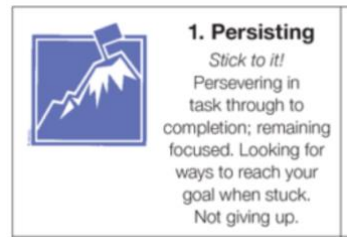




## Year Prep - 2022 Term 2 Overview

Due to the ongoing impacts of COVID19, with many students and their families being required to spend time isolating, our students' wellbeing continues to be at the forefront of our planning. Their social and emotional development, along with their academic progress, will be monitored, with learning programs continually 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 contemporary tools such as the Habits of Mind and the learning dispositions which lead to a Growth Mindset. Our focus this term will be 'Persisting'. These tools align with our School Values of, 'I am a learner', 'I am a friend' and 'I am respectful', and complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will be provided with relevant and purposeful learning opportunities designed to encourage reflection, high order thinking, creativity, critical thinking and collaboration, where core knowledge and skills are integrated across the learning areas.



This term will include a new range of exciting and valuable learning experiences. The students will participate in a range of engaging activities, including a four session Australian Rules Football program, Italian Day, a Melbourne Zoo excursion, and a sustainability incursion, 'Plastic Wipeout'. As part of our Integrated Unit, the students will participate in the Life Education program, including an onsite lesson and a visit from Healthy Harold.

### **RELIGION**

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

#### **Mary**

In this unit, the students will begin to develop their knowledge of Mary and recognise her as the mother of Jesus.

The students will grow in understanding that:

- Mary is the mother of Jesus
- God chose Mary to be the mother of Jesus
- we honour and celebrate Mary through prayer.



#### **The Senses**

In this unit, the students will grow in appreciation that their senses are gifts from God for them to use and enjoy.

The students will grow in understanding that:

- we have five senses to help us explore God's world
- our senses help us appreciate God's creation
- we can pray to God using all of our senses.

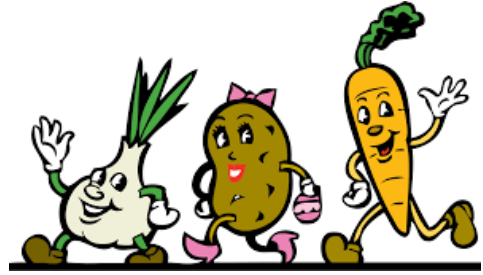
## **INTEGRATED TOPIC**

### **My Body Matters**

The students will explore physical and emotional wellbeing as they identify actions that help keep themselves safe and healthy.

The students will:

- investigate some ways to keep their bodies clean
- discover how their body is growing and changing
- explore the ways they can keep their body healthy such as eating healthy food and being physically active
- identify safe and unsafe places and actions.



## **MATHEMATICS**

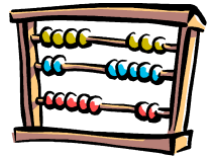
Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them into the learning. Activities can include counting, skip counting, subitising (automatic visual recognition of the number of objects in a small group), number talks and purposeful games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Prep students, *understanding* would include making connections between counting and addition; *fluency* would include recalling number facts such as the numbers that add together to make 10; *problem solving* would include applying addition skills to solving number stories; and *reasoning* would include explaining the strategy they have used to solve a number problem.

Through a variety of whole class, small group and partner learning activities, the students will:

### **Number**

- continue to develop number sense as they explore numbers to 20 through place value, counting and manipulating collections
- represent basic addition problems using concrete materials, such as icy pole sticks and counters
- become familiar with number bonds including 'friends of 10', which are numbers that add together to make 10, for example  $7 + 3 = 10$
- practise the 'counting on' strategy, where the students start at the larger number and count on the smaller number to reach a total
- represent basic subtraction problems using concrete materials.



### **Measurement and Geometry**

- compare objects and determine which is longer
- estimate, measure and compare the length of objects
- use informal objects, e.g. string, blocks, icy pole sticks, to measure the length of an object or space.

## **ENGLISH**

### **Reading**

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

- continue to learn and practise effective reading strategies, e.g. picture cues, sounding out, phonics, using the context of the story, predicting, reading on
- practise reading with fluency and understanding - words, sentences and simple books
- enjoy a range of traditional and 'fractured' Fairy Tales and begin to understand the role of characters, setting and events in stories.



Through the focus on phonemic awareness, the students will:

- identify how many 'sounds' they can hear in words
- continue to develop skills in hearing and identify the beginning, middle and ending sound in words, e.g. c-a-t
- identify syllables in words, e.g. din-ner
- identify rhyming words, e.g. cat, mat, sat, fat, hat.



Through the focus on phonics, the students will:

- consolidate their growing knowledge of letters and sounds, and continue using strategies such as blending and segmenting sounds to read and write simple words and sentences.

## **Writing**

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

- continue to use their growing knowledge of sounds and words to write letters, words and sentences to accompany their pictures
- continue to learn and practise important conventions of writing sentences, such as using appropriate spacing between words, using capital letters and full stops.

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
- continue to learn and practise handwriting skills, including the starting and finishing points, and the correct formation of letters and numbers.

## **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.

One of the ways in which our students develop their oral communication skills is through 'Show and Tell':

- once a week, each child will speak to the class about a particular topic and use pictures, photos and/or items to support the topic they will be discussing
- students will be supported to actively and respectfully listen and respond to the presenter through comments or questions.

## **Library**

This term, the students will continue to select a picture fiction book to borrow each week. They will also continue to develop the understanding that picture books tell stories with words and pictures.

The students will be focusing on traditional and fractured Fairy Tales.

The students will:

- make predictions about what each book might be about, based on the title and front cover
- explain what happened in the beginning, middle and end of the story and be able to sequence the order of events
- identify the main characters
- describe where the story takes place.



**Library borrowing day is Friday.**

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:

- 'Mindful Now' - understanding what mindfulness is and how it makes us feel
- 'Sharing is Caring' - recognising the importance of using manners
- 'Please and Thank you' - understanding what gratitude is and how being grateful makes us feel
- 'Friends I am grateful for' - identifying new friendships and understanding why we are grateful for them.



## **VISUAL ARTS**

The students will:

- experiment with different materials and techniques to make artworks in response to personal experiences, literature and shared learning experiences
- continue to explore colour, line, texture, pattern and shape as they utilise these elements to create works of art
- use directed drawing to learn how to use line and shape to draw familiar objects.



## **HOME LEARNING**

The students will receive their Take Home Book Bag to begin the home reading program. The bags will contain a book, a Reading Diary and word lists for home practice. 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 Reading Diaries 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 and practise simple greetings and numbers, e.g. Buongiorno (good morning). These concepts form some of the initial building blocks for learning a language. A wide range of learning experiences have been planned, including purposeful games, songs and puzzles.

Our annual Italian Day is also coming up this term, on June 6th. This is a fun, interactive day where the students will have opportunities to participate in many activities that highlight aspects of Italian culture. These activities include a visiting show, pizza lunch, singing songs and playing bocce.

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

Signor John

## **PERFORMING ARTS**

This term, the students will:

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



Simon Lewis

## **PHYSICAL EDUCATION**

The students will:

- continue to develop their locomotor skills such as *jogging*, *leaping* and *balancing* as well as their fundamental motor skills of *rolling*, *throwing*, *bouncing*, *catching* and *kicking*, whilst participating in minor games



- practise personal and social skills to interact positively with others, such as listening and responding to achieve the agreed outcomes
- practise identifying and describing how their body moves in relation to effort, space, time, objects and people
- practice fundamental movement skills and movement sequences using different body parts by creating movement sequences without equipment.

Franka Zigic

## **SCIENCE**

The focus this term is on Physical Sciences. The students will:

- observe the way different shaped objects such as balls, blocks and tubes move
- compare the way differently sized, but similarly shaped objects, such as tennis balls, marbles and basketballs roll and bounce
- observe how the movement of different living things depends on their size and shape.



Janelle Baldwin

## **REMINDERS**

Tuesdays:

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

Thursdays

- Science

Fridays

- Physical Education - sport uniform to be worn
- Library - library bags are required for borrowing

## **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.

Simone Vesey



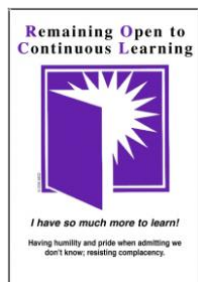
## Year 1 - 2022 Term 2 Overview

Hello and welcome to Term 2!

A wide range of exciting and valuable learning experiences have been planned for this term, including a four session AFL Football program, Italian Day, a Melbourne Zoo excursion and a sustainability incursion, 'Plastic Wipeout'. As part of our Integrated Unit, the students will also participate in the Life Education program, including an onsite lesson and a visit from Healthy Harold.



Throughout the term, the students will continue to be supported through a variety of engaging learning experiences, which will further build upon their understanding of the Habits of Mind and a Growth Mindset, allowing the students to view any mistakes as potential learning opportunities. This term we will be



focusing on the Habits of Mind, 'Listening with understanding and empathy' and 'Remaining open to continuous learning'. The Four Capabilities from the Victorian Curriculum, 'Personal and Social', 'Ethical', 'Intercultural' and 'Critical and Creative Thinking', will continue to 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. The students will also continue to be supported to uphold the School Values, 'I am a learner', 'I am a friend' and 'I am respectful'.

Due to the ongoing impacts of COVID19, with many students and their families being required to spend time isolating, our students' wellbeing continues to be at the forefront of our planning. Their social and emotional development, along with their academic progress, will be monitored, with learning programs continually adjusted to meet their learning needs.

I look forward to a fabulous term!

### **RELIGION**

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

#### **Celebrating the Eucharist**

The students will grow in understanding that:

- sharing the Eucharist is an important celebration in the church
- during the celebration of the Mass, we hear and celebrate God's word
- there are symbols and rituals that are part of the Eucharist.



#### **Living in Harmony**

The students will grow in understanding that:

- they can be peacemakers in their daily lives
- there are ways we can live in harmony with each other, as God asks us to do
- they are part of the parish community.



## INTEGRATED STUDIES

### Ready, Steady, Go!

The students will:

- participate in a Life Education incursion
- learn about how exercise and healthy eating helps their bodies to stay healthy
- identify and locate their heart, lungs, brain and muscles
- explain some ways they can keep themselves safe when they are exercising
- classify 'everyday' and 'sometimes' foods
- explain why exercise and eating 'everyday foods' are important for their health
- describe thoughts and feelings they may have in new or scary situations and identify how they can help themselves with positive thoughts
- take part in Harold's Healthy Challenge.



## 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 counting, skip counting and purposeful games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 1 students, *understanding* would include understanding that addition and subtraction are inverse operations, *fluency* would include counting number in sequences readily forward and backwards; *problem solving* would include choosing efficient strategies to solve problems; and *reasoning* would include explaining differences and similarities between 3D shapes.

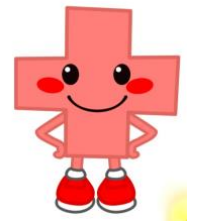
The following topics will be covered this term:

### Number

#### Addition

The students will:

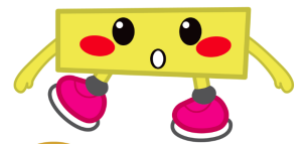
- combine two or more groups/objects to make a total number
- recognise that the order in which two numbers appear does not affect the total, e.g.  $2+3=5$ ,  $3+2=5$
- identify that numbers can be purposefully grouped and 'broken up' to assist in solving problems
- practise addition strategies to assist with solving problems, e.g. count all, count on, and number facts including tens facts, doubles, near doubles, etc.



#### Subtraction

The students will:

- understand that there is a relationship between addition and subtraction
- practise taking away a quantity from a collection to find out how much is left
- compare two quantities to find the difference
- explore how taking 0 away from a collection means that the quantity stays the same
- practise subtraction strategies such as, count back and count up to.

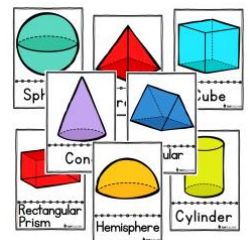


### Measurement and Geometry

#### 3D shapes

The students will:

- recognise, sort and compare familiar 3D objects using their common features, for example, number of sides (faces) and corners.



#### Location

The students will:

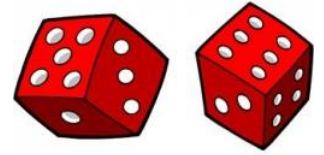
- give and follow directions to familiar locations, using terminology such as 'forward', 'under' and 'clockwise'.

## Statistics and Probability

### *Chance Experiments*

The students will:

- identify possible outcomes of familiar events involving chance and describe them using everyday language such as, 'will happen', 'won't happen' or 'might happen'.



### *Interpreting Graphs*

The students will:

- choose simple questions to investigate and gather responses
- represent their data with objects and drawings.

## **ENGLISH**

The English program includes a combination of whole-class activities, shared small-group activities and individual learning opportunities. Modelled, shared, guided and independent reading and writing are daily practices.

### **Reading**

The students will read and explore a variety of texts, and will examine strategies to monitor their understanding. These include:

- building phonics and word knowledge
- predicting
- using prior knowledge
- rereading.



The students will build comprehension strategies to identify the literal and inferred meanings of texts read and explored.

### **Writing**

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

- 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
- apply the correct use of simple punctuation, such as the use of capital letters, question marks and full stops
- practise the correct formation of the letters and the placement of lower and upper case letters on dotted third lines
- use a correct pencil grip and practise correct writing posture.



### *Word Study*

The students' word knowledge will be developed in order to assist them to become independent and successful in their attempts to correctly write words. 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, using magnetic letters, dictation, writing sentences etc. Some of the sounds covered this term will include:

- 'ff' as in 'fluff'
- 'th' as in 'thumb'
- 'ss' as in 'hiss'
- 'sh' as in 'shark'.



## **Speaking and Listening**

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



The students will:

- engage in conversations and whole class discussions, practising active listening behaviours such as, showing interest, contributing ideas and information, and asking appropriate questions
- speak clearly, using appropriate volume and pace
- participate in 'Show and Tell' sessions once a week, where they 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**

The students will:

- practise the correct library procedures for borrowing and returning books
- learn terminology: 'author', 'illustrator', 'spine', 'spine label', 'title' and 'blurb'
- identify the differences between fiction and nonfiction books
- list the features of nonfiction books
- locate books in the library according to their category, e.g. animals, space.

### **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.

## **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:

- 'Encouraging': identifying how we can help others
- 'Helpful Superhero': realising we can make a difference to others
- 'Belly Breathing': learning to be mindful through belly breathing
- 'More Mindfulness': recognising that yoga can help us to be mindful
- 'No You Can't Play': communicating our feelings nicely to others.

## **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.

## **DIGITAL TECHNOLOGIES**

The students will continue to learn about safe ways to use common digital hardware, such as iPads, and program Blue-Bot robots (coding).

The students will:

- compose and follow clear, simple, step-by-step instructions, such as following a path around the classroom, moving from one space to another etc.
- write and enter a simple set of instructions on the Blue-Bot robots to program them to follow specific pathways.

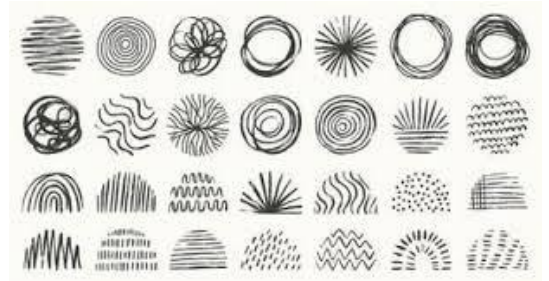


Meaghan A'Hearn

## VISUAL ARTS

The students will:

- use a variety of horizontal and vertical lines to create simple patterns
- fill in spaces with patterns
- create a contour drawing using patterns
- respond to visual artworks by describing ideas.



Tilla Ricci

## ITALIAN

Ben tornati! (Welcome back!)

This term, the students will be introduced to words related to food, as well as simple phrases, e.g. 'Mi piace il pollo' (I like the chicken). A wide range of learning experiences have been planned including interactive activities and purposeful games.



Our annual Italian Day is also coming up this term, on June 6th. This is a fun, interactive day where the students will have opportunities to participate in many activities that highlight aspects of Italian culture. These activities include a visiting show, pizza lunch, singing songs and playing bocce.

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

Signor John

## PERFORMING ARTS

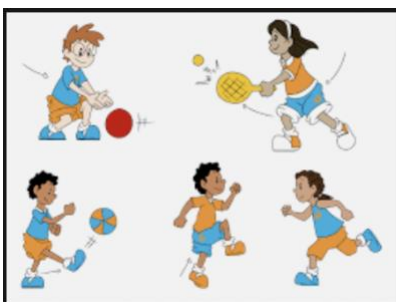
This term, the students will:

- listen and move to various styles of music, discussing emotional and physical responses
- continue to sing songs from various cultures, practising their pitch and expression
- further explore playing percussion instruments and the rhythmic elements of music
- identify contrasting sounds and explore using them to perform and improvise music
- use their imagination and experiment with various percussion instruments to compose music
- explore the instruments of the orchestra.



Simon Lewis

## PHYSICAL EDUCATION



The students will:

- further develop their locomotor skills such as *jogging*, *leaping* and *balancing*, whilst using different body parts to move in a variety of directions
- continue to further develop their fundamental motor skills of *kick*, *overhand throw*, *underarm throw* and *ball bounce* through participation in minor games
- participate in minor games while sharing suggestions and trialling how a game can be changed so that everyone can be involved.

Franka Zigic

## **SCIENCE**

The focus this term is on Physical Sciences. The students will:

- recognise that senses can be used to learn about the world around them
- identify that the sun is a source of light
- recognise that light helps them see objects
- explore different ways to produce sound using familiar objects and actions, such as shaking, striking and scraping.



Janelle Baldwin

## **REMINDERS**

Mondays:

- Digital Technologies

Tuesdays:

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

Wednesdays

- Library - library bags are required for borrowing

Thursdays

- Science

Fridays

- Visual Arts - art smocks are required
- Classroom sport - sport uniform to be worn

## **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.

Meaghan A'Hearn



## Year 2 - 2022 Term 2 Overview

Throughout this term, the students will be supported through a range of learning experiences which incorporate the use of contemporary tools such as the Habits of Mind, ('Listening with Understanding and Empathy' and 'Remaining Open to Continuous Learning') and the learning dispositions which lead to a Growth Mindset. These 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 all learning areas. The '4 Cs of 21st century learning' - Critical thinking, Creativity, Collaboration and Communication - will continue to be embedded throughout all learning experiences.



The students will participate in a range of exciting and engaging activities, including a four session Australian Rules Football program, Italian Day, a Melbourne Zoo excursion and a sustainability incursion, 'Plastic Wipeout'. As part of our Integrated Unit, the students will participate in the Life Education program, including an onsite lesson and a visit from Healthy Harold.

Due to the ongoing impacts of COVID19, with many students and their families being required to spend time isolating, our students' wellbeing continues to be at the forefront of our planning. Their social and emotional development, along with their academic progress, will be monitored, with learning programs continually adjusted to meet their learning needs.

### **RELIGION**

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

#### **Celebrating the Eucharist**

The students will grow in understanding that:

- the Mass is made up of different parts and has many symbols and actions that help us know Jesus
- at the Mass we are called to love, serve and care for others.



#### **Living in Harmony**

The students will grow in understanding that:

- we are part of the parish community
- Jesus teaches us that we grow in love of God and one another, by demonstrating honesty, kindness and respect.

## INTEGRATED TOPIC

### All Systems Go

The students will:

- participate in a Life Education incursion
- list internal body systems/organs and describe the main jobs of each body part within these systems
- explain how and why our blood uses water, oxygen and nutrients
- identify and explain strategies to deal with peer pressure
- give reasons why exercise is beneficial for the body and mind
- identify foods that contribute to a healthy body and lifestyle
- discuss how people might need to use medication safely for health and wellbeing
- identify and record a healthy action they could take to improve their health and wellbeing.



## 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 into the learning. This can include the revision of number facts, counting, skip counting and purposeful games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 2 students, *understanding* would include identifying and describing the relationship between addition and subtraction; *fluency* would include strategies for addition and subtraction, including tens facts, doubles, ten more, ten less; *problem solving* would include using various approaches to represent and solve problems, e.g. drawing, number sentences, etc; and *reasoning* would include explaining how problems were solved.

The following topics will be covered this term:

### Number

#### Addition and Subtraction

The students will continue to develop a range of mental and written strategies to solve addition and subtraction problems.

Strategies include:

- counting on and counting back
- bridging to ten
- doubling
- near doubles
- adding and subtracting ten or one hundred
- using mathematical tools and materials such as number lines, hundred charts, MAB, etc., to represent and solve problems involving addition and subtraction.



### Measurement and Geometry

#### 3D Objects

- describing and comparing the geometric features of 3D objects, using appropriate vocabulary such as 'corners', 'edges' and 'faces'.

#### Measurement

- using informal units to compare and order shapes and objects based on length, area, volume and capacity, e.g. comparing lengths using finger length or icypole sticks, comparing areas using the palm of the hand or a stone, and comparing capacities using a range of different sized containers.

### Statistics and Probability

#### Chance

- classifying everyday events according to how 'likely' they are to happen, e.g. it will rain today
- using the language of chance, e.g. likely, highly unlikely, to explain their reasoning.



## **ENGLISH**

### **Reading**

The students will read a variety of fiction and nonfiction 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)
- visualisation
- summarising texts using key ideas.



### **Writing**

The students will create texts responding to various written and visual prompts. The focus is on:



- ideas: planning before writing by using strategies such as, drawing, writing key words, sharing with a partner
- language: vocabulary, sentences and sentence structure, and text structure.

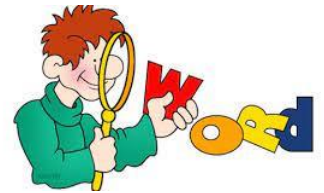
### *Grammar & Punctuation*

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:

- verbs
- pronouns
- 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:

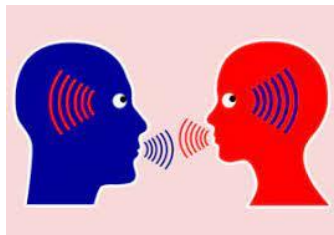
- phonological awareness (letter/sound knowledge)
- high frequency words
- onset and rime (e.g. cat – 'c' is the onset and 'at' is the rime)
- CCVC words (consonant, consonant, vowel, consonant e.g. 'stop', 'chop') focusing on initial consonant blends.

### *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:

- listening for specific purposes and information, including instructions
- developing active listening skills, such as maintaining eye contact, asking questions
- extending their own and others' ideas in discussions through comments and questions.

## **LIBRARY**

The students will:

- practice 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'
- identify the differences between fiction and nonfiction books
- list the features of nonfiction books
- locate books in the library according to their call number
- locate books in the library according to their category eg animals, space.

**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.

## **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' - showing gratitude towards others
- 'Mindfulness' - practising meditation and mindfulness
- 'Inclusion' - understanding and explaining how someone else might be feeling
- 'Bouncing Back' - how do we respond when things do not go our way
- 'Teamwork' - identifying strategies to improve teamwork.

## **DIGITAL TECHNOLOGIES**

The students will continue to learn about safe ways to use common digital hardware, such as iPads, and program Blue-Bot robots.

The students will:

- compose and follow clear, simple, step-by-step instructions, such as following a path around the classroom, moving from one space to another etc.
- write and enter a simple set of instructions on the Blue-Bot robots to program them to follow specific pathways
- program the Blue-bots to follow specific pathways using the iPad app.

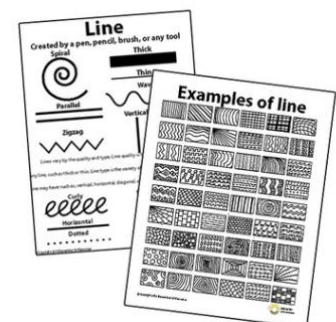


Meaghan A'Hearn

## **VISUAL ARTS**

The students will:

- use a variety of horizontal and vertical lines to create complex patterns
- fill in spaces with patterns
- create a contour drawing using patterns
- respond to visual artworks by describing ideas.



Tilla Ricci

## **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 be introduced to words related to food and drink, as well as simple phrases, e.g. 'Mi piace il pollo' (I like the chicken). A wide range of learning experiences have been planned, including interactive activities and purposeful games.

The students have also been preparing for our annual Italian Day that is coming up this term, on June 6th. This is a fun, interactive day where the students will have opportunities to participate in many activities that highlight aspects of Italian culture. These activities include a visiting show, pizza lunch, singing songs and playing bocce.

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

Signor John

## PERFORMING ARTS

This term, the students will:

- listen and move to various styles of music
- continue to sing songs from various cultures to practise their pitch and tone
- further explore music notation and pitch, reviewing rhythmic notation
- identify contrasting sounds and explore using them to perform and compose music
- further explore playing tuned and un-tuned percussion instruments
- experiment with various percussion instruments to compose and perform music
- explore the instruments of the orchestra and how ensembles operate.

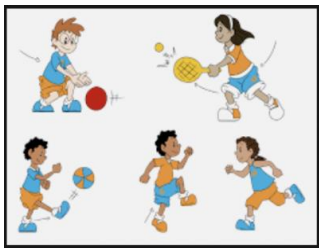


Simon Lewis

## PHYSICAL EDUCATION

The students will:

- continue refining their fundamental motor skills of *kick, overhand throw, underarm throw* and *ball bounce*
- continue refining their locomotor skills such as *jogging, leaping* and *balancing*
- participate in new and unfamiliar activities and discuss how they feel about the experience
- participate in modified major games of hockey, soccer and Australian Rules Football
- develop and apply their understanding on how to include others in physical activity.



Franka Zigic

## SCIENCE

The focus this term is on Physical Sciences. The students will:

- investigate how senses can be used to learn about the world around them
- identify that the sun is a source of light
- recognise that light from a variety of sources helps them see objects
- explore and compare different ways to produce sound using familiar objects and actions, such as shaking, striking and scraping.



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 2 Overview



Due to the ongoing impacts of COVID-19, with many students and their families being required to spend time isolating, our students' wellbeing continues to be at the forefront of our planning. Their social and emotional development, along with their academic progress, will be monitored, with learning programs continually 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 contemporary tools including the learning dispositions which lead to a Growth Mindset and the Habits of Mind of, 'Thinking Flexibly'- being able to change perspectives, generate alternatives and consider options, 'Striving for Accuracy'- always doing your best, setting high standards and finding ways to improve, and 'Questioning and Posing Problems' - having a questioning attitude, finding problems to solve. These tools align with our school values of, 'I am a learner', 'I am a friend' and 'I am respectful', and complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum. A range of digital literacies will be used to promote reflection, high order thinking, creativity, critical thinking and collaboration.



This term, our students will be participating in a range of engaging experiences including a football program with coaches from the SEDA sports college, an onsite incursion to the Life Education Van and a 'Schools for Wildlife' program, where the students will design and create a wildlife garden in our school. It is sure to be a term full of exciting and rich learning experiences for our students.

### **RELIGION**

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

#### **The Eucharist - Celebrating Jesus' Presence**

The students will grow in understanding that:

- Christians bless bread and wine in the Mass to celebrate the resurrection of Jesus Christ
- Jesus Christ is present when people gather (e.g. our parish community) to celebrate and share the Eucharist together.



#### **Prayer - Building a Friendship With God**

The students will grow in understanding that:

- prayer is about listening to and building a friendship with God
- people can build a friendship with God through both formal and informal prayer
- there are many forms of personal prayer.

## **INTEGRATED TOPIC**

### **Healthy Body, Healthy Mind**

The students will:

- understand that healthy foods give the body energy and help it grow
- recognise that health involves balancing physical, social, emotional, spiritual and mental dimensions
- explore how individual actions will impact on personal health
- discuss how they are responsible for some of the decisions they make about their health
- learn about how their bodies grow and change as they get older
- understand that they can be influenced by health messages and advertising in the media
- participate in a Life Education incursion where they will identify people, products and services that advise, educate and inform people about medications.

## **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 games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 3 students, *understanding* would include describing their mathematical thinking; *fluency* would include calculating answers efficiently; *problem solving* would include applying known strategies to solve problems; and *reasoning* would include comparing and contrasting related ideas and explaining their choices.

The following topics will be covered this term:

### **Number**

#### *Addition and Subtraction*

Develop efficient mental and written strategies for addition and subtraction, including:

- recognising that certain single-digit number combinations always result in the same answer for addition and subtraction, e.g.  $6+3=9$ , so  $60+30=90$ ,  $600+300=900$  etc.
- extending strategies to add and subtract large numbers
- using 'partitioning' strategies to aid computation, e.g.  $57 + 19 = 57 + 20 - 1$
- solving simple word problems using addition and subtraction.



#### *Problem solving*

- solving problems using effective strategies that involve a short sequence of steps and decisions.

### **Measurement and Geometry**

#### *Time*

- telling the time to the minute
- recognising there are 60 minutes in an hour and 60 seconds in a minute.



### **Statistics and Probability**

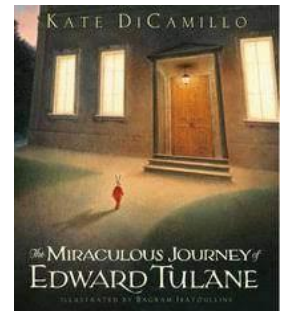
#### *Chance*

- conducting chance experiments, identifying and describing the possible outcomes and recognising variations in results.

## **ENGLISH**

### **Reading**

This term the students will be listening to the reading of the novel, 'The Miraculous Journey of Edward Tulane' by Kate Di Camillo. This text will give the students an opportunity to explore character descriptions, the development of the plot and the deliberate use of vocabulary that engages the reader.



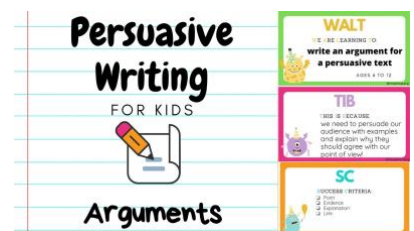
The students will be supported to read different types of texts for specific purposes, using strategies such as:

- confirming their predictions and understanding
- rereading
- monitoring for meaning
- scanning
- reviewing.

They will continue to develop comprehension strategies to build literal and inferred meaning in order to expand their content knowledge and understanding of texts.

### **Writing**

The focus this term is persuasive writing. The students will analyse various examples of persuasive texts, identifying the main parts and key language features. They will be given opportunities to write their own persuasive texts, using their growing knowledge of what makes a strong persuasive text, such as the use of emotive language and evidence to support their arguments. The students will continue to be supported to reread and edit their texts for appropriate structure, grammatical choices and punctuation.



### *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 be exploring:

- pronouns
- verbs
- use of apostrophes
- present, past and future tense.

### *Word Study*

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

This term, the students will be focusing on the following letter/spelling sounds:

- 'o' and 'a' as in orange and watch
- 'g' and 'gg' as in girl and egg
- 'u' and 'o' as in umbrella and monkey
- 'h' as in house
- 'ai', 'ay' 'a\_e' and 'a' as in snail, hay, cake and lady
- 'l' and 'll' as in lizard and bell
- 'ee', 'e', 'ea', 'y' and 'ey' as in bee, me, seat, baby and money
- 'm' and 'mm' and 'mb' as in moon, hammer and thumb
- 'i\_e', 'y', 'igh', 'i' and 'ie' as in ice-cream, fly, night, spider and pie.

Spelling rules about making common words into plurals will also be explored, such as:

- most words add 's' to make plural
- add 'es' to words ending in 'ch', 'sh' 's', 'ss', 'x' or 'z' to make the plural
- when the letter before a 'y' is a consonant, change the 'y' to an 'i' before adding an 'es'.

## *Handwriting*

The students will:

- revise and practise correct letter formation, pencil grip and hand positions
- explore and apply diagonal and horizontal joins
- refine their handwriting skills, working towards developing a personal style that is consistent, legible and fluent.

## **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
- interpreting ideas and information from spoken texts
- listening for key ideas in order to use, share and extend their initial ideas and thinking
- communicating and expressing ideas.



## **LIBRARY**

This term, the students will be immersed in an author study of children's fiction writer, David Walliams, and his books. The students will read books by David Walliams; engage in research and discussion; and compare, contrast and relate David Walliams texts to themselves, other texts and real world examples.

The author study is designed to engage and assist in further developing:

- reading and writing skills
- critical thinking skills
- information literacy skills
- ability to make connections across the curriculum
- sense of themselves as belonging to a community of readers.



The students will:

- discuss and compare literary concepts like character, plot, setting, point of view, use of imagery, metaphor and word choice
- identify how the text and accompanying illustrations work together to tell a complete story
- compare and contrast different works by the author
- research information about the author
- share recommendations and responses about what they are currently reading.

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

## **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.

## **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:

- 'Moments of Gratitude' - recalling times when we have been grateful
- 'Gratitude Journal' - reflecting on grateful moments
- 'Identifying how others feel' - identifying emotions in others
- 'Responding to others' - developing strategies to help those in need
- 'Introduction to Mindfulness' - defining what mindfulness is, practising meditation as a mindfulness technique
- 'Physical responses to emotions' - recognising how our bodies feel when experiencing different emotions.



## **DIGITAL TECHNOLOGIES**

This term in Digital Technologies, the students will be experimenting with different types of digital systems (i.e. iPads, spheros, computers etc) in order to explore how technological devices require 'inputs' to work, and share information via 'outputs'.

The students will:

- understand that images and music can be transferred from a peripheral device to a computer, for example, using a cable to connect a camera to a computer to upload images for a photo story
- investigate how different types of technologies, e.g. a keyboard, touch screen or game controller, can input different instructions; how monitors, projectors or tablet screens display information (output); or how a USB flash drive, harddrive or cloud can be used to store different information.

Sam Cassimatis

## **VISUAL ARTS**

Continuing on from last term, the students will explore how artworks are used to celebrate the everyday. They will continue to investigate 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.



The students will also continue to analyse the different ways artists use shape and colour to communicate ideas or feelings. They will describe how geometric shapes are used to depict objects and people in Cubist works, as seen in artworks by artists such as Picasso. The students will create a three dimensional portrait sculpture which uses shape and colour to express an emotion.

Julienne Brooks

## **HOME LEARNING and STUDENT DIARIES**

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

## **ITALIAN**

Ben tornati! (Welcome back!)

This term, the students will be introduced to the names of types of transport in Italian, e.g. il treno (train). A range of purposeful learning activities have been planned, including games, interactive tasks, puzzles and grammar exercises.



The students have also been preparing for our annual Italian Day that is coming up this term, on June 6th. This is a fun, interactive day where the students will have opportunities to participate in many activities that highlight aspects of Italian culture. These activities include a visiting show, pizza lunch, singing songs and playing bocce.

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

Signor John

## **PERFORMING ARTS**

This term, the students will:

- sing songs and improve their pitch, tone and expression
- further explore the rhythmic elements of music
- explore composing and performing music using tuned percussion instruments
- explore using music technology to compose music
- play simple notes and chords on a ukulele.



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 soccer, hockey and Australian Rules Football
- explore and practise different techniques to propel objects towards a target
- further refine their locomotor skills by learning about acceleration and deceleration within game situations
- adopt inclusive practices when participating in physical activities, such as, working cooperatively with team members to maintain possession in a game, by passing to other players and listening to teammates.



Franka Zigic

## **SCIENCE**

The focus this term is on Physical Sciences. The students will:

- describe how heat can be produced, such as through friction, electricity or chemically (burning)
- identify changes that occur in everyday situations due to heating and cooling, e.g. cooking, freezing
- explore how heat can be transferred from one object to another (conduction)
- recognise that they can measure temperature using a thermometer.

Janelle Baldwin

## **REMINDERS**

Tuesdays:

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

Wednesdays:

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

Thursdays:

- Science

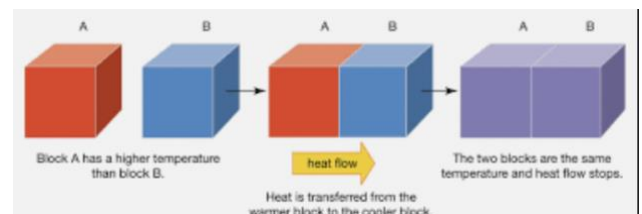
Fridays:

- Classroom sport - 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 2 Overview

Due to the ongoing impacts of COVID19, with many students and their families being required to spend time isolating, our students' wellbeing continues to be at the forefront of our planning. Their social and emotional development, along with their academic progress, will be monitored, with learning programs continually 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 contemporary tools such as the Habits of Mind and the learning dispositions which lead to a Growth Mindset. This term, the focus will be on the following Habits of Mind: 'Thinking Flexibly' - being able to change perspectives, generate alternatives and consider options; 'Striving for Accuracy' - always doing your best, setting high standards and finding ways to improve; and 'Questioning and Posing Problems' - having a questioning attitude and finding problems to solve. These 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 all learning areas. A range of digital literacies will be used to promote and encourage reflection, high order thinking, creativity, critical thinking and collaboration.



This term our students will be participating in a range of special experiences including a football program with coaches from the SEDA sports college, an onsite incursion from Life Education Victoria and a 'Schools for Wildlife' program where students will design and create a wildlife garden in our school. It is sure to be a term full of exciting and rich learning experiences for our students.

### **RELIGION**

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



#### **Sacraments of Initiation - Baptism, the Eucharist and Confirmation**

The students will grow in understanding that:

- initiation is the process of becoming a full member of a community
- through Baptism, Christians are welcomed into the Church
- Christians become fully initiated into the Church when they have received all three Sacraments of Initiation.

#### **Prayer - Building a Friendship With God**

The students will grow in understanding that:

- prayer is about listening to and building a friendship with God
- people can build a friendship with God through both formal and informal prayer
- there are many forms of personal prayer.



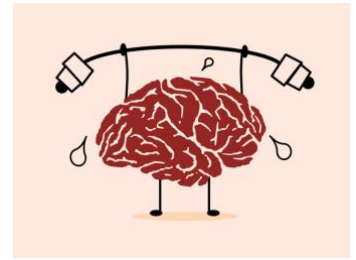


## **INTEGRATED TOPIC**

### **Healthy Body - Healthy Mind**

The students will:

- understand that healthy foods give the body energy and help it grow
- recognise that health involves balancing physical, social, emotional, spiritual and mental dimensions
- explore how individual actions will impact on personal health
- discuss how they are responsible for some of the decisions they make about their health
- learn about how their bodies grow and change as they get older
- understand that they can be influenced by health messages and advertising in the media
- participate in a Life Education incursion where they will identify people, products and services that advise, educate and inform people about medications and personal health choices.



## **MATHEMATICS**

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 4 students, *understanding* would include connecting related ideas; *fluency* would include making reasonable estimates; *problem solving* would include applying existing strategies to seek solutions; and *reasoning* would include explaining their thinking.

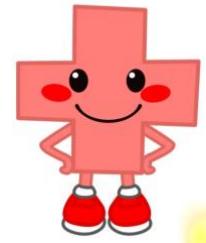
The following topics will be covered this term:

### **Number**

#### *Addition and Subtraction*

Develop efficient mental and written strategies for addition and subtraction, including:

- counting forwards and backwards by tens and then ones
- investigating the 'jump' strategy using a number line
- applying a 'split' strategy by grouping place value parts. e.g hundreds, tens and ones
- solving formal algorithms for addition and subtraction.



#### *Problem solving*

- solving problems using effective strategies that involve a short sequence of steps and decisions.

### **Measurement and Geometry**

#### *Time*

- reading analogue and digital clocks
- describing and comparing time durations
- using am and pm notation
- choosing appropriate and efficient strategies to solve simple time problems.



### **Statistics and Probability**

#### *Chance*

- identifying and describing possible outcomes from chance experiments and everyday events
- recognising reasons for variations in results, e.g. the chance of flipping a head on a coin resets with each flip.

## **ENGLISH**

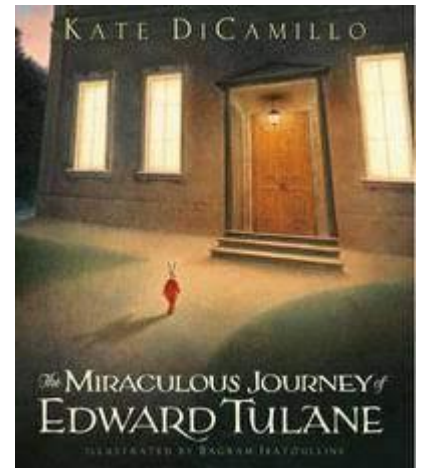
### **Reading**

This term, the students will be reading the novel, 'The Miraculous Journey of Edward Tulane' by Kate Di Camillo as a whole class. This text will give the students an opportunity to explore character descriptions, the development of the plot and the use of vocabulary to engage the reader.

The students will be supported to read different types of texts for specific purposes, using reading strategies such as:

- confirming their predictions and understanding
- rereading
- monitoring for meaning
- scanning
- reviewing.

They will continue to develop comprehension strategies to build literal and inferred meaning to expand content knowledge and understanding of texts.



### **Writing**

The focus this term is persuasive writing. The students will analyse various examples of persuasive texts, identifying the main parts and key language features. They will be given opportunities to write their own persuasive texts, using their growing knowledge of what makes a strong persuasive text, such as the use of emotive language and evidence to support their arguments. The students will continue to be supported to reread and edit their texts for appropriate structure, grammatical choices and punctuation.



### **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 be exploring:

- pronouns
- verbs
- use of apostrophes
- past, present and future tense, e.g., make, making, made.



### **Word Study**

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

This term, the letter/spelling sounds are:

- 'o' and 'a' as in orange and watch
- 'g' and 'gg' as in girl and egg
- 'u' and 'o' as in umbrella and monkey
- 'h' as in house
- 'ai', 'ay' 'a\_e' and 'a' as in snail, hay, cake and lady
- 'l' and 'll' as in lizard and bell
- 'ee', 'e', 'ea', 'y' and 'ey' as in bee, me, seat, baby and money
- 'm' and 'mm' and 'mb' as in moon, hammer and thumb
- 'i\_e', 'y', 'igh', 'i' and 'ie' as in ice-cream, fly, night, spider and pie.

Spelling rules about how to make plurals will also be practised, such as:

- most words add 's' to make the plural
- add 'es' to words ending in 'ch', 'sh' 's', 'ss', 'x' or 'z' to make the plural
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## *Handwriting*

The students will:

- revise and practise correct letter formation, pencil grip and hand positions
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- refine their handwriting skills, working towards developing a personal style that is consistent, legible and fluent.

## **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
- interpreting ideas and information from spoken texts
- listening for key ideas, in order to use, share and extend their initial ideas and thinking
- communicating and expressing ideas.

## **LIBRARY**

This term, the students will be immersed in an author study of children's fiction writer, David Walliams, and his books. The students will read books by David Walliams; engage in research and discussion; and compare, contrast and relate David Walliams texts to themselves, other texts and real world examples.



The author study is designed to engage and assist in further developing:

- reading and writing skills
- critical thinking skills
- information literacy skills
- ability to make connections across the curriculum
- sense of themselves as belonging to a community of readers.

The students will:

- discuss and compare literary concepts like character, plot, setting, point of view, use of imagery, metaphor and word choice
- identify how the text and accompanying illustrations work together to tell a complete story
- compare and contrast different works by the author
- research information about the author
- share recommendations and responses about what they are currently reading.

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## **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:

- 'Introduction to Character Strengths' - identifying different character strengths and how they are displayed
- 'My Playground - Parts 1, 2 and 3' - understanding we may have many things to be grateful for
- 'Small Acts of Kindness' - understanding the impact of showing kindness
- 'Ordinary Mary' - showing a simple act of kindness
- 'Five Count Belly Breathing' - developing strengths to help us to meditate
- 'Yoga Mindfulness' - using yoga to practise being mindful.

## **DIGITAL TECHNOLOGIES**

This term in Digital Technologies, the students will be experimenting with different types of digital systems (i.e. iPads, spheros, computers etc) in order to explore how technological devices require 'inputs' to work, and share information via 'outputs'.

The students will:

- understand that images and music can be transferred from a peripheral device to a computer, for example, using a cable to connect a camera to a computer to upload images for a photo story
- investigate how different types of technologies, e.g. a keyboard, touch screen or game controller, can input different instructions; how monitors, projectors or tablet screens display information (output); or how a USB flash drive, harddrive or cloud can be used to store different information.

Sam Cassimatis

## **VISUAL ARTS**

Continuing on from last term, the students will explore how artworks are used to celebrate the everyday. They will continue to investigate 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.



The students will also continue to analyse the different ways artists use shape and colour to communicate ideas or feelings. They will describe how geometric shapes are used to depict objects and people in Cubist works, as seen in artworks by artists such as Picasso. The students will create a three dimensional portrait sculpture which uses shape and colour to express an emotion.

Julienne Brooks

## **HOME LEARNING and STUDENT DIARIES**

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

## **ITALIAN**

Ben tornati! (Welcome back!)

This term, the students will be investigating the names of types of transport in Italian, e.g. il treno (train). A range of purposeful learning activities have been planned, including interactive tasks, games, puzzles and grammar tasks.

The students have also been preparing for our annual Italian Day that is coming up this term, on June 6th. This is a fun, interactive day where the students will have opportunities to participate in many activities that highlight aspects of Italian culture. These activities include a visiting show, pizza lunch, singing songs and playing bocce.



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

Signor John

## PERFORMING ARTS

This term, the students will:

- sing songs to improve their vocal skills, such as pitch, tone and expression
- further explore the elements of music
- explore composing and performing music using tuned percussion instruments
- explore using music technology to compose music
- practise playing simple notes and chords on a ukulele.



Simon Lewis

## PHYSICAL EDUCATION

The students will:

- 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 hockey and Australian Rules Football
- continue to apply a combination of locomotor and object control skills, whilst learning and participating in major games such as hockey and Australian Rules Football
- adopt inclusive practices when participating in physical activities, such as, working cooperatively with team members to maintain possession in a game by passing to other players and listening to teammates
- examine the benefits of regular physical activity, including the influence on sleep, concentration and fitness.

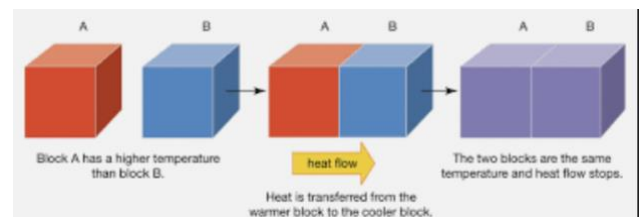


Franka Zigic

## SCIENCE

The focus this term is on Physical Sciences. The students will:

- describe how heat can be produced, such as through friction, electricity or chemically (burning)
- identify and describe changes that occur in everyday situations due to heating and cooling, e.g. cooking, freezing
- investigate how heat can be transferred from one object to another (conduction)
- recognise that they can measure temperature using a thermometer.



Janelle Baldwin

## **REMINDERS**

Tuesdays:

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

Wednesdays:

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

Thursdays:

- Science

Fridays:

- Classroom sport - 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 2 Overview

Due to the ongoing impacts of COVID19, with many students and their families being required to spend time isolating, our students' wellbeing continues to be at the forefront of our planning. Their social and emotional development, along with their academic progress, will be monitored, with learning programs continually 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 contemporary tools such as the Habits of Mind and the learning dispositions which lead to a Growth Mindset. The Habits of Mind that will be focused on this term include, 'Creating, Imagining and Innovating', and 'Applying Past Knowledge to New Situations'. The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum, and they are challenged to think 'outside the box' and use their experience and knowledge in a variety of ways. These

learning 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). Contemporary literacies will be used in order to encourage reflection, high order thinking, creativity, critical thinking and collaboration.

This term in Year 5 is going to be another active and exciting one. Interschool Sport commences and will continue on Fridays throughout the term, with the Year 5s joining the Year 6s to compete against other schools in our district. There will also be a four session Australian Rules Football incursion happening on Mondays from Week 4. The IDSSA Mixed Netball Gala Day and the IDSSA Cross Country competition (for selected students) are also planned. Further information about these events will be forwarded to parents in due course. Other great learning experiences coming up this term include the Life Education program, in which students will be focusing on making informed, safe choices when using medication, Italian Day in June and 'Plastic Wipe Out' Sustainability incursion.

### **RELIGION**

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

#### **People of Faith**

In this unit, the students will explore ways in which people express different religious beliefs through varied forms of worship and celebration.

The students will grow in understanding that:

- the Church celebrates Jesus in the many feasts and seasons of the liturgical year
- there are eight major religions in the world, each with their own symbols and belief systems
- other religious faiths share similarities with Catholicism.



#### **Made in God's Image**

In this unit, the students will understand that God has given us talents to use and develop in reaching our human potential.

The students will grow in understanding that:

- each person is made in God's image and is called to treat others with dignity and compassion
- they are able to learn, solve problems, imagine and hope because God gave them these creative capacities.

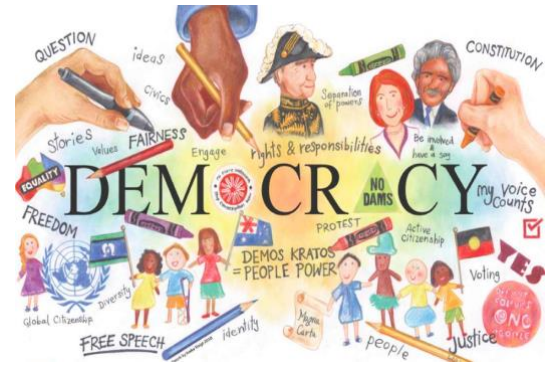


## INTEGRATED TOPIC

### **Discovering Democracy**

This unit continues from last term. The students will continue to:

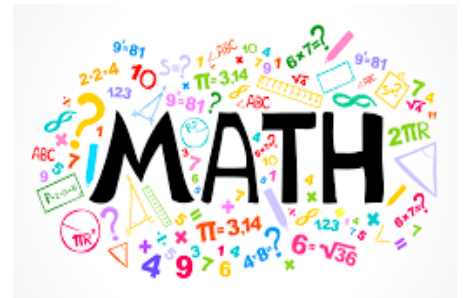
- develop an understanding of the concept of 'democracy'
- learn about the rights and responsibilities of citizenship
- investigate the levels of government in Australia
- reflect on significant events in Australian history, including Federation, and how voting rights for women and for Indigenous Australians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



To support their learning, the students will be participating in an incursion focusing on Australia's system of voting run by the Victorian Electoral Commission. Guest speakers involved in Australian politics and the legal profession, have also been invited to speak to the students. Further information about these will be forwarded to parents throughout the term.

## 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 5 students, *understanding* would include connecting related ideas, representing concepts in different ways; *fluency* would include choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately; *problem solving* would include using mathematics to represent unfamiliar or meaningful situations; and *reasoning* would include explaining their thinking, deducing and justifying strategies used and conclusions reached.

The following topics will be covered this term:

### **Number**

- Estimation and Mental Calculations: continue to develop students' strategies using a range of different processes and problems
- Order of Operations: investigating BODMAS (Brackets, Orders, Division, Multiplication, Addition, Subtraction) and using BODMAS to solve algorithms
- Addition and Subtraction: revising and practising formal written algorithms with 5 and 6-digit numbers (and beyond), incorporating estimation strategies and mental calculations to check answers for 'sense'
- Multiplication and Division: revising and practising formal written algorithms, multiplying and dividing larger numbers by single digit numbers, incorporating the use of suitable technologies such as calculators, to develop mental strategies and estimation skills.

### **Statistics and Probability**

- Collecting and Interpreting Data: collecting data through surveys and interviews, posing and answering questions related to the data
- Data Representation: representing collected data in different ways including, column graphs, dot plots and tables, with and without the use of technology.



## **ENGLISH**

### **Reading**

The students will be involved in whole class, small group (including guided reading sessions) 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 in texts.

The students will continue to study the book, 'Pax', by Sara Pennypacker, as part of our serial reading program. They will be using concepts and ideas in the novel to make connections to their learning from 'The Resilience Project' and the Habits of Mind, as they focus on resilience, persistence and character strengths.



### **Writing**

The students will be focusing on the writing process as they generate ideas, plan, write, edit and evaluate their own work in both narrative and persuasive structures. The students will be taken through each step in the process by working through a variety of strategies, including the use of templates, picture prompts, and 'P.E.E.L. your paragraphs' strategy (Point, Evidence, Explain and Link), to find the one/s that work best for them to help improve their writing.

### *Grammar & Punctuation*

The following understandings will be covered during weekly grammar lessons:

- reinforcing correct sentence structure, building upon the learning from last term on simple, compound and complex sentences
- how to separate ideas and improve writing using paragraphs
- the apostrophe of possession and its use with common and proper nouns
- correct use of quotation marks to include speech in writing.

### *Word Study*

The focus of the word study lessons will include:

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

### *Handwriting*

Handwriting sessions each week will focus on correct letter formation, fluency and legibility. This term the students will also be practising correct letter sizing when using 8mm lines.

### **Speaking & Listening**

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

- their participation in classroom discussions to share and evaluate their learning, experiences and opinions
- using appropriate volume, tone and pitch when delivering oral presentations, participating in Reader's Theatre activities, sharing their learning or offering opinions
- actively listening to their peers and teachers in a variety of learning activities and situations, and reflecting on others' viewpoints.

## LIBRARY

This term, the students will be immersed in an author study of children's fiction writer, David Walliams, and his books. The students will read and summarise books by David Walliams, engage in research, discussion, comparing, contrasting and relating texts to themselves, other texts and real world examples.



The author study is designed to engage and assist in further developing:

- reading and writing skills
- critical thinking skills
- information literacy skills
- ability to make connections across the curriculum
- sense of themselves as belonging to a community of readers.

Learning activities will include:

- discussions around literary concepts like character, plot, setting, point of view, use of imagery, metaphor and word choice
- researching biographical information about the author
- students sharing responses to what they are reading
- comparing and contrasting different works by the author
- identifying how the text and accompanying illustrations work together to tell a complete story.

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

### **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.

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:

- 'Spotting My Strengths' - identifying and describing our character strengths
- 'Positive versus Negative Thinking' - understanding positive and negative thoughts
- 'The Important Book' - showing gratitude by reflecting on things that are important
- 'Lights, Camera, Action!' - understanding and explaining the benefits of showing empathy and kindness
- 'Human Camera' - focusing on being present in the moment and noticing things in our everyday environment.
- 'Regulating Emotions' - recognising both positive and negative emotions, and learning strategies to manage these appropriately.

## DIGITAL TECHNOLOGIES

This term, the students will:

- explore internal and external components of personal computing devices and the different functions that they perform, e.g. data input components such as the keyboard, microphone or mouse; internal processing components such as the central processing unit (CPU); external output components such as speakers, monitors or printers; and data storage components such as internal memory and cloud storage.
- investigate and compare different types of networks, such as wired, wireless and mobile, that allow data to be shared between personal devices, digital systems and users.



Sam Cassimatis

## VISUAL ARTS

This term, the students will continue to analyse the different ways artists use shape and colour to communicate ideas or feelings. They will describe how geometric shapes are used to depict objects and people in Cubist works, as seen in artworks by artists such as Picasso. The students will create a three dimensional portrait sculpture which uses shape and colour to express an emotion.



Continuing on from last term, the students will also explore the history of Australia from first contact to Federation, through artworks. As a group, they will discuss significant events in Australian history; in particular the arrival of the British. Together, the students 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

## 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. **Parents are asked to sign the diaries each week.** Diaries will be checked each Friday by the classroom teacher. **Diaries are to be at school every day, as the students use these as an integral learning tool.**

## PERFORMING ARTS

This term, the students will:

- sing songs as a group to improve their group singing skills, ready for recording our new school song
- develop their understanding of music notation and rhythmic subdivisions
- learn the primary chords on the ukulele and explore how to use it as a songwriting tool
- further explore percussion instruments and the rhythmic elements of music
- record vocal and instrumental parts for the new school song.



Simon Lewis

## ITALIAN

Ben tornati! (Welcome back!)

This term, the students will be introduced to adjectives and practise using them to describe themselves and others. e.g., 'Sono alto' (I am tall) etc. The students will also be composing a piece of writing to introduce and describe themselves in Italian. A range of purposeful learning activities have been planned, including games, interactive tasks and puzzles.

The students have also been preparing for our annual Italian Day that is coming up this term, on June 6th. This is a fun, interactive day where the students will have opportunities to participate in many activities that highlight aspects of Italian culture. These activities include a visiting show, pizza lunch, singing songs and playing bocce.



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

Signor John

## **PHYSICAL EDUCATION**

The students will:

- continue to learn about the importance of daily physical activity and begin to explore other benefits of physical activity for a healthy life
- continue to examine and explore 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 hockey and basketball
- continue to develop their collaborative and interpersonal skills by using teamwork skills in game situations, including hockey and basketball, while practising the fundamental motor skills of *dribble*, *catch*, *overhand throw*, *dodge* and *ball bounce*
- assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences.

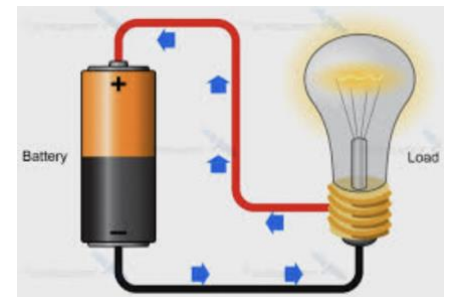


Franka Zigic

## **SCIENCE**

The focus this term is on Physical Sciences. The students will:

- identify different types of energy, such as electrical, kinetic (movement), chemical (burning) or elastic energy
- describe how energy can be transferred from one place or object to another, e.g. electric current; or transformed into another form of energy, e.g. electrical energy into light or heat energy
- investigate how electric circuits are used to help transfer electrical energy from one place to another and then be transformed into other forms of energy
- understand how electricity and electrical appliances have changed the way some people live.



Janelle Baldwin

## **REMINDERS**

Tuesdays:

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

Wednesdays

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

Thursdays

- Science

Fridays

- Interschool Sport - sport uniform to be worn

## **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 2 Overview

Term 2 is shaping up to be another very busy term of learning! The students will be participating in the Life Ed program, with lessons focusing on the influences and responsibilities which relate to making informed, safe and healthy decisions. There is also Italian Day to look forward to and, to keep the students active and engaged, there are several sporting events scheduled. These include the Interschool Sport winter season which takes place every Friday, a Football Program with coaches from the SEDA sports college, the IDSSA Mixed Netball Gala Day, an Ausdance incursion and the IDSSA Cross Country competition (for selected students).



Due to the ongoing impacts of COVID19, with many students and their families being required to spend time isolating, our students' wellbeing continues to be at the forefront of our planning. Their social and emotional development, along with their academic progress, will be monitored, with learning programs continually 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**

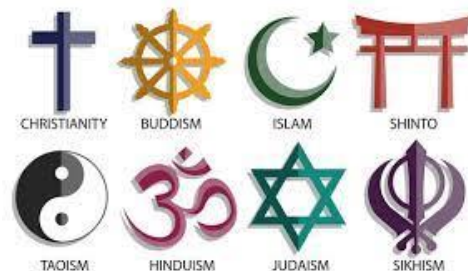
Daily prayer and regular Christian meditation, which are led by the students, are integral parts of our Religious Education program.

#### **People of Faith**

In this unit, the students will explore the ways in which people of different faiths express their religious beliefs through varied forms of worship and celebration.

The students will grow in understanding that:

- there are eight major religions in the world with their own symbols and belief systems
- other religious faiths share similarities with Catholicism
- the Church celebrates Jesus in the many feasts and seasons of the liturgical year.



#### **Made In God's Image**

In this unit, the students will understand that God has given us talents to use and develop to reach our human potential.

The students will grow in understanding that:

- each person is made in God's image and is called to treat others with dignity and compassion
- all people are able to learn, solve problems, imagine and hope because God gave them these creative capacities.

## INTEGRATED TOPIC

### **Discovering Democracy**

Learning about this topic began in Term 1.

The students will continue to:

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

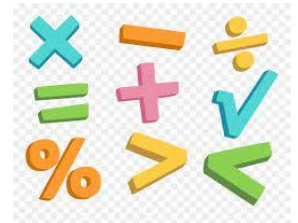


To support their learning, the students will be participating in an online incursion focusing on Australia's system of voting run by the Victorian Electoral Commission. An online incursion about the Victorian State Parliament is also planned. Guest speakers involved in Australian politics and the legal profession have also been invited to speak to the students.

## 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 6 students, *understanding* would include describing their mathematical thinking; *fluency* would include choosing the most appropriate and efficient strategy to answer mathematical questions; *problem solving* would include applying existing strategies to seek solutions; and *reasoning* would include explaining their thinking and proving the reasonableness of their answers.



The following topics will be covered this term:

### **Number**

- Addition: adding numbers into the millions (and beyond) using the written algorithm
- Subtraction: subtracting numbers into the millions (and beyond) using the written algorithm
- Multiplication: solving problems involving multiplication of large numbers by one or two digit numbers, using efficient mental and written strategies, and appropriate digital technologies
- Division: solving problems involving division of large numbers by one or two digit numbers, using efficient mental and written strategies, and appropriate digital technologies

### **Measurement and Geometry**

- Volume and Capacity: connecting volume and capacity and their units of measurement
- Mass: converting between common units of mass (e.g. mg, g, kg).

### **Statistics and Probability**

- Data Representation: constructing, interpreting and comparing a range of data displays using digital technologies.

## ENGLISH

### **Reading**

Throughout the term, the students will continue to participate 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. To integrate the learning, there will be a strong focus on reading texts to extend the students' knowledge and understanding of Australia's system of government.



This term, as a book study, the students will read 'Shingaling', which is one of the stories in 'Auggie and Me', by R.J. Palacio, as part of our serial reading program.

## **Writing**

Writing will be linked to the integrated unit, 'Discovering Democracy', and will focus on writing information reports. The students will be developing and refining their research and note taking skills, and applying those skills to write reports using appropriate structures and vocabulary.

## **Grammar & Punctuation**

Each week, there will be a continued focus on grammar. Through online games and class discussions, the students will demonstrate their understanding of grammar and make considered choices when choosing vocabulary to enhance cohesion and structure in their writing. Whilst also using the skills learned in word study, they will focus on using accurate spelling and punctuation for clarity. The students will also provide feedback to their peers and by using editing skills on our short stories and through grammar and punctuation games.

## **Word Study**

The students will continue to learn how to use phonic knowledge and their prior understandings about blending, letter-sound relationships, common and uncommon letter patterns, and phonic generalisations in order to recognise and write increasingly complex words. The students will use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, and each week there will be a focus on a new spelling pattern and blend. All word study activities are designed to reinforce their understanding of spelling knowledge. Word study will also involve technical words drawn from their learning in other subjects, through class brainstorms and discussions, as well as their weekly dictionary race.

## **Handwriting**

The students will be encouraged to continue to develop their handwriting style, so that it is legible and fluent. This will be done through designated handwriting lessons which will focus on the shape, size and slope of their handwriting.

## **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 and situations.

## **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. **Parents are asked to sign the diaries each week.** Diaries will be checked each Friday by the classroom teacher. **Diaries are to be at school every day, as the students use these as an integral learning tool.**

## **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:

- 'My Favourite Gratitude Quote' - identifying a quote that resonates with me
- '20 Thing We Should Say More Often' - recognising the impact of positive words
- 'My Top Strengths' - identifying character strengths in myself
- 'Character Strengths' - identifying character strengths in inspirational people
- 'Thank You' - expressing gratitude to a person who has had a positive impact on my life
- 'Look At What We Have' - expressing gratitude for our school facilities
- 'Worming It Out' - identifying positive and negative emotions.

## **LIBRARY**

This term, the students will be immersed in an author study of children's fiction writer, David Walliams, and his books. The students will read and summarise books by David Walliams; engage in research and discussion; and compare, contrast and relate David Walliams texts to themselves, other texts and real world examples.

The author study is designed to engage and assist in further developing:

- reading and writing skills
- critical thinking skills
- information literacy skills
- ability to make connections across the curriculum
- sense of themselves as belonging to a community of readers.



The students will:

- discuss and compare literary concepts like character, plot, setting, point of view, use of imagery, metaphor and word choice
- identify how the text and accompanying illustrations work together to tell a complete story
- compare and contrast different works by the author
- research biographical information about the author
- share recommendations and responses about what they are currently reading.

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

### **Library borrowing day is Wednesday.**

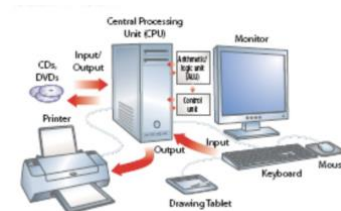
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Bernadette Healy

## **DIGITAL TECHNOLOGIES**

This term, the students will:

- explore internal and external components of personal computing devices and the different functions that they perform, e.g. data input components such as the keyboard, microphone or mouse; internal processing components such as the central processing unit (CPU); external output components such as speakers, monitors or printers; and data storage components such as internal memory and cloud storage.
- investigate and compare different types of networks, such as wired, wireless and mobile, that allow data to be shared between personal devices, digital systems and users.



Sam Cassimatis

## **VISUAL ARTS**

This term, the students will continue to analyse the different ways artists use shape and colour to communicate ideas or feelings. They will describe how geometric shapes are used to depict objects and people in Cubist works, as seen in artworks by artists such as Picasso. The students will create a three dimensional portrait sculpture which uses shape and colour to express an emotion.



Continuing on from last term, the students will also explore the history of Australia from first contact to Federation, through artworks. As a group, they will discuss significant events in Australian history; in particular the arrival of the British. Together, the students 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



## PERFORMING ARTS

This term, the students will:

- investigate different forms of music notation used to compose music
- identify contrasting sounds, exploring how they can be used to perform, compose and improvise music
- review the primary chords on the ukulele to play songs
- further explore percussion instruments and the rhythmic elements of music
- practise their group singing skills, ready for recording our new school song
- record vocal and instrumental parts for our new school song.



Simon Lewis

## ITALIAN

Ben tornati! (Welcome back!)

This term, the students will be consolidating their use of adjectives and practise using them to describe themselves and others. e.g., 'Sono alto' (I am tall) etc. The students will also be composing a piece of writing to introduce and describe themselves in Italian. A range of purposeful learning activities have been planned, including games, interactive tasks and puzzles.

The students have also been preparing for our annual Italian Day that is coming up this term, on June 6th. This is a fun, interactive day where the students will have opportunities to participate in many activities that highlight aspects of Italian culture. These activities include a visiting show, pizza lunch, singing songs and playing bocce.



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

## 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 healthy life
- begin to individually demonstrate the importance of safe stretching activities, in order to improve flexibility and prevent injuries when participating in Physical Education
- revisit and refine their locomotor skills
- continue to develop their collaborative and interpersonal skills by using teamwork skills in game situations, including hockey and basketball, while practising the fundamental motor skills of *dribble*, *catch*, *overhand throw*, *dodge* and *ball bounce*
- continue to correctly interpret and apply game rules in hockey, basketball and Australian Rules Football, whilst encouraging others and negotiating roles and responsibilities
- demonstrate ethical behaviour and fair play that aligns with game rules when participating in a range of physical activities.



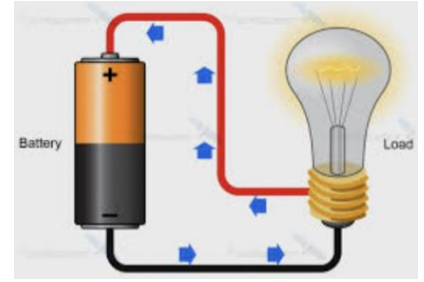
Franka Zigic

## **SCIENCE**

The focus this term is on Physical Sciences.

The students will:

- identify different types of energy, such as electrical, kinetic (movement), chemical (burning) or elastic energy
- investigate how energy can be transferred from one place or object to another, e.g. electric current; or transformed into another form of energy, e.g. electrical energy into light or heat energy
- investigate and describe how electric circuits are used to help transfer electrical energy from one place to another and then be transformed into other forms of energy
- understand how electricity and electrical appliances have changed the way some people live.



Janelle Baldwin

## **REMINDERS**

Tuesdays:

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

Wednesdays:

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

Thursdays:

- Science

Fridays:

- Interschool Sport - 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.

Marisa Sibillin and Julienne Broo0ks