

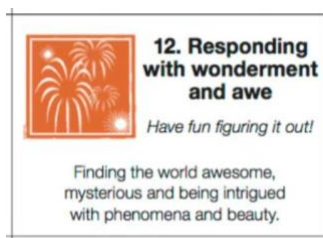


## Year Prep - 2022 Term 3 Overview

A warm welcome back to Term 3. Many exciting learning opportunities are coming up this term as we celebrate Book Week and Science Week. This year's theme for Book Week is, 'Dreaming with Eyes Open'. This theme invites the students to step into their own story and to listen to Country as the first storyteller. Our traditional and much loved 'Book Week Activity Day' will be the highlight of the week. Science Week is also a fun-filled week of experiments and activities and will also include a Science Week Activity Day. This year's theme is, 'Glass: More than Meets the Eye'. In addition to this, to support our school wide Integrated Sustainability Unit, the students will enjoy a number of exciting excursions and incursions including Edendale farm, Darebin Parklands and the Yarra Valley Water incursion. We will conclude the term with our Footy Colours Day where we can celebrate our favourite AFL teams as the season comes to a close.

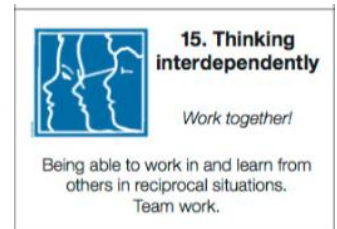
As the students engage in these and other exciting learning activities throughout the term, they will become more familiar with working collaboratively in groups, as well as developing confidence as creative, independent learners.

The students will continue to investigate the Habits of Mind and the use of a Growth Mindset as part of our school-wide approach to learning. The Habits of Mind are a set of 16 positive learning dispositions. Our focus this term will be 'Striving for accuracy' and 'Thinking Interdependently'.



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

I look forward to a wonderful term of fun, engaging, rich learning experiences with the Preps!



### **RELIGION**

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

#### **Our Creative God**

In this unit, the students will be introduced to Christian beliefs and stories of creation. They will be given the opportunity to explore the wonders of God's creation and learn how we can respect it.

The students will:

- enjoy, celebrate and give thanks for God's creation
- explore Christian creation stories
- grow in appreciation and wonder at the marvels of God's creation.



## Choices

In this unit, the students will learn that we, as part of God's creation, have the freedom to make choices and that there are people in our lives who guide us to make positive choices.

The students will:

- reflect on ways they care for others in their family, classroom and school
- explore the choices they make and understand how their choices can affect others
- grow in understanding that Jesus invites them to follow his way of love and friendship.



## INTEGRATED TOPIC



### **Caring for our Wonderful World**

In this unit, the students will learn about the concept of sustainability by exploring important and special places. The students will explore what makes a place special and how and why special places need to be taken care of.

The students will:

- come to appreciate the wonder and beauty in our world
- identify and describe places they consider to be special
- identify ways people care for their special places
- identify actions to improve a special place.

## MATHEMATICS

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

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

### **Number**

- continue to develop number sense as they explore numbers to 20 (and beyond) through place value, counting and manipulating collections
- explore doubles to 10, for example,  $2+2=4$ ,  $3+3=6$
- become familiar with the 100 number chart and learn to skip count by 10's to 100
- explore and represent sharing with concrete materials
- represent adding and subtracting with concrete materials to solve simple word problems



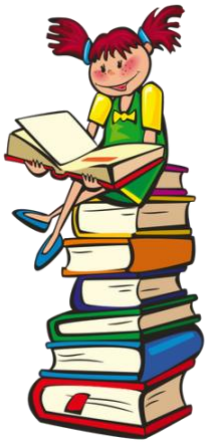
### **Measurement and Geometry**

- compare and order the duration of events using the everyday language of time
- connect the days of the week to familiar events
- learn to identify time to the hour on the clock face
- use comparisons to explore which containers hold 'more' or 'less'
- estimate, measure and compare objects and decide which is heavier or lighter.

### **Statistics and Probability**

- organise given information into simple data displays using objects and drawings
- interpret simple data displays about given information.

## ENGLISH



### Reading

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

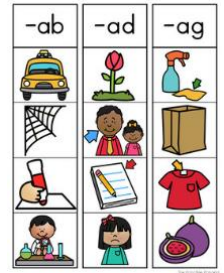
- continue to learn and practise effective strategies (e.g. picture cues, sounding out, using the context of the story, predicting, reading on)
- practise reading with fluency and understanding - words, sentences and simple books
- understand the difference between fiction and non-fiction texts
- learn about special places and things in our world through fiction and non fiction texts
- compare and contrast picture books with the animated/film adaptation of the book.

Through the focus on phonemic awareness, the students will:

- continue to develop skills in hearing and identifying sounds (e.g. sh-i-p) and syllables (e.g. win - dow) in words
- explore rhymes in word families, e.g. cat, mat, sat, fat, hat; log, dog, frog, hog

Through the focus on phonics, the students will:

- further develop their growing knowledge of letters and sounds including double letters 'll' 'ss' and 'ff'
- practise blending consonant sounds, such as 'bl', 'tr', 'st', together when reading and writing 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 a capital letter at the beginning and a full stop at the end.



Throughout the term, the students will continue to:

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

### Speaking & Listening

The students will be encouraged to continue 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':

- 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.

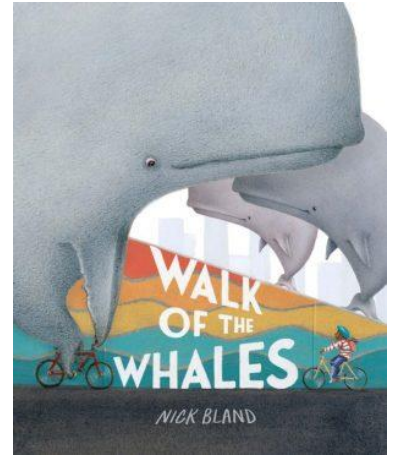
## **LIBRARY**

This term in the library, the students will be focusing on Book Week. This year's theme is 'Dreaming with Eyes Open'.

The students will be sharing and discussing the books short-listed by the Children's Book Council of Australia for the 2021 Book of the Year, in the Early Childhood category.

The students will:

- make predictions about what they are about to read
- listen to the short-listed books, contribute to discussions about them and complete a variety of activities based on the stories
- vote for their favourite book
- participate in a variety of Book Week activities and celebrations.



**Library borrowing day is Friday.**

## **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 through the term.



The topics that will be covered this term are:

- 'Help' - understanding that helping others shows empathy
- 'Co-operation' - identifying ways we can co-operate in the classroom and why this is important
- 'Mindful Breathing' - understanding that breathing can help us when we feel worried
- 'Feel the Music' - identifying our current mood and ways we can change our mood through music.

## **DIGITAL TECHNOLOGIES**

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



The students will:

- identify digital systems that are used in everyday life, both at school and at home
- follow directions, design and create 'unplugged' models, e.g. paper aeroplanes, lego towers
- explore programming by entering a simple set of instructions on the Blue-Bot robots to program them to follow specific pathways.

## **VISUAL ARTS**

The students will:

- continue to experiment with different materials and techniques to make art works in response to personal experiences, literature (including the short-listed books) and shared learning experiences
- construct pieces of art using recycled/reusable everyday items
- continue to explore colour, line, texture, pattern and shape as they utilise these elements to create works of art.



## **HOME READING**

The Take Home reading program will continue. 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 they are welcome to do so more often, should they wish. Please ensure that the students bring their book bag whenever they change their books. The Reading Diaries are used by parents to record the titles of books they have read. Parents are encouraged to listen to and read with their child, and to fill out and sign the Reading Diary each night.



## **ITALIAN**

The students will continue to learn and practise a range of greetings, as well as numbers up to at least 20. The greetings include, 'Mi chiamo' (My name.....) and 'Come stai?' (How are you?).

Purposeful games, puppet shows, toy play, puzzles, Italian cartoons, art activities and songs are regularly included in our weekly learning activities.

Signor John



## **PERFORMING ARTS**

The students will:

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

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 demonstrating the difference between personal space and general space in physical activities
- practise identifying boundaries such as personal space and playing area
- practise making positive choices when faced with a decision about how they participate in a movement activity.

Franka Zigic

## **SCIENCE**

The focus this term is on Earth and Space Sciences.

The students will:

- observe and record changes in the weather
- identify ways in which changes in the weather affect us, such as the clothes we wear, the food we eat or the activities we do
- name the seasons and compare weather patterns in different seasons.



The students will also celebrate National Science Week in August. This year's theme is, 'Glass: More than Meets the Eye'. The students will participate in a whole school Science Week Activity Day based around the national theme, and go on a whole school excursion to Edendale Farm.

Janelle Baldwin

## **REMINDERS**

Tuesdays:

- Performing Arts 9:15am
- Physical Education - sport uniform to be worn - 10:00am
- Italian 11:15am

Thursdays

- Science 12:05pm

Fridays

- Physical Education - sport uniform to be worn 11:15am
- Library - library bags are required for borrowing 9:15am

## **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.



## Year 1 - 2022 Term 3 Overview

Welcome back to Term 3! It's going to be an exciting, jam-packed Term 3 with many rich learning opportunities for the students.

This term the students will be participating in a Yarra Valley Water incursion, 'Water Watchers', and a special excursion to Darebin Parklands to participate in their 'Catchment Water Story'. The students will also participate in a whole school excursion to Edendale Farm and a range of exciting learning experiences during Science Week and Book Week, which are two wonderful highlights of the school year. We will conclude the term with our Footy Colours Day where we can celebrate our favourite AFL teams as the season comes to a close.



The students will be supported through a range of learning experiences, which will continue to build upon their understanding of the Habits of Mind and a Growth Mindset, allowing the students to develop positive learning dispositions and to view any mistakes as potential learning opportunities. This term, we will be focusing on the Habits of Mind, 'Applying Past Knowledge to New Situations' and 'Thinking Interdependently'.



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'. I look forward to another fabulous term in 1A!

### **RELIGION**

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

#### **Our Creative God**

The students will grow in understanding that:

- they can celebrate and give thanks for the beauty of God's creation
- in and through God, we belong to one world and are brought together in many ways
- the environment is given by God to be used and shared by all people.

#### **Living the Good News**

The students will grow in understanding that:

- Jesus invites them to follow his way of love and friendship
- Jesus calls them to love one another
- helping and sharing with others are ways of growing to be Jesus' people.



## **INTEGRATED TOPIC**

### **Tip Toe Through Our World**

The students will:

- consider how they sustain their health, friendships and the environment
- consider the importance of leaving a light footprint on the environment
- investigate the amount of time different materials take to decompose
- learn about recycling different materials
- explore ways to reduce the amount of packaging in their lunchboxes
- discover the importance of saving water
- learn about the value of reusing or repurposing items to make new things.



## **MATHEMATICS**

Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them in to the learning. This can include the revision of number facts, counting, doubles, 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 recognising coins by their symbols; *fluency* would include grouping items into equal groups; *problem solving* would include using familiar counting sequences to solve unfamiliar problems; and *reasoning* would include explaining patterns that have been created.

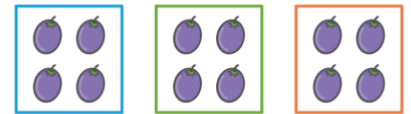
The following topics will be covered this term:

### **Number**

#### *Division*

The students will:

- represent practical situations that model sharing (e.g. sharing a set of objects equally between a group)
- recognise whether or not there is a remainder after sharing.



#### *Multiplication*

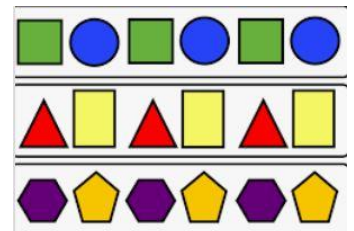
The students will:

- represent multiplication as repeated addition, by arranging objects into equal groups and arrays.

#### *Patterns*

The students will:

- investigate and describe number patterns formed by skip counting and patterns with objects
- recognise the importance of repetition as a process in solving problems
- describe patterns with numbers and identify missing elements.



#### *Money*

The students will:

- recognise, describe, count and order small collections of Australian coins and notes according to their value.

## **Measurement and Geometry**

### *Measurement*

The students will:

- compare, order and measure shapes and objects using informal units, e.g. blocks.
- describe the mass of objects using words, for example, 'heavier', 'lighter', 'same as'.

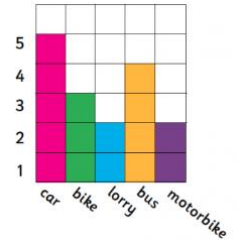


## Statistics and Probability

### Graphs

The students will:

- create displays of data using lists, table and picture graphs
- represent data with objects and drawings where one object or drawing represents one data value
- interpret graphs and describe displays.



## 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 continue to 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 continue to 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 clear sentences.

This term we will be also exploring and writing letters to people.

The focus will be:

- What is a letter?
- What are the parts of a letter?
- Who can we write to?
- What can we write about?
- How can we respond to a letter?

### Letter Writing



### Word Study and Phonics

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 dictation, breaking the words into syllables, using magnetic letters, writing sentences etc.

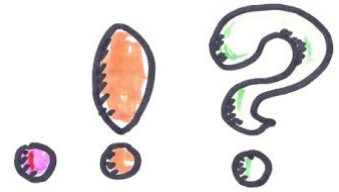
Some of the sounds covered this term will include:

- 'ay' as in 'spray'
- 'ee' as in 'sheep'
- 'igh' as in 'night'
- 'oa' as in 'road'
- 'or' as in 'corn'
- CCVC and CVCC words, e.g. slid and fell, blending consonants and vowels.

## Grammar & Punctuation

This term, the students will explore:

- adjectives
- verbs
- the correct use of simple punctuation, such as the use of capital letters, question marks and full stops.



## Handwriting

The students will continue to practise the correct formation of the letters and the placement of lower and upper case letters on dotted third lines. They will also continue to use a correct pencil grip and practise correct writing posture.

## 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

This term, the students will be focusing on the Children's Book Council of Australia (CBCA) Shortlisted books. The theme this year is, 'Dreaming with Eyes Open'. The students will read, explore and respond to the books from the Early Childhood Category.

Through planned activities, the students will:

- make predictions using the title, illustrations and their knowledge of text
- listen to stories and contribute to discussions about the setting, plot and main characters
- complete a variety of activities based on the short-listed books
- vote for their favourite book
- participate in a variety of Book Week celebrations.



**Library borrowing day is Wednesday.**

## 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:

- *Attitude of Gratitude* - having an attitude of gratitude makes us see the good things around us
- *Reactions* - reacting to situations in different ways
- *Calming Down* - using mindful strategies to calm our bodies and minds
- *Musical Emotions* - exploring how music affects our emotions
- *Emotional Performances* - demonstrating how emotions can be communicated through our body language.

## **DIGITAL TECHNOLOGIES**

This term, we will be exploring the coding app, 'Scratch Jr'. Scratch Junior is a program where the students program blocks (of code) to make characters move, jump, dance and sing. The students can modify characters in the paint editor, add their own voices and sounds and then use the programming blocks to make their characters come to life.

The students will:

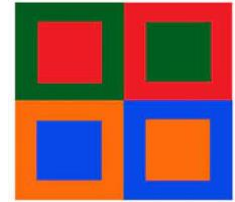
- create and program their own interactive stories and games
- design characters, change backgrounds, program their characters to move etc.
- understand why order matters when programming a robot or telling a story
- identify the blocks in *Scratch Jr* that are crucial towards a successful program
- learn strategies for debugging and editing to improve their character movements.



## **VISUAL ARTS**

The students will:

- cut and arrange shapes to create art pieces
- learn about colour and choose complementary colours for backgrounds
- learn about repetition and balance to purposely arrange art pieces
- respond to visual artworks by describing ideas.



Tilla Ricci

## **HOME READING**

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

## **ITALIAN**

The students will learn the names of family members, such as, 'la madre' (the mother), 'il fratello' (the brother). Regular revision of previously taught topics and skills will take place.

Purposeful games, puppet shows, toy play, puzzles, Italian cartoons, art activities and songs are regularly included in our weekly learning activities.



Signor John

## **PERFORMING ARTS**

The students will be encouraged to continue to explore playing percussion instruments and singing songs. They will identify contrasting sounds and how they can use them to perform and improvise music. The students will explore the instruments of the orchestra and music from around the world.

The students will:

- listen and move to various styles of music and discuss their emotional and physical responses
- continue to sing songs from various cultures and improve pitch and expression
- further explore percussion instruments and the rhythmic elements of music
- use imagination and experimentation to improvise music using various percussion instruments.



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* when working cooperatively with a partner
- practise performing fundamental movement skills involving controlling objects with equipment and different parts of the body
- practise using strategies to work in group situations when participating in physical activities.

Franka Zigic

## **SCIENCE**

The focus this term is on Earth and Space Sciences.

The students will:

- identify Earth's natural resources, including water, soil and air
- describe how Earth's resources are used in a variety of ways
- identify ways to care for the environment and Earth's natural resources, for example, turning off dripping taps.



The students will also celebrate National Science Week in August. This year's theme is, 'Glass: More than Meets the Eye'. The students will participate in a whole school Science Week Activity Day based around the national theme, and go on a whole school excursion to Edendale Farm.



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
- Visual Arts - art smocks are required

Fridays

- Physical Education - 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.



## Year 2 - 2022 Term 3 Overview

Term 3 promises to be jam-packed with many exciting and engaging learning experiences such as Science Week, Book Week, excursions, incursions and much, much more! These include a Yarra Valley Water incursion, 'Water Watchers', an excursion to the Darebin Parklands to participate in the 'Catchment Water Story'. and a whole school excursion to Edendale Farm. The students will also participate in a range of exciting learning experiences during Science Week and Book Week, including our annual Book Week Activity Day.



The students will continue to move forward along the Mindset Continuum and employ a Growth Mindset. They will continue to investigate the Habits of Mind throughout this term, paying particular attention to, 'Applying Past Knowledge to New Situations' and 'Thinking Interdependently'. The development of the Habits of Mind and a Growth Mindset, complement our school values of, 'I am a learner', 'I am a friend' and 'I am respectful' and the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The '4 Cs of 21st century learning' - Critical thinking, Creativity, Collaboration and Communication - will continue to be embedded throughout all learning experiences.

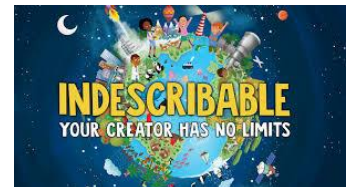
### **RELIGION**

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

#### **Our Creative God**

The students will grow in understanding that:

- life and creation are signs of God's beauty and goodness
- we are called to give thanks for the gift of creation
- each person can make a difference to improve the environment.



#### **Living the Good News**

The students will grow in understanding that:

- Jesus is present in their lives and in the world
- Jesus calls them to love one another
- helping and sharing with others are ways of growing to be Jesus' people.

### **INTEGRATED TOPIC**

#### **Tip Toe Through Our World**

The students will:

- consider how they can sustain their health, friendships and the environment
- consider the importance of leaving a light footprint on the environment
- investigate the amount of time different materials take to decompose
- learn about recycling different materials
- explore ways to reduce the amount of packaging they accumulate in their lunchboxes
- discover the effects of drought and flood and the importance of saving water
- learn about the value of reusing or repurposing items to make new things.





## **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 2 students, *understanding* would include the relationship between the whole and the fraction; *fluency* would include recognising halves, quarter and eighths; *problem solving* would include using fractions of halves, quarters or eighths in everyday sharing situations; and *reasoning* would include about how a half of a shape relates to half of a group .

The following topics will be covered this term:

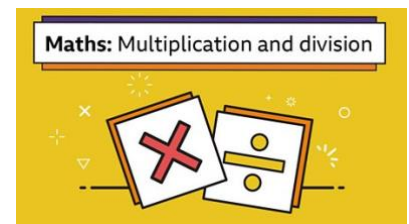
### **Number**

#### *Fractions*

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

Strategies include:

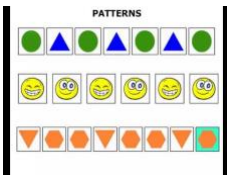
- using counters to represent multiplication and division problems
- grouping into equal sets
- repeated addition/subtraction
- skip counting
- using arrays to represent and solve problems
- using mathematical tools and materials such as number lines, hundred charts, MAB, etc., to represent and solve problems involving multiplication and division.



#### *Patterns and Algebra*

The students will:

- describe patterns with numbers and identify missing elements
- describe a pattern created by skip counting
- create patterns involving skip counting, addition, subtraction, multiplication and division
- represent patterns on a number line.



#### *Money:*

The students will:

- recognise, describe and order Australian coins and notes according to their value
- count and order small collections of Australian coins and notes according to their value
- represent money values in multiple ways
- count the change required for simple transactions to the nearest five cents.



### **Measurement and Geometry**

#### *Measurement*

The students will:

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

### **Statistics and Probability**

#### *Graphs*

The students will:

- create displays of data using lists, table and picture graphs
- interpret given graphs to understand the information being presented.

## **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)
- using prior knowledge
- asking questions
- 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.



This term the students will be exploring and writing letters to people. The focus will be:

- What is a letter?
- What are the parts of a letter?
- Who can we write to?
- What can we write about?
- How can we respond to a letter?

### *Grammar & Punctuation*

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

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

### *Word Study*

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

The word study program consists of:

- 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*

The students will focus on letter formation, direction, placement on lines of lower and upper case letters, as well as pencil grip and good writing posture. This term we will be focusing on anticlockwise letters, a, c, d, g, q.

### **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
- discussing their ideas, thoughts and experiences
- expressing their opinions about texts.



## **LIBRARY**

This term, the students will be focusing on the Children's Book Council of Australia (CBCA) Shortlisted books. The theme this year is, 'Dreaming with Eyes Open'. We will read, explore and respond to the books from the Early Childhood Category.

Through planned activities, the students will:

- make predictions using the title, illustrations and their knowledge of text
- listen to stories and contribute to discussions about the setting, plot and main characters
- complete a variety of activities based on the short-listed books
- vote for their favourite book
- participate in a variety of Book Week celebrations.



**Library borrowing day is Wednesday**

## **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:

- *Teamwork* - identify strategies to improve teamwork
- *Family Gratitude* - show gratitude to our carers
- *Role Plays* - how we react to different situations
- *Co-operation* - how do we play co-operatively
- *Mindful Time* - describe our emotions after we have been mindful
- *Emotional Me* - identify our own emotions.



## **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.

## **VISUAL ARTS**

The students will:

- cut and arrange shapes to create art pieces
- learn about colour and choose complementary colours for backgrounds
- learn about repetition and balance to purposely arrange art pieces
- respond to visual artworks by describing ideas.



Tilla Ricci

## **DIGITAL TECHNOLOGIES**

This term, we will be exploring the coding app, 'ScratchJr'. Scratch Junior is a program where the students program blocks (of code) to make characters move, jump, dance, and sing. The students can modify characters in the paint editor, add their own voices and sounds and then use the programming blocks to make their characters come to life.

The students will:

- create and program their own interactive stories and games
- design characters, change backgrounds, program their characters to move etc.
- understand why order matters when programming a robot or telling a story
- identify the blocks in *ScratchJr* that are crucial towards a successful program
- learn strategies for debugging and editing to improve their character movements.



Meaghan A'Hearn



## **ITALIAN**

The students will learn the names of family members, such as, 'la madre' (the mother), 'il fratello' (the brother). Associated phrases, as well as adjectives, will also be covered. Regular revision of previously taught topics and skills will take place.

Purposeful games, puppet shows, toy play, puzzles, Italian cartoons, art activities and songs are regularly included in our weekly learning activities.

Signor John

## **PERFORMING ARTS**

The students will continue to explore playing percussion instruments and singing songs. They will identify contrasting sounds and how they can use them to perform and compose music. The students will explore the instruments of the orchestra and music from around the world.

The students will:

- further explore music notation and pitch, reviewing rhythmic notation
- continue to sing songs and improve pitch and tone
- further explore tuned and non-tuned percussion instruments
- use imagination and experimentation to improvise and perform music using various percussion instruments

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*
- practise performing movements under, over, through and between objects, people and equipment
- participate in modified major games of netball and T-ball and athletics.

Franka Zigic

## **SCIENCE**

The focus this term is on Earth and Space Sciences.

The students will:

- identify Earth's natural resources, including water, soil and minerals
- describe how Earth's resources are used in a variety of ways
- identify ways to care for the environment and conserve Earth's natural resources, for example, turning off lights when leaving a room or turning off dripping taps.



The students will also celebrate National Science Week in August. This year's theme is, 'Glass: More than Meets the Eye'. The students will participate in a whole school Science Week Activity Day based around the national theme, and go on a whole school excursion to Edendale Farm.

Janelle Baldwin



## **REMINDERS**

Mondays:

- Visual Arts - art smocks are required

Tuesdays:

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

Wednesdays:

- Classroom sport - sports uniform to be worn
- Library - library bags are required for borrowing

Thursdays

- Science
- Digital Technologies

Fridays

- Physical Education - sport uniform to be worn

## **CLASSROOM TEACHER CONTACT INFORMATION:**

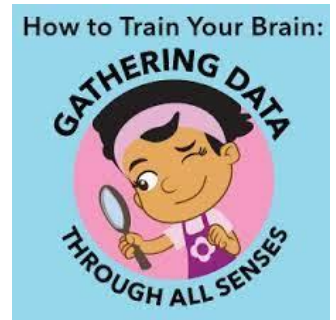
Please do not hesitate to contact us anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with us, please email to arrange a mutually convenient time.





## Year 3 - 2022 Term 3 Overview

Throughout this term, the students will be supported through a range of learning experiences which incorporate the use of contemporary approaches, such as the Habits of Mind and the learning dispositions which lead to a Growth Mindset. The students will focus on these Habits of Mind, '*Gathering Data Through the Senses*' - allowing information into our brains from many senses and not just one or two; '*Thinking Interdependently*' - developing a sense of community, contributing to and working towards a common goal; and '*Responding with Wonderment and Awe*' - finding the world awesome and mysterious, and being intrigued with phenomena and beauty. 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. Throughout the course of the term, the students will engage in high order thinking, creativity, critical thinking and collaboration.



This term, our students will be participating in a range of engaging and rich learning experiences including the Yarra Valley Water incursion, 'Water Watchers', where they will learn about where water comes from, how people consume it, and why we all have a role to play in saving it. The students will attend an excursion to Darebin Parklands to participate in their 'water testing' education program, where they will investigate the health of water from the creek, explore the effects of water pollution and try to find solutions. They will also participate in a whole school excursion to Edendale Farm and participate in a range of exciting learning experiences during Science Week and Book Week. Term 3 is certain to be full of interesting and diverse learning experiences for our students.



### RELIGION

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



#### **Treasure the Gift of God's Creation**

The students will grow in understanding that:

- the wonders of God's creation are found within and beyond planet Earth
- God's creation is given to all people for the benefit of all
- we have a responsibility to treasure and care for the gifts of creation.

#### **Together We Create A Just World**

The students will grow in understanding that:

- Jesus teaches us how to help and care for one another
- when we are working together we can create a just world
- we can continue the mission of Jesus when we show respect, kindness, honesty and truthfulness in our relationships with others.



## **INTEGRATED STUDIES**

### **Habitat Heroes**

The students will:

- learn the importance of sustainability
- understand the importance of habitats for plants and animals in order to think and act sustainably when we interact with the environment
- appreciate the idea that Earth is one environment and the only place that we know which can sustain life
- explore strategies for helping endangered animals.



## **MATHEMATICS**

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

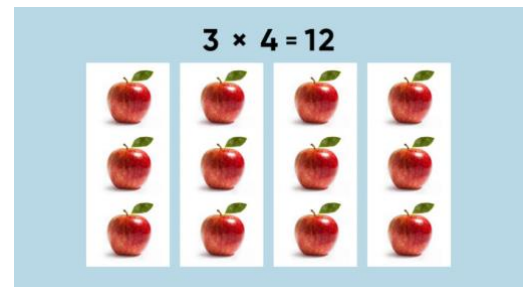
The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 3 students, *understanding* would include interpreting mathematical information; *fluency* would include recalling definitions and regularly using number facts; *problem solving* would include verifying that their answers are reasonable; and *reasoning* would include making inferences about data.

The following topics will be covered this term:

### **Number**

#### *Division*

- understanding the concept of equal groups and that the number in each group is the same
- recognising and understanding the inverse relationship between division and multiplication, e.g.  $12 \div 4 = 3$  and  $3 \times 4 = 12$ .



#### *Multiplication*

- recalling multiplication facts using skip counting, e.g. 12, 16, 20, 24...
- using strategies to recall the multiplication and related division facts for the twos, threes, fives and tens
- using technology to check the solution and reasonableness of the answer.

#### *Money*

- representing money values in multiple ways and counting the change required for simple transactions to the nearest five cents
- recognising the relationship between dollars and cents
- adding and subtracting with money.

#### *Problem solving*

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



### **Statistics and Probability**

#### *Data - Reading Graphs and Making Graphs*

- comparing various data representations and describing their similarities and differences
- refining questions and planning investigations that involve collecting data
- collecting data, organising into categories and creating displays, with and without the use of technology, using lists, tables, picture graphs and simple column graphs.

## **ENGLISH**

### **Reading**

The students will continue to read the novel, 'The Miraculous Journey of Edward Tulane', by Kate Di Camillo. The story is full of adventure, peril and travel and will give the students an opportunity to discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of narratives.

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

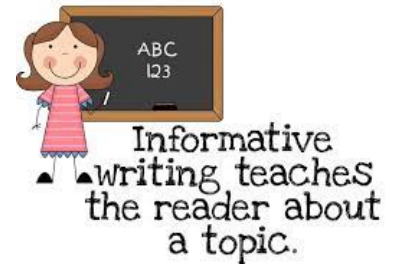
- confirming their predictions and understanding
- rereading
- monitoring for meaning.



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

### **Writing**

The focus this term is informative writing. The students will analyse various examples of information texts, identifying the main parts and key language features. They will be given opportunities to write their own information texts, using their growing knowledge of what makes a good information text, such as the inclusion of interesting facts that are organised into categories and the use of subheadings. 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:

- plurals
- sentence types
- conjunctions
- compound sentences
- adverbs.



### *Handwriting*

The students will:

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



### *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:

- 'i-e' 'y' 'igh' 'i' 'ie' as in ice cream, fly, night, spider, pie
- 'n' 'nn' 'kn' as in net, winner, knife
- long o 'oa' 'o-e' 'ow' 'o' as in boat, rose, window, comb
- 'p' 'pp' as in pig, slipper

- 'r' 'rr' 'wr' as in robot, carrot, wrist
- 'ar' 'a' as in star, glass
- 's' 'ss' 'se' 'ce' 'x' 'c' as in seal, kiss, mouse, juice, fox, pencil
- 'ir' 'ur' 'or' 'er' as in bird, nurse, world, fern
- 't' 'tt' as in tiger, button
- 'm' 'mm' 'mb' as in moon, hammer, thumb.



Students will practise spelling their words using the 'CHIMP' spelling method:

- CH - chunk (break the word up into parts)
- I - investigate (find out about the word, its meaning and related words)
- M - Memory screen (commit the word to memory by visualising it and writing it)
- P - Practise (write the word in a sentence).

### ***Speaking & Listening***

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

The students will:

- continuing to develop their active listening skills
- interpret ideas and information from spoken texts
- communicate and express ideas
- make presentations and consider choices to engage their audience.

### **LIBRARY**

The students will:

- borrow and scan their own books, choosing from the fiction and non-fiction collections
- examine and explore the Children's Book Council of Australia (CBCA)'s Book Week theme 'Dreaming with eyes open'
- listen to and read the short-listed books for Book Week and explore the main themes presented
- analyse the plot, setting, characters, and illustrations of each of the short-listed books
- investigate the authors of the short-listed books
- use the library collection as a resource for research.

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

Happy Reading!

### **SOCIAL and EMOTIONAL LEARNING - The Resilience Project**

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



The topics that will be covered this term are:

- '*Identifying how others feel*' - inferring emotions based on body language, facial expressions and tone of voice
- '*Responding to others*' - identifying and describing behaviours that show empathy
- '*Introduction to Mindfulness*' - learning to practise meditation as a mindfulness strategy
- '*Mood changers*' - identifying when we are feeling negative, or in a 'bad mood', and identifying different strategies to help us to feel more positive
- '*What influences our emotions?*' - understanding that helpful thinking can change how we feel
- '*Bucket filling*' - giving compliments and expressing gratitude.



## DIGITAL TECHNOLOGIES

The students will apply their understanding of Sustainability to:

- investigate the plight of the honey bee and use the program 'Scratch' to code and create a video trailer to communicate their learning
- investigate the role of pollinators then apply coding skills to create an in-game sustainable garden using the program 'Minecraft Education'.



Sam Cassimatis

## VISUAL ARTS

The students will:

- define the term 'self-portrait' and discuss why artists produce self-portraits
- examine an example of Pop Art portraiture by Andy Warhol and present a range of interpretations of the subject matter based on their ideas, observations and imagination
- create a self-portrait in the style of Andy Warhol
- discuss features typically found in landscape paintings
- describe how Fred Williams represented the Australian landscape in his artworks
- create a landscape inspired by the artworks of Fred Williams using oil pastel and collage techniques
- use art elements, including colour, shape, line and texture in an artwork to convey an idea or feeling.



Julienne Brooks

## HOME LEARNING and STUDENT DIARIES

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



## ITALIAN

The students will learn the names of various school objects and materials, and describe them according to a specific colour. For example, 'la riga gialla' (the yellow ruler). Regular revision of previously taught topics and skills will also take place.

Interactive tasks, purposeful games, puzzles, Italian cartoons and art activities are regularly included in our weekly learning activities.



Signor John



## **PERFORMING ARTS**

The students will be encouraged to explore composing and performing using tuned percussion instruments. They will continue to develop their vocal skills through singing songs.

The students will:

- play single notes and chords on a ukulele
- learn to sing new songs and improve pitch, tone and expression
- further explore tuned percussion instruments
- develop improvisation skills
- explore music from around the world.

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 netball, touch rugby and T-ball
- explore and practise proposing and applying movement concepts and strategies to perform movement sequences at different levels using different types of equipment
- practise demonstrating an understanding of how to adjust the force and speed of an object to improve accuracy and control
- practise working cooperatively with team members to maintain possession in a game by passing to other players and listening to team-mates.

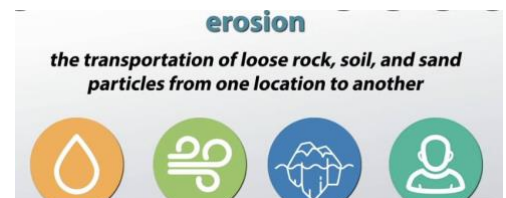
Franka Zigic

## **SCIENCE**

The focus this term is on Earth and Space Sciences.

The students will:

- investigate how natural processes such as erosion and weathering cause Earth's surface to change over time
- investigate how different human activities cause erosion of Earth's surface
- identify how rocks and fossils provide scientists with evidence of how the Earth's surface has changed over time.



The students will also celebrate National Science Week in August. This year's theme is, 'Glass: More than Meets the Eye'. The students will participate in a whole school Science Week Activity Day based around the national theme, and go on a whole school excursion to Edendale Farm.

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 -

- Sport - sport uniform to be worn

## **CLASSROOM TEACHER CONTACT INFORMATION:**

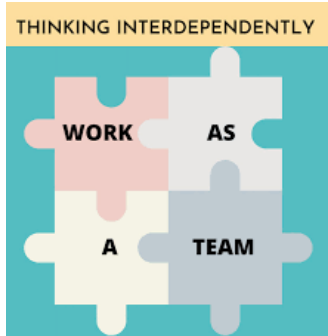
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## Year 4 - 2022 Term 3 Overview

Throughout this term, the students will be supported through a range of learning experiences which incorporate the use of contemporary approaches, such as the Habits of Mind and the learning dispositions which lead to a Growth Mindset. The students will focus on these Habits of Mind, *'Responding with Wonderment and Awe'* - finding the world awesome and mysterious, and being intrigued with phenomena

and beauty; *'Gathering Data Through the Senses'* - allowing information into our brains from many senses and not just one or two; and *'Thinking Interdependently'* - developing a sense of community, contributing to and working towards a common goal. 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. Throughout the course of the term, the students will engage in high order thinking, creativity, critical thinking and collaboration.



This term, our students will be participating in a range of engaging and rich learning experiences, including some incursions and excursions. They will attend a Yarra Valley Water incursion, *'Water Watchers'*, where they will learn about where water comes from, how people consume it, and why we all have a role to play in saving it. The students will also undertake an excursion to the Darebin Parklands to participate in their 'water testing' education program, where they will investigate the health of water from the creek, explore the effects of water pollution and try to find solutions. They will also participate in a whole school excursion to Edendale Farm and engage in a range of exciting learning experiences during Science Week and Book Week. Term 3 is certain to be full of interesting and diverse learning experiences for our students.



### RELIGION

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



### **Treasure the Gift of God's Creation**

The students will grow in understanding that:

- the wonders of God's creation are found within and beyond planet Earth
- God's creation is given to all people for the benefit of all
- we have a responsibility to treasure and care for the gifts of creation.

### **Together We Create A Just World**

The students will grow in understanding that:

- Jesus teaches us how to help and care for one another
- when we are working together we can create a just world
- we can continue the mission of Jesus when we show respect, kindness, honesty and truthfulness in our relationships with others.



## **INTEGRATED STUDIES**

### **Habitat Heroes**

The students will:

- investigate the importance of sustainability and develop personal sustainable actions
- understand the importance of habitats for plants and animals in order to think and act sustainably when we interact with the environment
- understand the idea that Earth is one environment and the only place that we know which can sustain life
- investigate strategies for helping endangered animals.



## **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 related addition and subtraction facts or 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 4 students, *understanding* would include representing concepts in different ways; *fluency* would include calculating answers efficiently; *problem solving* would include using mathematics to represent different situations; and *reasoning* would include making inferences about data.

The following topics will be covered this term:

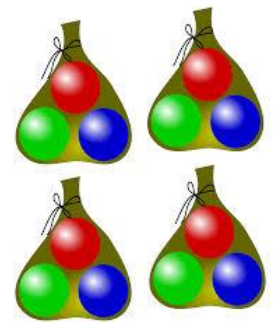
### **Number**

#### *Division*

- understanding the concept of equal groups and that the number in each group is the same
- recognising and understanding the inverse relationship between division and multiplication, e.g.  $12 \div 4 = 3$  and  $3 \times 4 = 12$
- using known multiplication facts to calculate related division facts
- understanding that a quantity cannot always be shared into equal groups and sometimes there will be leftovers.

#### *Multiplication*

- using strategies to recall multiplication facts up to  $10 \times 10$  and related division facts
- extending multiplication facts (for example 4 by 7 is 28 so 4 by 7 tens is 28 tens)



#### *Money*

- Solving problems involving purchases and the calculation of change to the nearest five cents
- adding and subtracting with money

#### *Problem Solving*

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

### **Statistics and Probability**

#### *Data - Reading Graphs and Making Graphs*

- selecting and trialing methods for data collection, including survey questions and recording sheets
- comparing the effectiveness of different methods of collecting data
- exploring ways of presenting data, with and without the use of technology, and showing the results of investigations.

## **ENGLISH**

### **Reading**

This term, the students will continue to read the novel, 'The Miraculous Journey of Edward Tulane', by Kate Di Camillo. The story is full of adventure, peril and travel and will give the students an opportunity to discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of narratives.

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 for key information.

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

### **Writing**

The focus this term is informative writing. The students will analyse various examples of information texts, identifying the main parts and key language features. They will be given opportunities to write their own information texts, using their growing knowledge of what makes a good information text, such as the inclusion of interesting facts that are organised into categories and use subheadings. 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 we will be exploring:

- plurals
- sentence types
- conjunctions
- compound sentences
- adverbs.

### *Handwriting*

The students will:

- revise and practise correct letter formation, pencil grip and hand positions
- explore and apply touch joins, diagonal and horizontal joins to ascenders (for example, r to l, w to k, c to h) and double letters
- refine their handwriting skills, working towards developing a personal style that is consistent, legible and fluent.





### *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:

- 'i-e' 'y' 'igh' 'i' 'ie' as in ice cream, fly, night, spider, pie
- 'n' 'nn' 'kn' as in net, winner, knife
- long o 'oa' 'o-e' 'ow' 'o' as in boat, rose, window, comb
- 'p' 'pp' as in pig, slipper
- 'r' 'rr' 'wr' as in robot, carrot, wrist
- 'ar' 'a' as in star, glass
- 's' 'ss' 'se' 'ce' 'x' 'c' as in seal, kiss, mouse, juice, fox, pencil
- 'ir' 'ur' 'or' 'er' as in bird, nurse, world, fern
- 't' 'tt' as in tiger, button
- 'm' 'mm' 'mb' as in moon, hammer, thumb.



Students will practise spelling their words using the 'CHIMP' spelling method:

- CH - chunk (break the word up into parts)
- I - investigate (find out about the word, its meaning and related words)
- M - Memory screen (commit the word to memory by visualising it and writing it)
- P - Practice (write the word in a sentence).

### ***Speaking & Listening***

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

The students will:

- continuing to develop their active listening skills
- interpret ideas and information from spoken texts
- communicate and express ideas
- make presentations and consider choices to engage their audience.

### **LIBRARY**

The students will:

- borrow and scan their own books, choosing from the fiction and non-fiction collection
- examine and explore the Children's Book Council of Australia (CBCA)'s Book Week theme 'Dreaming with eyes open'
- listen to and read the short-listed books for Book Week and explore the main themes presented
- analyse the plot, setting, characters, and illustrations of each of the short-listed books
- investigate the authors of the short-listed books
- use the library collection as a resource for research.

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

Happy Reading!

Bernadette Healy

## **SOCIAL and EMOTIONAL LEARNING - The Resilience Project**

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



The topics that will be covered this term are:

- 'Small Acts of Kindness' - understanding the impact of showing kindness
- 'Ordinary Mary' - showing a simple act of kindness
- 'Five Count Belly Breathing' - developing strategies to help us to meditate
- 'Mindfulness Movement' - using mindful movement to practise being mindful
- 'Emotions Influencing Our Behaviour' - developing strategies to deal with strong emotions such as anger
- 'Catastrophe Scale' - understanding when we are experiencing strong emotions and learning ways to appropriately deal with these emotions.

## **DIGITAL TECHNOLOGIES**

The students will apply their understanding of Sustainability to:

- investigate the plight of the honey bee and use the program 'Scratch' to code and create a video trailer to communicate their learning
- investigate the role of pollinators then apply coding skills to create an in-game sustainable garden using the program 'Minecraft Education'.



Sam Cassimatis

## **VISUAL ARTS**

The students will:

- define the term 'self-portrait' and discuss why artists produce self-portraits
- examine an example of Pop Art portraiture by Andy Warhol and present a range of interpretations of the subject matter based on their ideas, observations and imagination
- create a self-portrait in the style of Andy Warhol
- discuss features typically found in landscape paintings
- describe how Fred Williams represented the Australian landscape in his artworks
- create a landscape inspired by the artworks of Fred Williams using oil pastel and collage techniques
- use art elements, including colour, shape, line and texture in an artwork to convey an idea or feeling.



Julienne Brooks

## **HOME LEARNING and STUDENT DIARIES**

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



## **ITALIAN**

The students will learn the names of various school objects and materials, and describe them according to a colour and with the use of the appropriate definite article, such as, 'la riga gialla' (the yellow ruler), 'il libro blu' (the blue book). Regular revision of previously taught topics and skills will also take place.

Interactive tasks, purposeful games, puzzles, Italian cartoons and art activities are regularly included in our weekly learning activities.

Signor John



## **PERFORMING ARTS**

The students will be encouraged to explore composing and performing using tuned percussion instruments. They will continue to develop their vocal skills through singing a variety of songs.

The students will:

- play single notes and some chords on a ukulele
- learn to sing new songs and improve pitch, tone and expression
- further explore tuned percussion instruments
- develop improvisation skills
- explore music from around the world.

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 netball, touch rugby and T-ball
- continue to apply a combination of locomotor and object control skills, whilst learning and participating in major games such as netball, touch rugby and T-ball
- adopt inclusive practices when participating in physical activities, such as, recognising unfairness and exclusion in a game situation, and proposing strategies to overcome these issues
- practise using cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy.

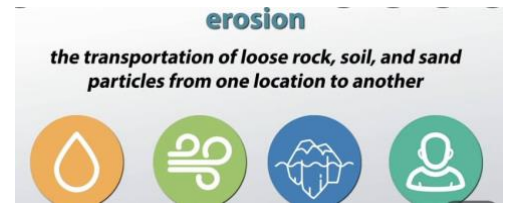
Franka Zigic

## **SCIENCE**

The focus this term is on Earth and Space Sciences.

The students will:

- investigate how natural processes such as erosion and weathering cause Earth's surface to change over time
- investigate how different human activities cause erosion of Earth's surface
- identify how rocks and fossils provide scientists with evidence of how the Earth's surface has changed over time.



The students will also celebrate National Science Week in August. This year's theme is, 'Glass: More than Meets the Eye'. The students will participate in a whole school Science Week Activity Day based around the national theme, and go on a whole school excursion to Edendale Farm.



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 -

- Sport - sport uniform to be worn

## **CLASSROOM TEACHER CONTACT INFORMATION:**

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## Year 5 - 2022 Term 3 Overview

This term in Year 5 is going to be eventful and exciting. The students will be continuing to participate in the Interschool Sport program on Fridays, with the sports this term being Basketball and Soccer. Science Week is happening towards the middle of the term and the focus this year is, 'Glass: More Than Meets The Eye'. As a part of National Science Week, students will participate in engaging science activities, including a whole school activity day and a whole school excursion to Edendale Farm. The following week is Book Week, with this year's theme being, 'Dreaming With Eyes Open'. Last but certainly not least, we look forward to our three day school camp to 'The Island', at Phillip Island.

Throughout this term, the students will be supported through a range of learning experiences which incorporate the use of contemporary approaches such as the Habits of Mind and the learning dispositions which lead to a Growth Mindset. The Habits of Mind that will be focused on this term include, '*Responding with Wonderment and Awe*', '*Gathering Data through all Senses*', and '*Thinking and Communicating with Clarity and Precision*'. The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum, and they will be encouraged to engage with the world around them and use their ideas and feelings to express the information gathered. 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.



### **RELIGION**

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

### **Stewards of Creation**

This unit focuses on the Creation Stories in Genesis and our responsibilities as God's representatives on Earth to take care of everything He created.

The students will grow in understanding that:

- God entrusted humanity to take on the responsibility of caring for and protecting their world
- the Christian stories of creation are found in the bible in Genesis Chapters 1 & 2
- it is important to give thanks for and appreciate the beauty of the world around us as it enriches our lives
- there are many ways we can contribute to our local communities.



### **The Great Southern Land**

This unit continues the Stewards of Creation theme through a focus on the First Nations People of Australia and their beliefs and practises.

The students will grow in understanding that:

- the Dreaming heritage carries special beliefs and customs for Aboriginal peoples to protect and preserve the land and the life forms that are a part of it
- the Dreaming influences the ways in which Aboriginal peoples live their lives today
- there are similarities between the various creation stories from the many Indigenous cultures.





## **INTEGRATED TOPIC**

### **Think Global, Act Local**

The students will:

- consider how sustainable practises and the impact of taking action locally and globally affect the natural environment
- explore different climates and biomes, and examine how people prepare and adjust to extreme weather changes
- investigate the range of methods and tools used by meteorologists to collect weather data
- interpret maps and other geographical data
- learn geographical terminology.



## **MATHEMATICS**

Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages the students and tunes them in to the learning. This can include the revision of the four processes, mental computation, 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 manipulating expressions and equations to find solutions; *problem solving* would include developing the ability to make choices, interpret, formulate, model and investigate problem situations; and *reasoning* would include comparing and contrasting related ideas and explain their choices.

The following topics will be covered this term:

### **Number**

#### *Fractions and Decimals*

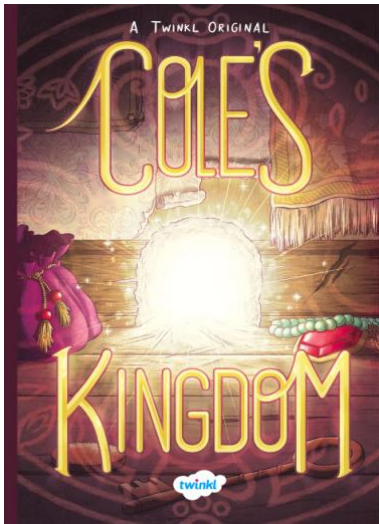
- compare and order common fractions and locate and represent them on a number line
- solve problems involving the addition and subtraction of fractions with the same denominators
- model and solve addition and subtraction problems involving fractions by using jumps on a number line, or making diagrams of fractions as parts of shapes
- calculate fractional parts of a whole number
- continue number patterns involving fractions and decimals
- compare and order decimals up to three decimal places,
- locate and represent decimals on a number line.



### **Statistics and Probability**

#### *Probability*

- conduct and list outcomes of chance experiments involving equally likely outcomes
- represent probabilities of chance outcomes using fractions.



## **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 and to build reading fluency. The students will start a new class novel this semester, 'Cole's Kingdom', an educational fantasy narrative. The students will be given a chapter each week to read at home and will be asked to complete a range of tasks related to the novel.

### **Writing**

The students will continue a focus on further developing their writing skills as they generate ideas, plan, write, edit and evaluate their own narratives. The students will explore the different features of narratives such as characters, settings, complication/s and resolution/s, through a range of learning tasks designed to build on their vocabulary and make their writing more engaging

for a reader.

### ***Grammar & Punctuation***

The students will:

- continue to practise correct sentence structure, with a focus on correct use of capital letters, commas and full stops
- use the apostrophe of possession with common and proper nouns
- incorporate speech into their writing and correctly use quotation marks.

### ***Word Study***

The students will:

- explore specific letter patterns and apply spelling conventions correctly
- learn about adjectives, adverbs, synonyms and antonyms
- accurately spell 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. The students will also continue to focus on adjusting the size of their writing for consistency.

### **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.

## **DIGITAL TECHNOLOGIES**

The students will apply their understanding of Sustainability to:

- use software programs such as *Minecraft Education* and *Scratch* to design, modify and follow simple algorithms relating to Sustainability
- design and build sustainable farms and biomes in *Minecraft Education*.



## **LIBRARY**

The students will:

- borrow and scan their own books, choosing from the fiction and non-fiction collection
- examine and explore the Children's Book Council of Australia (CBCA)'s Book Week theme 'Dreaming with eyes open'
- listen to and read the short-listed books for Book Week and explore the main themes presented
- analyse the plot, setting, characters, and illustrations of each of the short-listed books
- investigate the authors of the short-listed books
- use the library collection as a resource for research.

**Library borrowing day is Wednesday**

Happy Reading!

Bernadette Healy

## **SOCIAL and EMOTIONAL LEARNING - The Resilience Project**

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



The topics that will be covered this term are:

- 'The Human Camera', students are tasked with focusing on their surroundings and taking in as much detail as they can
- 'The Glitter Jar', students will think about how they react to different feelings and develop strategies to feel calm
- 'Regulating Emotions', students will recognise both positive and negative emotions and learn how to manage these appropriately
- 'Recognising and Recalling Positive Emotions', students will identify the benefits of positive emotions and reflect on their happiest memories
- 'The Book of Awesome', students will identify small things that we can be grateful for
- 'Gratitude Quote', students will analyse and discuss different quotes about gratefulness and their meanings
- 'T.H.I.N.K. Before You Speak', students will develop strategies to help them think before they speak/type in social situations.

## **VISUAL ARTS**

The students will:

- define the term 'self-portrait' and discuss why artists produce self-portraits
- examine an example of Pop Art portraiture by Andy Warhol and present a range of interpretations of the subject matter based on their ideas, observations and imagination
- create a self-portrait in the style of Andy Warhol
- examine how Howard Arkley utilises colour, shape and pattern to create a vibrant airbrushed painting of suburban life with a balanced composition
- create an artwork which takes inspiration from Howard Arkley's visual arts practice and expresses personal ideas about suburban life.



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.**

## **ITALIAN**

The students will:

- research some of the more famous Italian cities including Venezia (Venice), Roma (Rome), Torino (Turin), Bologna and Milano (Milan)
- investigate typical landmarks and attractions in each city
- be introduced to and practise simple descriptions of the cities
- produce a 'Cityscape' artwork that depicts one of these cities and at least one specific aspect of that city's skyline.



Regular revision of previously taught topics and skills will also take place.

Signor John

## **PERFORMING ARTS**

The students will further explore playing tuned and non-tuned percussion instruments and the ukulele. They will continue improving their group singing skills. The students will identify contrasting sounds from around the world and experiment as to how they can use them to perform, compose and improvise music. The elements of music will be explored in more detail.

The students will:

- understand music notation and rhythmic subdivisions
- explore the ukulele as a songwriting tool and learning the primary chords
- further explore percussion instruments and the rhythmic elements of music
- finish recording instrumental parts for the new school song
- improvise music using pentatonic scales and drones.



Simon Lewis

## **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 revisit and refine their locomotor skills through major games, such as netball and touch rugby, as well as athletics
- continue to develop their collaborative and interpersonal skills by using teamwork skills in game situations, including netball and touch rugby, while practising the fundamental motor skills of *catch*, *overhand throw*, *dodge* and *ball bounce*
- practise using reflective listening when working in small groups on movement tasks or challenges.

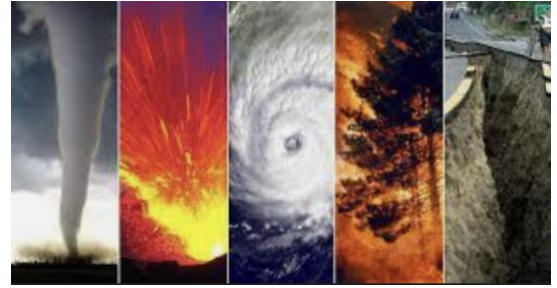
Franka Zigic

## **SCIENCE**

The focus this term is on Earth and Space Sciences.

The students will:

- investigate major geological events such as earthquakes, volcanic eruptions and tsunamis, and extreme weather events such as flood, drought and bush fires
- identify how rapid or extreme natural events can affect the Earth's surface, and the living and non-living aspects of the environment.



The students will also celebrate National Science Week in August.

This year's theme is, 'Glass: More than Meets the Eye'. The students will participate in a whole school Science Week Activity Day based around the national theme, and go on a whole school excursion to Edendale Farm.



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:**

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## Year 6 - 2022 Term 3 Overview

Term 3 is shaping up to be a very eventful term in Year 6!

The students will be learning about, and preparing to receive, the Sacrament of Confirmation. As well as participating in lessons about the Sacrament, they will be investigating their chosen Saint and meeting with Father Bill as part of their preparation leading up to the Confirmation ceremony.

Science Week is coming up this term too! The focus this year is, 'Glass: More Than Meets The Eye'. As a part of National Science Week, the students will participate in engaging science activities, including a whole school activity day and a whole school excursion to Edendale Farm. Book Week follows on the heels of Science Week, with this year's theme being, 'Dreaming With Eyes Open'. To finish off the term, we look forward to our three day school camp to 'The Island' at Phillip Island.



Emma Bell, a final year Masters of Teaching student teacher from Swinburne University, will be working with the Year 6 students throughout the term.

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.

#### **The Gifts and Fruits of the Spirit**

In this unit, the students will learn that through Confirmation, Christians are strengthened by the Holy Spirit to use their gifts and talents to serve God and others.

The students will grow in understanding that:

- the Holy Spirit is present in each person's life
- the seven Gifts of the Holy Spirit help people to live and to respond to others
- the Fruits of the Holy Spirit are the expression of the Gifts of the Holy Spirit
- Saints were inspired by their faith in God to live virtuous lives.



This term, Religious Education lessons will focus on preparing the students to receive the Sacrament of Confirmation. All Year 6 students will participate in learning about the Sacrament. The students will also undertake a study of the particular Saint that they have chosen for their Confirmation name. Detailed information will be sent home to parents about this project. The students will be required to present their learning to the class as part of this unit of work.

## **INTEGRATED TOPIC**

### **Think Global, Act Local**

The students will:

- consider how maintaining sustainable practises and taking action locally and globally, affect the natural environment
- explore different climates and biomes, and examine how people prepare for and adjust to extreme weather changes
- investigate the range of methods and tools used by meteorologists to collect weather data
- interpret maps and other geographical data
- learn geographical terminology.



## **MATHEMATICS**

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

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 6 students, *understanding* would include making connections between related concepts; *fluency* would include recalling definitions and regularly using number facts; *problem solving* would include applying strategies to seek solutions; and *reasoning* would include transferring learning from one context to another and explaining their choices.

The following topics will be covered this term:

### **Number**

#### *Fractions*

- compare and order common unit fractions and locate and represent them on a number line
- investigate strategies to solve problems involving the addition and subtraction of fractions with the same or related denominators
- calculate equivalent fractions
- simplify fractions
- convert improper fractions into mixed numbers (and reverse).



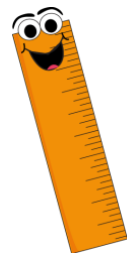
#### *Decimals*

- use place value to identify numbers smaller than 1
- solve addition, subtraction, multiplication and division problems involving decimals.

### **Measurement and Geometry**

#### *Length: Perimeter and Area*

- solve problems involving the comparison of lengths and areas using appropriate units of measurement
- practise converting between common metric units of length, e.g. 20cm = 200mm = 0.2m



## **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 information, and make inferences and evaluative judgements. To integrate the learning, there will be a strong focus on reading texts to extend the students' knowledge and understanding about the environment, and the importance of applying sustainable practices. To foster a love for reading and literature, the students will be encouraged to participate in the MIPS Reading Challenge which will run throughout this term. As part of our serial reading program, the students will read the novel, 'Fish in a Tree', by Lynda Mullaly Hunt.



### **Writing**

Writing for this term will be linked to the Religious Education Unit and will involve writing an information report. The students will be developing and refining their research and note-taking skills and learning about how to present information using the structure of an information report. The students will prepare a Google Slide presentation to demonstrate their learning about their chosen saint for Confirmation.

### *Grammar & Punctuation*

As well as an integrated grammar and punctuation focus throughout multiple learning areas, the students will continue to have dedicated grammar lessons each week. This term, they will investigate verbs, verb tenses and adjectives. This will be done through online games and class discussions, where the students will demonstrate their understanding of grammar and make considered choices when choosing vocabulary to enhance the cohesion and structure in their writing. Whilst also using the skills learned in word study, the students will focus on using accurate spelling and punctuation in their writing. The students will also provide feedback to their peers by using editing skills on their short stories and through grammar and punctuation games.



### *Handwriting*

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

### *Word Study*

The students will continue to practise accurate spelling using their prior phonic knowledge, understandings about blending, letter-sound relationships, common and uncommon letter patterns, and phonic generalisations, in order to recognise and write increasingly complex words. Banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations needed to spell new words will continue to be used. The students will also continue to integrate more technical words, drawn from other areas of learning, through class brainstorms and discussions, as well as through their weekly dictionary race.

This term, the students will investigate:

- past tense verbs
- possessives
- homographs
- contractions
- silent letters.



## **Speaking & Listening**

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

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

## **LIBRARY**

The students will:

- borrow and scan their own books, choosing from the fiction and non-fiction collection
- examine and explore the Children's Book Council of Australia (CBCA)'s Book Week theme 'Dreaming with eyes open'
- listen to and read the short-listed book for Book Week and explore the main themes presented
- analyse the plot, setting, characters, and illustrations of each of the short-listed books
- investigate the authors of the short-listed books
- use the library collection as a resource for research.

## **Library borrowing day is Wednesday**

Happy Reading!

Bernadette Healy

## **DIGITAL TECHNOLOGIES**

The students will apply their understanding of Sustainability to:

- use software programs such as *Minecraft Education* and *Scratch* to design, modify and follow simple algorithms relating to Sustainability
- design and build sustainable farms and biomes in *Minecraft Education*.



Sam Cassimatis

## **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:

- 'Understanding Chemical Responses': understanding the chemical responses emotions generate within our bodies
- 'Natural Emotions': developing strategies to deal with strong emotions
- 'Positive Self-Talk': understanding the benefits of positive self-talk
- 'All Unique, All Different': reflecting on our own strengths
- 'Managing Emotional Changes': developing strategies to deal with stressful situations
- 'Managing Social Changes': developing strategies to deal with conflict
- 'Encouraging Change': persuading others to show empathy and kindness.

## VISUAL ARTS

The students will:

- examine how Howard Arkley utilises colour, shape and pattern to create a vibrant airbrushed painting of suburban life with a balanced composition
- create an artwork which takes inspiration from Howard Arkley's visual arts practice and expresses their own ideas about suburban life
- discuss features typically found in landscape paintings
- describe how Fred Williams represented the Australian landscape in his artworks
- create a landscape inspired by the work of Fred Williams, using oil pastel and collage techniques
- use art elements, including colour, shape, line and texture in an artwork to convey an idea or feeling.



Julienne Brooks

## HOME LEARNING and STUDENT DIARIES

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## ITALIAN

The students will:

- research some of the more famous Italian cities including Venezia (Venice), Roma (Rome), Torino (Turin), Bologna and Milano (Milan)
- investigate typical landmarks and attractions in each city
- be introduced to and practise oral descriptions of the cities
- produce a 'Cityscape' artwork that depicts one of these cities including at least one specific aspect of that city's skyline.



Regular revision of previously taught topics and skills will also take place.

Signor John

## PERFORMING ARTS

The students will:

- further explore tuned and non-tuned percussion instruments and the rhythmic elements of music
- review the primary chords on the ukulele to play songs
- continue improving their group singing skills
- finalise vocal and instrumental parts for the new school song
- identify contrasting sounds from around the world and how they can use them to perform, compose and improvise music
- further explore improvising music using pentatonic scales and drones.



Simon Lewis



## **PHYSICAL EDUCATION**

The students will:

- continue to learn about the importance of daily physical activity, and further explore how physical activity impacts on their social health and mental wellbeing, contributing to a healthy life
- examine and describe health-related and skill-related components of fitness
- continue revisiting and refining their locomotor skills whilst participating in athletics
- continue to develop their collaborative and interpersonal skills by using teamwork skills in game situations, including netball and touch rugby, while practising the fundamental motor skills of *dribble, catch, overhand throw, dodge* and *ball bounce*
- propose changes to the rules and/or conditions to create a more inclusive game or to allow for a fairer contest
- propose and implement actions and protective behaviours that promote safe participation in physical activities.

Franka Zigic

## **SCIENCE**

The focus this term is on Earth and Space Sciences.

The students will:

- investigate major geological events such as earthquakes, volcanic eruptions and tsunamis, and extreme weather events such as flood, drought and bush fires
- identify how rapid or extreme natural events can affect the Earth's surface, and the living and non-living aspects of the environment.



The students will also celebrate National Science Week in August. This year's theme is, 'Glass: More than Meets the Eye'. The students will participate in a whole school Science Week Activity Day based around the national theme, and go on a whole school excursion to Edendale Farm.

Janelle Baldwin

## **REMINDERS**

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- Library - library bags are required for borrowing

Thursdays

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Fridays

- Interschool Sport - sport uniform to be worn

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