- create data charts displaying personal information (e.g. birthday charts).

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:

- 'A Good Friend' - identifying some actions of a good friend
- 'Feelings' - identifying different feelings
- 'Gratitude Chain' - understanding what gratitude is and how being grateful makes us feel
- 'Being a Helper' - reflecting on times when we have helped others.

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, techniques, and the elements of colour, shape and line, to create artworks in response to personal experiences and shared literature
- discuss their own and others' artworks.



HOME LEARNING

You can support your child's learning at home by providing opportunities to engage in reading shared books 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.

ITALIAN

Benvenuti!

My name is Signor John and I am the Italian teacher at Mary Immaculate School.

This term, the students will be introduced to a few simple Italian greetings. For example:

- Ciao - hello
- Buongiorno - good day
- Arrivederci - goodbye

They will also begin learning how to count to 10.



The above concepts form some of the initial building blocks for learning Italian. A wide range of learning experiences have been planned, including various craft activities as well as purposeful games, songs and puzzles.

Should you have any questions about the Italian program, please don't hesitate to contact me.
Signor John

PERFORMING ARTS

The Performing Arts learning area encourages the students to explore playing percussion instruments and singing.

The students will:

- listen and move to various styles of music and discuss emotional and physical responses
- learn songs and practise singing in pitch
- explore percussion instruments and some rhythmic elements of music.

Simon Lewis

PHYSICAL EDUCATION

The students will:

- participate in minor games which focus on developing their fundamental movement skills of *rolling, throwing, bouncing, catching* and *kicking*
- develop their locomotor skills such as *jogging, leaping* and *balancing*
- participate in group or partner activities to aid in the development of collaborative problem solving and completion of movement tasks
- participate in games, with and without equipment, to begin developing spatial awareness of game boundaries and personal safety.

Franka Zigic

SCIENCE

This term, the students will begin by exploring 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 students will continue to use this language and mindset to develop a greater awareness of themselves and their world as they explore this term's focus on Chemical Science.

The students will:

- observe the properties of materials around us
- identify how the properties of objects are used for different purposes, e.g. wood for building, glass for windows
- classify objects based on their similarities and differences.

Janelle Baldwin



CLASSROOM TEACHER CONTACT INFORMATION:

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

Simone Vesey
Megan Gravell

REMINDERS

Tuesdays:

- Performing Arts
- Italian
- Physical Education - sport uniform to be worn

Thursday

- Science
- Physical Education - sport uniform to be worn

Friday

- Library - library bags are required for borrowing



Year 1 - 2022 Term 1 Overview

Hello and welcome to the new school year!

I am delighted to be teaching your child in Year 1 in 2022. My aim is to bring enthusiasm, excitement and innovative ideas to the classroom, to ensure your child is engaged and actively learning. Like all teachers at MIPS, I value the students' wellbeing, to ensure that they adapt to and accept new challenges, allowing for growth in their academic and personal capabilities. Due to the impacts of previous COVID restrictions, including lockdowns, our students' wellbeing is at the forefront of our planning. Their social and emotional development, along with their academic progress, will be monitored, with learning programs adjusted to meet their individual learning needs.

Throughout the term, the students will be supported through a range of learning experiences, which will further build upon their understanding of the Habits of Mind and a Growth Mindset, allowing students to learn to view their mistakes as potential learning opportunities. The Four Capabilities from the Victorian Curriculum; Personal and Social, Ethical, Intercultural and Critical and Creative Thinking, will be taught explicitly in and through all learning areas. Through relevant, purposeful and age-appropriate learning experiences, the students will be given opportunities to collaborate, be creative, think critically and communicate effectively.

in a world
where you can
be anything.
BE kind.

The 1A classroom is a warm and calm environment which inspires, challenges and values your child, to ensure that they approach their learning with passion and persistence. The students will also be supported to uphold our School Values, 'I am a learner', 'I am a friend' and 'I am respectful'. I look forward to a great year!

RELIGION

To begin the year, our class has set up our prayer space. The students have written individual prayers which have been included in a class prayer book. The prayer space and class prayer book are used in daily prayer, which is an integral part of our Religious Education program, along with Christian meditation.

Friendship

The students will grow in understanding that:

- Jesus invites them to follow his way of love and friendship
- Jesus made others feel special and we can follow this example
- sometimes in friendships there is hurt that requires healing and forgiveness.

Our Easter Journey

The students will grow in understanding that:

- during Lent and Easter we remember and celebrate the life, death and resurrection of Jesus
- retelling the Easter story helps us to better understand Jesus' love for us.



INTEGRATED TOPIC

All In This Together

The students will:

- understand that enacting our School Values promotes learning and positive relationships with others
- understand that we belong to different groups, including our families, our school and our community
- identify some of the rights and responsibilities of the different groups we belong to.



MATHEMATICS

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 Victorian Curriculum outlines four Mathematical Proficiencies: *understanding, fluency, problem solving* and *reasoning*, which will underpin all learning activities.

The following topics will be covered this term through a variety of whole class, small group, partner and independent learning activities:

Number

Counting

The students will:

- count by ones, to and from 100 and beyond, from any starting point
- skip count by 2s, 5s and 10s starting from zero
- partition numbers to represent numbers in different ways, e.g. $5 = 4 + 1$, $2 + 3$ etc.
- consolidate the ability to automatically recognise the number of objects in a small group (subitising).

Place Value

The students will:

- recognise, model, read, write and order numbers to at least 100 (and beyond)
- locate these numbers on a number line
- count collections to at least 100 and beyond, by partitioning numbers using place value (e.g. $53 = 5 \text{ tens}, 3 \text{ ones}$).

Measurement and Geometry

Shape

The students will:

- recognise and classify regular two-dimensional shapes, using features such as edges and corners.

Measurement

The students will:

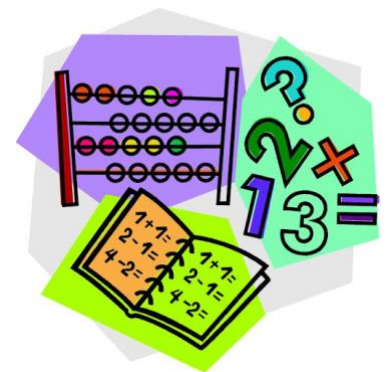
- compare and order several shapes and objects based on length and area, using appropriate uniform informal units, such as icypole sticks or blocks.

Statistics and Probability

Data

The students will:

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

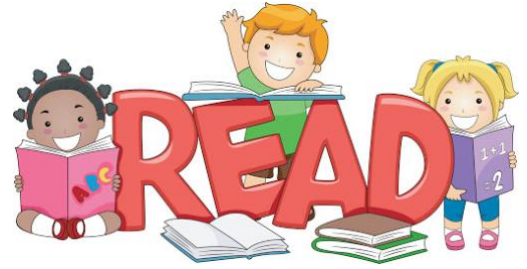


ENGLISH

Reading

Learning tasks will focus on reading fluency, comprehension and word knowledge skills, and the strategies that help the students to become effective readers. The students will:

- use punctuation appropriately
- predict
- use picture cues
- sound out (e.g. blends sounds with chunks)
- use the context of the story
- reread.



Writing

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

- tell personal stories and respond to literature and shared experiences through drawing and writing
- use hands-on learning experiences as a springboard for writing
- use their growing knowledge of sounds, including blends, to write words to form sentences
- express their ideas in simple sentences and short texts, incorporating appropriate punctuation, such as capital letters and full stops
- practise the correct formation of the letters and the placement of lower and upper case letters
- use a correct pencil grip and writing posture.



Word Study

The students' spelling knowledge will be developed in order to assist them to become independent and successful spellers. Each week, the students will focus on a sound/blend and explore words containing this. The sound/blend will be reinforced in learning activities throughout the week, including breaking the words into syllables, drawing pictures, colour coding and writing sentences. Some of the sounds covered this term will include, 'a' as in ant, 'y' as in fly, 'at' as in cat, 'ar' as in car, 'ck' as in duck, 'oo' as in book.

Speaking and Listening

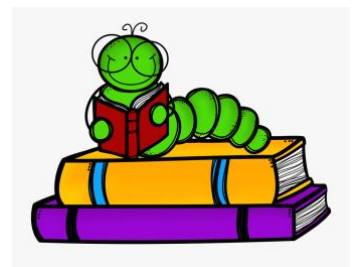
The students will participate in various formal and informal learning experiences to continue developing their oral communication skills. The students will:

- engage in conversations and discussions using active listening behaviours, show interest and contribute ideas, information and questions
- speak clearly, using appropriate volume and pace
- participate in 'Show and Tell' sessions once a week, where the students will speak to the class about a particular topic and use pictures, photos and/or items brought from home to support the topic they will be discussing.

LIBRARY

During weekly library lessons each Friday, the students will:

- develop positive attitudes to reading and books
- revise the correct library procedures for borrowing and returning books, as well as caring for its resources
- 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 be opening 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.

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 include:

- 'Friendship' - identifying what makes a good friend
- 'Garden of Gratitude' - recognising things we are grateful for
- 'Different Views' - suggesting how other people may feel
- 'Mindful Colouring' - practising being mindful
- 'Feelings and Bodies' - recognising that emotions can affect our bodies and minds
- 'I am Thankful For...' - identifying things we are thankful for.



DIGITAL TECHNOLOGIES

The students live in a rapidly changing digital world and due to remote learning, they spent more time than ever on technological devices. They will further develop their understanding of cybersafety and how to be safe when using devices online. The students will also participate in some design opportunities.

The students will:

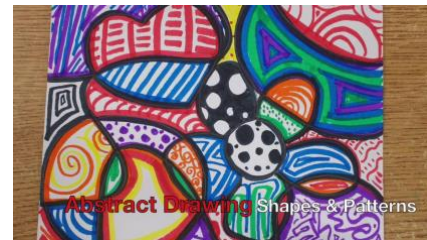
- identify specific features of digital systems, e.g. hardware and software
- describe how digital systems are used in everyday life, both at school and at home
- identify ways to be safe, be kind, ask for help and make good choices when using digital technologies, in order to feel safe when online.
- follow directions, design and create 'unplugged' models, e.g. paper aeroplanes, lego towers.



VISUAL ARTS

The students will:

- explore geometric and organic shapes
- cut and arrange shapes to form an object or animal
- create artworks incorporating geometric and organic shapes
- respond to visual artworks by describing ideas.



Tilla Ricci

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, should they wish. Please ensure that students bring their book bag whenever they change their books. The students have Reading Diaries which are used to record the titles of books they have read. Parents are encouraged to listen to and read with their child and sign the diary each night.

ITALIAN

Ben tornati! (Welcome back!)

This term, the students will continue to learn simple introductory phrases and questions that form the basis of simple Italian conversation. For example: 'Come stai?' (How are you?) and 'Come ti chiami?' (What is your name?) etc.

A wide range of learning experiences have been planned including various role play activities, songs, purposeful games and Interactive tasks.



Should you have any questions about the Italian program, please don't hesitate to contact me.

Signor John

PERFORMING ARTS

The Performing Arts learning areal encourages students to explore playing percussion instruments and singing songs. Students will identify contrasting sounds and how they can use them to perform music.

The students will:

- listen and move to various styles of music and discuss their emotional and physical responses
- learn to sing songs from various cultures
- explore a variety of percussion instruments and rhythmic elements of music
- use imagination and experimentation to compose music using various percussion instruments.

Simon Lewis

PHYSICAL EDUCATION

The students will:

- continue to develop their locomotor skills such as *jogging, leaping* and *balancing*
- further develop their fundamental motor skills of *kick, overhand throw, underarm throw* and *ball bounce* through participation in minor games
- participate in minor games in which teamwork will encourage students to work collaboratively, share equipment and demonstrate fair play.

Franka Zigic

SCIENCE

The focus this term is on Chemical Sciences.



The students will:

- identify the materials that everyday objects are made of
- compare natural and manufactured materials
- understand how every day materials can be changed, through bending, twisting and stretching, or when heating and cooling.

Janelle Baldwin

REMINDERS

Mondays

- Digital Technologies

Tuesdays:

- Performing Arts
- Italian
- Physical Education - sport uniform to be worn

Wednesdays

- Classroom Sport

Thursday

- Science

Friday

- Library - library bags are required for borrowing
- Visual Art - art smocks are required

CLASSROOM TEACHER CONTACT INFORMATION:

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

Meaghan A'Hearn



Year 2 - 2022 Term 1 Overview

Welcome to the 2022 school year! The year ahead promises to be an exciting, productive and engaging year of learning, and the students' wellbeing is at the centre of our planning. Their social and emotional development, along with their academic progress, will be monitored, with individual learning programs adjusted to meet their learning needs.

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' 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, '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).

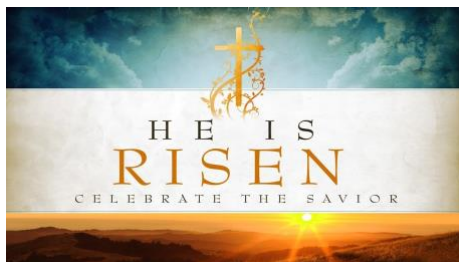
RELIGION

Daily prayer and regular Christian meditation are an integral part of our Religious Education program.

Friendship

The students will grow in understanding that:

- Jesus invites them to follow his way of love and friendship
- Jesus made others feel special and we can follow this example
- sometimes in friendships there is hurt that requires healing and forgiveness.



Our Easter Journey

The students will grow in understanding that:

- during Lent and Easter we remember and celebrate the life, death and resurrection of Jesus
- becoming more familiar with the Easter story helps us to better understand Jesus' love for us.

INTEGRATED TOPIC

All In This Together

The students will:

- understand that enacting our School Values promotes learning and positive relationships with others
- understand that we belong to different groups, including our families, our school and our community
- identify some of the rights and responsibilities of the different groups we belong to.



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.

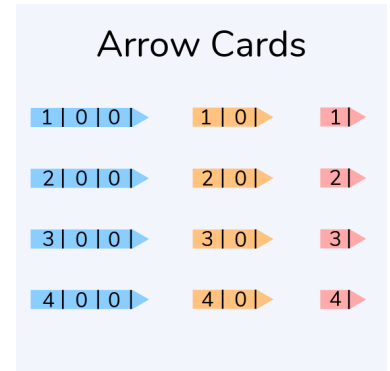
Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them in to the learning. This can include the revision of number facts, counting, skip counting and purposeful Mathematics games.

The following topics will be covered this term:

Number

Place Value

- identifying the number 'before' and 'after' given numbers
- reading and writing three-digit 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.



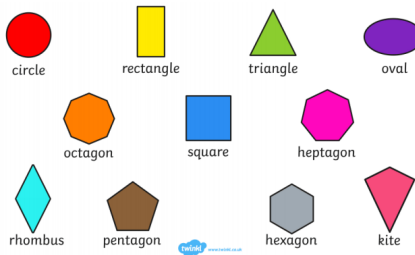
Measurement and Geometry

Geometry

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

Measurement

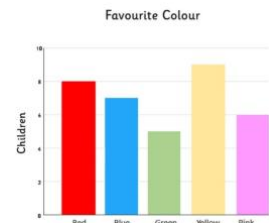
- comparing and ordering several shapes and objects, based on length, area, volume and capacity, using appropriate uniform informal units, e.g. icypole sticks, measuring cups



Statistics and Probability

Data

- interpreting simple 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:

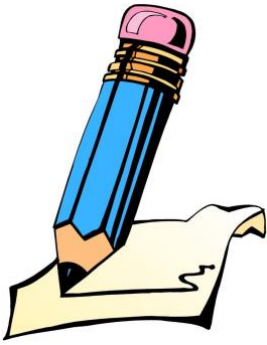
- blending and segmenting words (identifying the sounds within words)
- recalling facts and details
- making predictions.



Writing

The students will:

- plan before writing by using strategies such as, drawing, writing key words, sharing with a partner
- express their ideas in simple sentences and short texts, incorporating appropriate punctuation, such as capital letters and full stops.



Grammar & 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 explore:

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

Word Study

A variety of strategies will be developed through the year in order to assist the students to become independent and successful spellers. The focus will be on word meaning and usage in writing and oral language.

The word study 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.

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 and 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 as 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 be opening 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.

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:

- 'Gratitude' - reflecting on things we are grateful for
- 'Empathy' - developing an understanding of empathy
- 'Mindfulness' - practising meditation
- 'Emotions' - identifying different emotions
- 'Inclusion' - describing how people feel when they are excluded.



DIGITAL TECHNOLOGIES

The students live in a rapidly changing digital world and due to remote learning, they spent more time than ever on technological devices. They will further develop their understanding of cybersafety and how to be safe when using devices online. The students will also participate in some design opportunities. The students will:

- identify specific features of digital systems, e.g. hardware and software
- describe how digital systems are used in everyday life, both at school and at home
- identify ways to be safe, be kind, ask for help and make good choices when using digital technologies, in order to feel safe when online.
- follow directions, design and create 'unplugged' models, e.g. paper aeroplanes, lego towers.



Meaghan A'Hearn

VISUAL ARTS

The students will:

- explore and identify geometric and organic shapes
- cut and arrange shapes to form an object or animal
- create artworks incorporating geometric and organic shapes
- respond to visual artworks by describing ideas.



HOME READING

The students are expected to read every night. They are welcome to read books from home or choose take home books from school. They will be responsible for changing their take home books on Mondays, Wednesdays and Fridays. Please ensure that the students bring their reading folder whenever they change their books. The students use Reading Logs to record the titles of books they have read. Parents are encouraged to listen to and read with their child and sign the Log each night. Reading Logs are to be submitted to their classroom teacher each Monday.

ITALIAN

Ben tornati! (Welcome back!)

This term, the students will continue to practise introductory phrases and questions that form the basis of simple Italian conversation. For example: 'Come stai?' (How are you?) and 'Come ti chiami?' (What is your name?) etc.

A wide range of learning experiences have been planned including various role play activities, songs, purposeful games and Interactive tasks.



Should you have any questions about the Italian program, please don't hesitate to contact me.

Signor John

PERFORMING ARTS

The Performing Arts learning area encourages students to explore playing percussion instruments and singing songs. Students will identify contrasting sounds and how they can use them to perform music.

The following elements of music will be explored:

- an introduction to music notation
- how to sing songs in order to improve pitch and tone
- exploration of percussion instruments
- using imagination and experimentation to compose and improvise music using various percussion instruments.

Simon Lewis

PHYSICAL EDUCATION

The students will:

- refine their fundamental motor skills of *kick, overhand throw, underarm throw* and *ball bounce*
- refine their locomotor skills such as *jogging, leaping* and *balancing*
- begin to participate in activities of different intensity and explore how their body reacts to different intensities of physical activities
- participate in modified major games of cricket, basketball and hockey
- develop an understanding of how rules promote and contribute to fair play in game situations, and apply them to various minor games and modified major games such as cricket, basketball and hockey.

Franka Zigic

SCIENCE

The focus this term is on Chemical Sciences.



The students will:

- identify the materials that everyday objects are made of
- compare and classify natural and manufactured materials
- understand and describe how every day materials can be changed, through bending, twisting and stretching, or when heating and cooling.

Janelle Baldwin

REMINDERS

Mondays:

- Visual Arts - art smock required

Tuesdays:

- Performing Arts
- Italian
- Physical Education - sport uniform to be worn

Wednesdays:

- Classroom sport - sports uniform to be worn
- Library - library bag required

Thursdays:

- Science

Fridays:

- Digital Technologies

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 and Megan Gravell



Year 3 - 2022 Term 1 Overview

Welcome to the 2022 school year! The year ahead promises to be an exciting, engaging and rewarding year of learning. Due to the impacts of previous COVID restrictions, including lockdowns, our students' wellbeing is at the forefront of our planning, and their social and emotional development, along with their academic progress, will be monitored, with learning programs adjusted to meet their individual learning needs.



The students will continue 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. Learning tasks will also embed the 4 Cs of 21st century learning - Critical thinking, Creativity, Collaboration and Communication. This term, the students will be focusing on the Habits of Mind, 'Persisting', 'Listening with understanding and empathy' and 'Managing impulsivity'.

The above approaches align with our School Values, '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 Christian meditation led by the students, are an integral part of our Religious Education program.

Living Together in Harmony

The students will grow in understanding that:

- Jesus' teachings and actions challenge his followers to live in harmony and peace
- they are called to respect others, show kindness and be truthful
- there are ways in which they can bring God's love to situations of injustice and conflict in their daily lives.



Forgiveness and Healing



The students will grow in understanding that:

- the concepts of 'forgiving' and 'healing' are central to the Sacrament of Reconciliation
- Jesus shows people how to forgive
- there are stages of reconciliation in a relationship: admitting wrong; saying sorry; being forgiven; making up
- the Gospel stories demonstrate Jesus' example of forgiveness.

INTEGRATED TOPIC

All in This Together

The students will:

- explore the various groups we all belong to
- understand we all have rights and responsibilities within the different groups we belong to, including our families, our school and in our community
- learn and enact our School Values to help become better learners and promote positive relationships with others
- understand and adopt the positive learning dispositions of the Habits of Mind and a Growth Mindset to support us to approach new challenges and become life-long learners
- understand behaviours that promote personal safety online
- participate in a cybersafety incursion, 'Keeping safe in Cyberspace - How to have fun and stay safe online!'.



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.

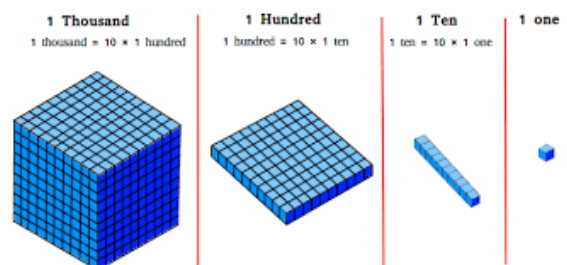
Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them in to the learning. This can include the revision of number facts, counting, skip counting and purposeful Mathematics games.

The following topics will be covered this term:

Number

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

Shape

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

Length

- recognising the importance of using common units of measurement
- recognising and using centimetres and metres to measure the length of 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, 'Matilda', 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 further 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.

The students will also be engaging with the multimodal literacy text, 'Little Lunch'. Students will discuss and draw conclusions about each short-form episode and will make connections to written texts that they have read. Students will also work to identify the main themes of this rich text and relate them to their own lives. These themes include 'Behaviour, Consequences, Empathy, Forgiveness, Friendship, Impulses, Punishment, Relationships, Rules, School, Self-awareness, Self-reflection, Self-regulation, Storytelling and Support.'



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 imaginative texts, employing their knowledge of what makes an interesting narrative, such as plot and character development. Students will be encouraged 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 we will be exploring:

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

Word Study

Spelling strategies will be developed through the year in order to assist the students to become independent and successful writers. The main spelling strategy is the CHIMP method. Each week there is a focus on a particular sound and the letters that represent that sound, e.g. 'f/ff/ph'- sound as in **f**ish, **cl**iff and **p**hone. 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 conventions, such as plurals and suffixes, will also be explored.

Handwriting

This term, the 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. They will continue their revision and practise of using Victorian Modern Cursive.



The students will focus on:

- numerals and punctuation
- letter size and position
- 'i' family letters
- clockwise letters
- anti-clockwise letters.

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

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 students to see themselves as competent and confident readers, who read a wide range of texts for different purposes.

Through the planned learning experiences students will:

- reflect on their preferred types of texts, including novels, comic books or 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
- 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 Wednesday.

Mrs Campbell will be opening 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.

Happy Reading!
Bernadette Healy

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:

- 'Gratitude' - defining gratitude
- 'Empathy' - understanding the meaning of empathy
- 'Mind full vs Mindful' - describing the difference between 'mind full' and 'mindful' and exploring ways to practise mindfulness
- 'Emotional Literacy' - identifying and describing different emotions
- 'My Character Strengths' - understanding that our character strengths can help others.

DESIGN AND DIGITAL TECHNOLOGIES

The students will be investigating how forces such as velocity and wind resistance impact upon the design of technologies that meet community needs, such as cars, planes etc. Through a range of learning activities, including building a balloon powered vehicle, the students will be researching, designing, building and evaluating their own designs, selecting appropriate materials for their prototype.

The students will be focusing on the development of key skills including:

- problem solving
- creativity
- teamwork
- independent thinking
- communication.

Sam Cassimatis

VISUAL ARTS

The students will be completing a series of activities exploring line, colour, shape, tone, form and texture. They will investigate how these art elements are used in artworks from all over the world. They will then be challenged to use these art elements by creating their very own masterpieces. Students will look at works by Haji Abdullah Wakil Zadhah, Escher, Wolseley, Olsen and Picasso, among others.

Later in the term, the students will be looking to celebrate the everyday. They will explore how artist Claudia Moodoonuthi uses art elements and principles – such as colour, line and pattern – to convey a sense of identity and celebrate aspects of her everyday life, and the ways in which her work intersects with design. Drawing links to their own lives and interests, the students will create designs for an everyday object to celebrate their identity, hobbies and interests.



Julienne Brooks

HOME LEARNING and STUDENT DIARIES

The students are required to read each school night and to record this in their Student Diary. They are also required to use their student diaries as an organisational tool and, at the beginning of each week, the students will record key events for the upcoming week. The students are required to have their diary signed by a parent or guardian each week **and submit their diary to their classroom teacher each Monday.**

ITALIAN

Ben tornati! (Welcome back!)

This term, the students will be introduced to the names of shapes, and will continue building upon their knowledge of numbers from 1 to 100. A range of activities have also been planned, which include online tasks, art work, songs and interactive activities. Should you have any questions about the Italian program, please don't hesitate to contact me.

Signor John



PERFORMING ARTS

The students will be playing percussion instruments and singing songs. They will identify contrasting sounds and how they can use them to perform and improvise music.

The following elements of music will be explored:

- an introduction to music notation
- how to sing songs in order to improve pitch, tone and expression
- exploration of percussion instruments and rhythmic elements of music
- using imagination and experimentation to compose and improvise music using various percussion instruments and melodic ideas.

Simon Lewis

PHYSICAL EDUCATION

The students will:

- increase their range of motor skills by further developing their hand-eye and foot-eye coordination whilst completing ball skills within major games such as cricket, basketball and soccer
- combine locomotor skills and object control skills to complete movements in minor games and major games
- refine their locomotor skills by learning about acceleration and deceleration within game situations
- continue to develop their collaborative skills and cooperative skills to complete a movement task such as partner passing or team passing.

Franka Zigic

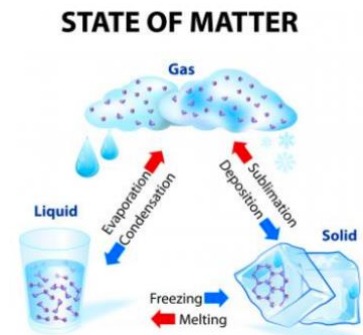
SCIENCE

The focus this term is on Chemical Sciences.

The students will:

- understand that solids, liquids and gases are states of matter
- identify whether a material is a solid, liquid or gas
- investigate how adding or removing heat can cause a change of state between solids and liquids.

Janelle Baldwin



REMINDERS

Monday:

- Diary handed in

Tuesday:

- Performing Arts
- Italian
- Physical Education - sport uniform to be worn

Wednesday:

- Digital Technologies
- Visual Arts - art smocks are required
- Library - library bags are required for borrowing

Thursday:

- Science

Friday:

- Physical Education - sport uniform to be worn

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.

Megan Holmes and Bernadette Healy



Year 4 - 2022 Term 1 Overview

Welcome to the 2022 school year! It promises to be a rewarding, productive and inspiring year of learning. Due to the impacts of previous COVID restrictions, including lockdowns, our students' wellbeing is at the forefront of our planning, and their social and emotional development, along with their academic progress, will be monitored, with learning programs adjusted to meet their learning needs.

The students will continue 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', 'Managing Impulsivity' and 'Listening with Understanding and Empathy'.

The Growth Mindset and the Habits of Mind tools align with our School Values, '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 learning areas. Contemporary literacies will be used in order to encourage reflection, high order thinking, creativity, critical thinking, collaboration and communication.



RELIGION

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



Living Together in Harmony

The students will grow in understanding that:

- Jesus' teachings and actions challenge his followers to live in harmony and peace
- they are called to respect others, show kindness and be truthful
- there are ways in which they can bring God's love to situations of injustice and conflict in their daily lives.

The Journey: Lent, Easter and

Beyond

The students will grow in understanding that:

- the Scriptures are the story of the loving relationship between God and God's people
- the New Testament tells us the stories about Jesus and those who followed him
- the events in the last days of Jesus' life on Earth are remembered and celebrated by Christians all over the world.



INTEGRATED TOPIC

All in This Together

The students will:

- explore the various groups we all belong to
- identify and describe the rights and responsibilities within the different groups we belong to, including our families, our school and in our community
- learn and enact our School Values to help become better learners and establish positive relationships with others
- understand and adopt the positive learning dispositions of the Habits of Mind and learn how a Growth Mindset supports us to approach new challenges and become life-long learners
- identify and discuss behaviours that promote personal safety online
- participate in a cybersafety incursion, 'Keeping safe in Cyberspace - How to have fun and stay safe online!'.



MATHEMATICS

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.

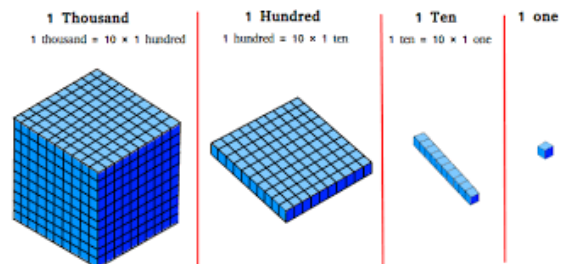
The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 4 students, *understanding* would include interpreting mathematical information; *fluency* would include choosing efficient strategies to solve problems; *problem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

The following topics will be covered this term:

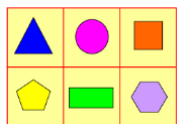
Number

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 numbers to the nearest 10, 100 or 1000
- adding and subtracting 10, 100 or 1000 to/from numbers.



Measurement and Geometry



Shape:

- identifying regular and irregular two-dimensional shapes and comparing their properties
- exploring the properties of three-dimensional objects, comparing them to students' knowledge of two-dimensional shapes.

Length:

- recognising the importance of using common units of measurement
- recognising and using centimetres and metres to measure the length of objects.



Statistics and Probability

Interpreting Graphs

- interpreting graphs in which symbols represent more than one data value
- suggesting questions that can be answered by a given data display and using the display to answer questions.

ENGLISH

Reading

The students have been listening to and responding to the novel, 'Matilda' by Roald Dahl. The students will be prompted to engage with the story by asking and responding to questions, and further develop their comprehension by engaging in creative reading response lessons based on the text. 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.



The students will also be engaging with the multimodal literacy text, 'Little Lunch'. Students will learn how to comprehend and make meaning from each short-form episode and will discuss and draw conclusions about what they have viewed and make connections to written texts that they have read. Students will also work to identify the main themes of this rich text and relate them to their own lives. These themes include 'Behaviour, Consequences, Empathy, Forgiveness, Friendship, Impulses, Punishment, Relationships, Rules, School, Self-awareness, Self-reflection, Self-regulation, Storytelling and Support.'



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 imaginative texts, employing their knowledge of what makes an interesting narrative, such as plot and character development. Students will be encouraged 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 we will be exploring:

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

Word Study

Spelling strategies will be developed through the year in order to assist the students to become independent and successful writers. The main spelling strategy is the CHIMP method.

Each week there is a focus on a particular sound and the letters that represent that sound, e.g. 'k/c/qu/ck/x/ch' - sound as in **k**ite, **c**ar, **q**ueen, **s**ock, **f**ox and **s**chool. The students will become more aware that they should use visual, sound, and meaning strategies to accurately spell words.



Handwriting

This 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. They will continue their revision and practise of using Victorian Modern Cursive.



The students will focus on:

- diagonal joins
- diagonal joins to s and from s
- diagonal joins to f
- horizontal joins
- horizontal joins to e.

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

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 students to see themselves as competent and confident readers, who read a wide range of texts for different purposes.

Through the planned learning experiences students will:

- reflect on their preferred types of texts, including novels, comic books or 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
- 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 Wednesday.

Mrs Campbell will be opening 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.

Happy Reading!
Bernadette Healy

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:

- 'Emotional Literacy' - identifying and describing different emotions in ourselves and others
- 'Gratitude' - defining gratitude and understanding the value of being thankful and appreciative
- 'Empathy' - understanding the meaning of empathy and the importance of showing it
- 'Mindfulness' - developing an understanding of what mindfulness is
- 'Character Strengths' - recognising ways someone displays a character strength in their life.

DESIGN AND DIGITAL TECHNOLOGIES

The students will be investigating how forces such as velocity and wind resistance impact upon the design of technologies that meet community needs, such as cars, planes etc. Through a range of learning activities, including building a balloon powered vehicle, the students will be researching, designing, building and evaluating their own designs, selecting appropriate materials for their prototype.

The students will be focusing on the development of key skills including:

- problem solving
- creativity
- teamwork
- independent thinking
- communication.

Sam Cassimatis

VISUAL ARTS

The students will be completing a series of activities exploring line, colour, shape, tone, form and texture. They will investigate how these art elements are used in artworks from all over the world. They will then be challenged to use these art elements by creating their very own masterpieces. Students will look at works by Haji Abdullah Wakil Zadhah, Escher, Wolseley, Olsen and Picasso, among others.



Later in the term, the students will be looking to celebrate the everyday. They will explore how artist Claudia Moodoonuthi uses art elements and principles – such as colour, line and pattern – to convey a sense of identity and celebrate aspects of her everyday life, and the ways in which her work intersects with design. Drawing links to their own lives and interests, the students will create designs for an everyday object to celebrate their identity, hobbies and interests.

Julienne Brooks

HOME LEARNING and STUDENT DIARIES

The students are required to read each school night and to record this in their Student Diary. They are also required to use their student diaries as an organisational tool and, at the beginning of each week, the students will record key events for the upcoming week. The students are required to have their diary signed by a parent or guardian each week **and submit their diary to their classroom teacher each Monday.**

ITALIAN

Ben tornati! (Welcome back!)



This term the students will be introduced to the names of shapes, and will continue building upon their knowledge of numbers from 1 to 100. A range of activities have been planned which include online tasks, art work, songs and interactive activities. Should you have any questions about the Italian program, please don't hesitate to contact me.

Signor John

PERFORMING ARTS

The students will be playing percussion instruments and singing songs. Students will identify contrasting sounds and how they can use them to perform and improvise music.

The following elements of music will be explored:

- simple music notation
- singing songs and improving pitch, tone and expression
- further exploration of percussion instruments and rhythmic elements of music
- using imagination and experimentation to compose and improvise music using various percussion instruments and melodic ideas.

Simon Lewis

PHYSICAL EDUCATION

The students will:

- participate in the beep test, a simple fitness test designed to assess the general fitness of students
- participate in activities of different intensities
- further their understanding of how their body reacts to different intensities of physical activities, by recognising and comparing their resting and active heart rates
- continue to increase their range of motor skills by refining their hand-eye and foot-eye coordination, whilst completing ball skills within major games such as cricket, basketball and soccer
- apply a combination of locomotor and object control skills, whilst learning and participating in major games such as cricket, basketball and soccer.

Franka Zigic

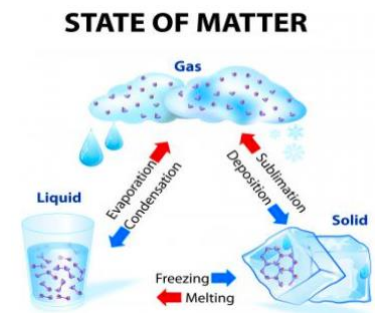
SCIENCE

The focus this term is on Chemical Sciences.

The students will:

- understand that solids, liquids and gases are states of matter
- identify whether a material is a solid, liquid or gas
- investigate how adding or removing heat can cause a change of state between solids and liquids.

Janelle Baldwin



REMINDERS

Monday:

- Diary handed in

Tuesday:

- Performing Arts
- Italian
- Physical Education - sport uniform to be worn

Wednesday:

- Digital Technologies
- Visual Arts - art smocks are required
- Library - library bags are required for borrowing

Thursday:

- Science

Friday:

- Physical Education - sport uniform to be worn

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.

Megan Holmes and Bernadette Healy



Year 5 - 2022 Term 1 Overview



Welcome to the new school year! My goal is to create a classroom environment that supports the students' social, emotional and academic wellbeing, whilst challenging and inspiring them to engage with their learning, encouraging personal and academic growth. Due to the impacts of previous COVID restrictions, including lockdowns, our students' wellbeing is at the forefront of our planning, and their social and emotional development, along with their academic progress, will be monitored, with learning programs adjusted to meet their learning needs.

The students will be provided with opportunities to collaborate, be creative, think critically and use effective communication as they engage in a variety of relevant and purposeful learning experiences. These will incorporate the use of approaches such as the Habits of Mind and the Growth Mindset, to further develop positive learning dispositions. To inspire the senior students as they develop their leadership skills, they will also be attending the National Young Leaders Day Conference in March.

Underpinning and explicitly taught through every learning experience will be the Four Capabilities from the Victorian Curriculum: Personal and Social, Ethical, Intercultural, and Critical and Creative Thinking. The Capabilities are aligned with our School Values, 'I am a friend', 'I am a learner' and 'I am respectful', and integrated with the key principles of *The Resilience Project* (Gratitude, Empathy/Kindness, and Mindfulness).

RELIGION

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

Lift Up Your Hearts - Traditional Prayers and Devotions

In this unit, the students will understand that traditional prayers and devotions are integral to our Catholic faith.

The students will grow in understanding that:

- reciting traditional prayers unite us as a faith community (e.g. The Nicene Creed)
- the Rosary is a prayer that reflects on the lives of Jesus and Mary
- the Rosary celebrates Mary's faithfulness.



Our Easter Journey

In this unit, the students will deepen and expand their understanding of Lent, and the Life, Death and Resurrection of Jesus.



The students will grow in understanding that:

- Lent is a time for reflection on how we live and act to bring about healing and reconciliation
- there are similarities and differences between the four Gospel accounts of the Resurrection of Jesus
- Jesus' Resurrection continues to offer hope to Christians around the world.

INTEGRATED TOPICS

'Squad Goals'



The students will:

- consider their rights and responsibilities as members of our school community
- continue to learn about the appropriate use of the internet and how they can best protect their own and others' privacy
- further develop skills in the responsible use of online communication and social networking, and how to respond if inappropriate content occurs
- engage in an online webinar through the Office of E-Safety, focusing on reiterating safe online behaviours
- participate in a cybersafety incursion, *'Keeping safe in Cyberspace - How to have fun and stay safe online!'*.

Cyberspace - How to have fun and stay safe online!'.

Discovering Democracy

The students will:

- develop an understanding of the concept of 'democracy'
- learn about the rights and responsibilities of citizenship
- investigate the levels of government in Australia
- reflect on significant events in Australian history, including how voting rights for women and for Indigenous Australians came about through social change.



This unit will continue to be studied throughout Term 2.

MATHEMATICS



Units of work, based on the Victorian Curriculum, are planned to develop mathematical skills which relate to the four Mathematical Proficiencies: *understanding, fluency, problem solving and reasoning.*

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

- Developing a 'Mathematical Mindset' by further developing mathematical thinking strategies
- *Place Value* - estimating, rounding, recording, representing and ordering numbers into and beyond the hundreds of thousands, number patterns.

Measurement and Geometry

- *Time* - comparing and converting between 12 and 24 hour time systems
- *Shape* - connecting three-dimensional shapes with two-dimensional representations

ENGLISH

Reading

The students will be involved in whole class, small group and individual reading skills activities. They will study the book, 'Pax', by Sara Pennypacker, as part of our serial reading program, with a focus on further developing effective reading strategies and comprehension skills, enabling them to locate literal and inferential information and make evaluative judgements.



Writing

The students will be given the opportunity to further develop their writing skills through constructing arguments, providing evidence, and using appropriate vocabulary when writing a persuasive text, as well as, by proofreading and editing their work. 'Pax' will be used throughout the term as a springboard for a range of writing activities, which include written responses to the text, visualisations, predictions and character studies. Students will also use their knowledge of poetic devices to participate in the creation of the MIPS school song to celebrate our school's 100th birthday.

Grammar

The following understandings will be covered during weekly grammar lessons:

- the different sentence structures, in particular incorporating complex and compound sentences into their writing
- the correct use of paragraphs to separate ideas
- the correct use of commas to enhance sentence structure
- the apostrophe of possession and its use with common and proper nouns.

Word Study (Spelling)

The focus of the word study lessons will include:

- learning about letter patterns and applying established rules
- spelling a range of high frequency words and context specific topic words
- learning about the origins of words to better understand their meaning (e.g. 'thermo' being the Greek word for heat).

Handwriting

Handwriting sessions each week will focus on consistent and correct letter formation, fluency and presentation.

Speaking & Listening

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

- participation 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 their peers and teachers in a variety of learning activities, and reflecting on others' viewpoints.

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 additional Religious Education or Integrated Studies learning tasks. **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.**

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 students to see themselves as competent and confident readers, who read a wide range of texts for different purposes.

Through the planned learning experiences, students will:

- reflect on their preferred types of texts, including novels, comic books or 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
- 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 Wednesday. Mrs Campbell will be opening 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.

Happy Reading!

Bernadette Healy

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:

- 'Getting in touch with our emotions' - identifying and describing different emotions
- 'What is Gratitude' - defining gratitude and reflecting on things for which we are grateful
- 'Empathy is' - identifying and describing empathic behaviours
- 'Introduction into mindful bodies' - defining mindfulness
- 'Introduction to Character Strengths' - identifying character strengths
- 'Spotting my strengths' - identifying and describing our own character strengths
- 'Positive versus Negative Thinking' - understanding positive and negative thoughts
- 'The important book' - showing gratitude by reflecting on the things that are important
- 'Supporting others' - understanding the benefits of showing empathy.

DESIGN AND DIGITAL TECHNOLOGIES

The students will be researching how some designed products or systems use heat energy to generate power or control movement, e.g. solar panels, convection ovens, etc. They will investigate the impact of these designs on meeting the needs of the community. Through a range of learning activities, including designing and building their own solar oven, the students will be researching, designing, building and evaluating their own designs, including selecting appropriate materials for their prototype.

The students will be focusing on the development of key skills including:

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

VISUAL ARTS

The students will be completing a series of activities exploring line, colour, shape, tone, form and texture. They will investigate how these art elements are used in artworks from all over the world. They will then be challenged to use these art elements by creating their very own masterpieces. Students will look at work by Haji Abdullah Wakil Zadhah, Escher, Wolseley, Olsen and Picasso, among others.



Towards the end of Term 1 and continuing in Term 2, the students will explore the history of Australia from first contact to Federation, through artworks. They will discuss significant events in Australian history; in particular the arrival of the British. Together, they will analyse themes, concepts and ideas in Australian artworks from different times and cultures, identifying and connecting specific artworks to a wider historical, cultural and social context. Through this learning, they will create their own artworks using these historical references through painting, collage and scratch art.

Julienne Brooks

ITALIAN

Ben tornati! (Welcome back!)

This term the students will be introduced to Italian words and phrases related to clothing. A range of activities have been planned which include online tasks, art work, songs and interactive activities. Should you have any questions about the Italian program, please don't hesitate to contact me.



Signor John

PERFORMING ARTS

The students will experience playing tuned and non-tuned percussion instruments. They will identify contrasting sounds and identify how they can use them to perform, compose and improvise music. They will also further develop their singing skills.

The following elements of music will be explored:

- understanding music notation
- playing songs on the ukelele, using chords C, Aminor, F and G
- further exploration of percussion instruments and the rhythmic elements of music
- using imagination and experimentation to compose and improvise music using various percussion instruments and melodic ideas.

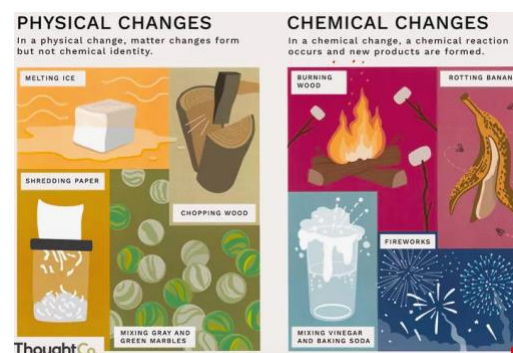
Simon Lewis

SCIENCE

The focus this term is on Chemical Sciences.

The students will:

- research a contemporary Australian scientist, identifying how they have contributed to scientific knowledge and how their contributions affect peoples' lives
- identify and compare physical and chemical changes to materials
- investigate how physical changes to materials are usually reversible, such as melting, freezing or evaporating, and chemical changes are mostly irreversible such as in cooking, burning or rusting.



Janelle Baldwin

PHYSICAL EDUCATION

The students will:

- learn about the importance of daily physical activity and begin to explore other benefits of physical activity for a sustainable healthy life
- understand the importance of safe stretching activities to improve flexibility and prevent injuries when participating in Physical Education
- revisit and refine their locomotor skills through major games, such as cricket, soccer and Australian Rules football
- continue to develop their collaborative and interpersonal skills by using teamwork skills in game situations, including cricket, soccer and Australian Rules football, while practising the fundamental motor skills of *kick, dribble, punt, catch, overhand throw, dodge* and *ball bounce*
- correctly interpret and apply game rules in cricket, soccer and Australian Rules football, as well as have the opportunity to change the rules and conditions to create a more inclusive game.



Franka Zigic

REMINDERS

Tuesdays:

- Performing Arts
- Italian
- Physical Education - sport uniform to be worn

Wednesday:

- Digital Technologies
- Visual Arts - art smocks are required
- Library - library bags are required for borrowing

Thursday:

- Science

Friday:

- Physical Education - sport uniform to be worn
- Diary handed in

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.

Sam Cassimatis



Year 6 - 2022 Term 1 Overview

Welcome to the 2022 school year!

As the Year 6 teachers, we will be working with, and supporting your child through their final year of primary school, as well as preparing them for secondary school. Through their leadership roles, the Year 6 students will be given many opportunities to act as role models and display the School Values, 'I am a learner', 'I am a friend' and 'I am respectful'. They will be meeting regularly with their Prep buddies and they will be representing the school at the IDSSA Soccer Round Robin. To inspire the senior students as they develop their leadership skills, they will also be attending the National Young Leaders Day Conference in March.

"INSPIRING,
MOTIVATING and HELPING
other people achieve things
they never thought were possible;
SETTING A GOOD EXAMPLE,
basically - that's what leadership
means to me."

As always, our students' wellbeing is at the forefront of our planning. Especially due to the impacts of previous COVID restrictions, including lockdowns, their social and emotional development, along with their academic progress, will be continuously monitored, with learning programs adjusted to meet their learning needs. Throughout this term, the students will be supported through a range of learning experiences which incorporate the use of approaches such as the Habits of Mind and the Growth Mindset, which help develop positive learning dispositions. The Four Capabilities from the Victorian Curriculum, Personal and Social, Ethical, Intercultural and Critical and Creative Thinking, will be taught explicitly in and through all learning areas. Through relevant, purposeful and age-appropriate learning experiences, the students will be given opportunities to collaborate, to be creative, to think critically and to communicate effectively.

RELIGION

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

Lift Up Your Hearts - Traditional Prayers and Devotions

In this unit, the students will understand that traditional prayers and devotions are integral to our Catholic faith.

The students will grow in understanding that:

- reciting traditional prayers unite us as a faith community (e.g. The Nicene Creed)
- the Rosary is a prayer that reflects on the lives of Jesus and Mary
- the Rosary celebrates Mary's faithfulness.

Lent to Easter: We Are Transformed!

In this unit, the students will explore ways in which Lent offers opportunities for growth and change as we prepare for the celebration of Easter.

The students will grow in understanding that:

- Lent is a time for reflection on how we live and act
- during Lent, Christians consider choices that bring about healing and reconciliation
- the stories, rituals and symbols of the Easter liturgy are signs of God's hope and transformation.



INTEGRATED TOPICS



'Squad Goals'

The students will:

- consider their rights and responsibilities as members of our school community
- continue to learn about the appropriate use of the internet and how they can best protect their own and others' privacy
- further develop skills in the responsible use of online communication and social networking, and how to respond if inappropriate content occurs
- engage in an online webinar through the Office of E-Safety, focusing on reiterating safe online behaviours
- participate in a cybersafety incursion, '*Keeping safe in Cyberspace - How to have fun and stay safe online!*'.

Discovering Democracy

The students will:

- develop an understanding of the concept of 'democracy'
- learn about the rights and responsibilities of citizenship
- investigate the levels of government in Australia
- reflect on significant events in Australian history, including how voting rights for women and for indigenous Australians came about through social change.



This unit will continue to be studied throughout Term 2.

MATHEMATICS

Units of work, based on the Victorian Curriculum, are planned to develop mathematical skills which relate to the four Mathematical Proficiencies: *understanding, fluency, problem solving and reasoning.*

Mathematics lessons begin with short, focused learning tasks which are planned to develop number sense, an essential component of Mathematics. These tasks can include the revision of multiplication and division facts, counting, skip counting and purposeful Mathematics games.



The following topics will be covered:

Number and Algebra

- developing a 'Mathematical Mindset' by further developing mathematical thinking skills
- *Place Value* - estimating, rounding, recording, representing and ordering numbers into and beyond the millions, number patterns, factors and multiples, negative numbers.

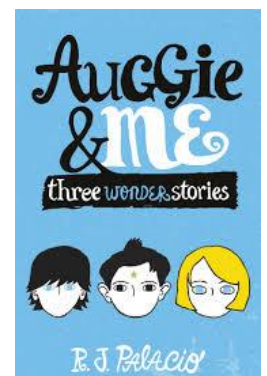
Measurement and Geometry

- *Time* - interpreting timetables, and measuring, calculating and comparing elapsed time
- *Shape* - constructing prisms and pyramids.

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. This term, as a book study, the students will read 'Auggie and Me', by R.J. Palacio, as part of our serial reading program. This themes in this book support our well-being and values education focus.



Writing

Writing for this term will be linked to the Performing Arts program and it focuses on songwriting as a form of poetry. The students will be supported to express their thoughts about our school by composing their own prose which will be incorporated into a Mary Immaculate School song. The serial reading novel will also be used as a springboard for a range of writing activities which include written responses to the text, visualisations, predictions and character studies.

Grammar and Word Study (Spelling)

The students will:

- further develop their knowledge of the origin of words to better understand their meaning (e.g. *octo* meaning eight)
- further their understandings of grammatical terms and the correct use of punctuation marks
- learn about letter patterns and apply established rules
- work on correctly spelling a range of high frequency words and context specific topic words
- extend their vocabulary through a focus on spelling skills.

Handwriting

The students will:

- revise and practise correct letter formation, pen grip, hand positions and posture
- explore and apply the different joins required in Victorian Modern Cursive
- refine their handwriting skills, working towards developing a personal style that is consistent, legible and fluent.

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 their peers and teachers, in a variety of learning activities.

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 students to see themselves as competent and confident readers, who read a wide range of texts for different purposes.

Through the planned learning experiences students will:

- reflect on their preferred types of texts, including novels, comic books or magazines
- describe their preferred reading genres, such as science-fiction, adventure or sport
- discuss their favourite texts and authors
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- share how different books have made them feel
- 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 Wednesday.

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Happy Reading!

Bernadette Healy

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 throughout the term.



The topics that will be covered this term are:

- 'My Gratitude' - defining 'gratitude' and identifying the things I am grateful for
- 'Empathy 101' - defining 'empathy' and showing empathy to others
- 'Emotions Vary In Depth and Strength' - understanding how emotions vary according to the individual
- 'How Mindful Am I?' - identifying strategies we can use to be mindful
- 'Mindfulness Senses' - using our senses as a mindfulness strategy
- 'My Favourite Gratitude Quote'

DESIGN AND DIGITAL TECHNOLOGIES

The students will be researching how some designed products or systems use heat energy to generate power or control movement, e.g. solar panels, convection ovens, etc. They will investigate the impact of these designs on meeting the needs of the community. Through a range of learning activities, including designing and building their own solar oven, the students will be researching, designing, building and evaluating their own designs, including selecting appropriate materials for their prototype.

The students will be focusing on the development of key skills including:

- problem solving
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- teamwork
- independent thinking
- initiative
- communication
- digital literacy.



Sam Cassimatis

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Julienne Brooks



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Signor John

PERFORMING ARTS

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The following elements of music will be explored:

- learning about different forms of music notation
- exploration of intervals and melodic shapes
- further exploration of percussion instruments and the rhythmic elements of music
- singing simple harmonies
- using imagination and experimentation to compose and improvise music using various percussion instruments and melodic ideas.

Simon Lewis

PHYSICAL EDUCATION

The students will:

- continue to learn about the importance of daily physical activity, and further explore how physical activity impacts on their social health and mental wellbeing, contributing to a sustainable healthy life
- continue learning about, and begin individually demonstrating, the importance of safe stretching activities, in order to improve flexibility and prevent injuries when participating in Physical Education
- focus on understanding various offensive and defensive strategies when participating in modified games
- revisit and refine their locomotor skills
- continue to develop their collaborative and interpersonal skills by using teamwork skills in game situations, including cricket, soccer and Australian Rules football, while practising the fundamental motor skills of *kick, dribble, punt, catch, overhand throw, dodge* and *ball bounce*
- continue to correctly interpret and apply game rules in cricket, soccer and Australian Rules football whilst encouraging others and negotiating roles and responsibilities.



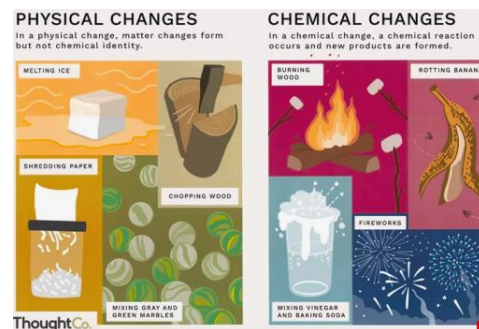
Franka Zigic

SCIENCE

The focus this term is on Chemical Sciences.

The students will:

- research a contemporary Australian scientist, identifying how they have contributed to scientific knowledge and how their contributions affect peoples' lives
- identify and compare physical and chemical changes to materials
- investigate how physical changes to materials are usually reversible, such as melting, freezing or evaporating, and chemical changes are mostly irreversible such as in cooking, burning or rusting.



Janelle Baldwin

REMINDERS

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- Italian
- Physical Education - sport uniform to be worn

Wednesdays:

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- Visual Arts - art smocks are required
- Library - library bags are required for borrowing

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Marisa Sibillin and Julianne Brooks