



Year Prep - 2022 Term 4 Overview

Welcome to Term 4! This term brings a wide range of exciting learning experiences as we finish off our Prep year!

As part of our Physical Education program, the students will be participating in a five week swimming experience. The students will also enjoy our 'Mission Fair', which is a highly anticipated annual school event run by our Year 5 and Year 6 students. The students will help organise and participate in our Prep afternoon tea where they will be invited to bring their teddy bears for a teddy bear's picnic. They will also be travelling by bus to the Melbourne Museum to learn all about toys from long ago, to complement our learning about the past and how things have changed. To top it all off, they will be participating in our school Advent Prayer Services and many other exciting events, including the festive Christmas Activity Day, in the lead up to Christmas.

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', where the students will be reminded to take care to always do their best and check over their learning to see where they can improve it.



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 another 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.

Celebrations

In this unit, the students will be invited to grow in appreciation of celebrations in their own lives and in the life of the Church.

The students will:

- recall and share some stories of celebrations in their lives
- understand the importance of rituals in celebrations
- experience a range of creative expressions of their celebration of faith, including singing, art, music and drama.

Fulfilment of the promise

In this unit the students will explore, reflect upon and celebrate the times of Advent and Christmas.

The students will:

- understand that people wait for many things
- learn that during Advent, the Church waits and prepares to celebrate Jesus' birth
- explore the Christmas story as a celebration of Jesus' birth.

INTEGRATED TOPIC

Memories of Me

In this unit, the students investigate their personal and family history through sharing stories and memories about themselves and their families.

The students will:

- describe significant events in their own life and that of their family
- describe ways in which their families celebrate significant events
- learn about the similarities and differences between their daily lives and those of their parents or grandparents
- explore the ways we can learn about history through photographs, items and stories that have been passed down.

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.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Prep students, *understanding* would include partitioning numbers in different ways; *fluency* would include recognising the value contained in a collection of objects instantly; *problem solving* would include using information to describe how to get from point A to point B; and *reasoning* would include explaining patterns that have been created.

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 through place value, subitising, counting and manipulating collections
- begin to deepen their understanding of place value through partitioning numbers to 30 and beyond
- identify Australian currency and use toy coins and notes to pay for goods in play situations
- begin to develop an understanding of fractions, using concepts of equal and unequal parts of a whole, and be able to identify what a half is
- identify and represent patterns using concrete materials.



Measurement and Geometry

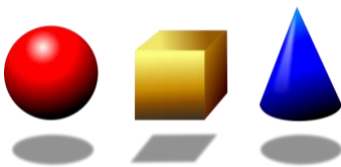
The students will:

Shape

- sort, describe, compare and name familiar 3D objects

Location

- explore giving and following simple directions using language such as 'between', 'near', 'next to', 'behind'.



Statistics and Probability

The students will:

- become familiar with the language of chance, using language such as 'likely' and 'unlikely'.

ENGLISH **Reading**



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

- continue to learn and practise effective reading strategies (e.g. picture cues, sounding out, using the context of the story, predicting, reading on)
- practise reading with fluency and understanding - words, sentences and simple books
- explore how both words and images bring meaning in the stories we read
- compare experiences in stories shared with the students own experiences
- make connections to characters in stories
- enjoy a variety of Christmas themed stories and accompanying learning experiences.

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
- identify beginning, middle and end sounds in words, e.g. 't' is the end sound in cat.

Through the focus on phonics, the students will:

- further develop their growing knowledge of letters and sounds including consonant blends such as, 'sh', 'ch', 'th', etc.
- break words into onset and rime e.g. c-at
- build word families using onset and rime e.g. h-ot, g-ot, n-ot, sh -ot
- begin to practise blending sounds in cvcc words (consonant vowel consonant consonant) e.g. 'h-a-n-d', and ccvc words (consonant, consonant, vowel, consonant) e.g. 's-t-o-p'.

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
- participate in shared editing of simple texts for meaning, spelling, capital letters and full stops
- construct simple texts using word processing software.



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'. In Show and Tell this term:

- each child will participate in an extended presentation to the class focusing on our 'Memories of Me' topic. The students may use items, photos, a powerpoint presentation or posters etc., to share some of their and their family's 'memories'
- students will be supported to actively and respectfully listen and respond to the presenter through comments or questions
- students will practise asking appropriate and meaningful questions using a variety of 'who', 'when', 'why', 'what' and 'how' sentence starters.

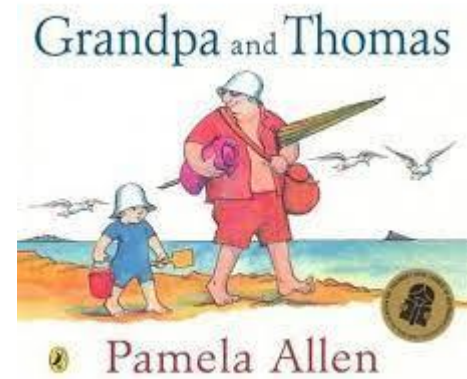
LIBRARY

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

The students will be focusing on picture books written by Pamela Allen. They will learn that Pamela Allen is an award-winning author and celebrated illustrator of children's books, who has written many books over her lifetime.

Through the reading of Pamela Allen's books and participating in the planned activities, the students will:

- make predictions about what each book might be about, based on the title and front cover
- identify how the pictures in the books support and add to the story being told
- describe the main characters and sequence the events of the stories.



Library borrowing day is Friday

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.

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:

- 'Changing Faces' - understanding that our feelings can change in different situations
- 'Picturing Emotions' - identifying emotions by looking at facial expressions and body language
- 'Emotional Timeline' - identifying different feelings and matching these to situations.

DIGITAL TECHNOLOGIES



Digital technology is essentially the breakdown of messages, signals or forms of communication between the creating device and the receiving device. The students will be introduced to common digital systems.

This term the students will:

- share ideas about the ways information systems are being used by families and friends in everyday life and compare current digital play equipment with play equipment used by their parents and grandparents when they were children
- learn to follow, describe and represent a sequence of steps (algorithms) needed to solve simple problems, e.g. describe the steps required to brush our teeth or make a sandwich
- explore programming Blue-Bot robots using the iPads.



VISUAL ARTS

The students will:

- continue to experiment with different materials and techniques to create artworks in response to personal experiences, literature and shared learning experiences
- continue to explore colour, line, texture, pattern and shape as they utilise these elements to create works of art
- participate in a variety of Christmas craft activities.



ITALIAN

The students will:

- be introduced to, and recall the names of colours
- continue to practise simple Italian greetings (e.g 'Buongiorno', 'Ciao!')
- continue to revise previous learnings related to Italian vocabulary, numbers and culture.

Signor John

PERFORMING ARTS

Students will participate in a range of Performing Arts activities which will involve singing, music, drama and dance.

The students will:

- learn a varied repertoire of age appropriate songs and games that will assist in teaching musical elements such as beat, pitch (high & low), dynamics (loud & soft) and tempo (fast & slow)
- participate in activities that will explore ideas for characters and situations through dramatic play
- listen to orchestral classics and use teacher-led stories to spark their imaginations and encourage them to create movement/dance in response to the music.

Karil Torcasio

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
- participate in games from other cultures
- practise using words and body language to communicate intentions clearly when playing minor games
- 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 Biological Sciences. As the students will be learning about living things, students are asked to take a nature photo at home for a display at school. The students will be given more information in class.

The students will:

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



Janelle Baldwin

REMINDERS

Tuesdays:

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

Thursdays:

- Science

Fridays:

- Physical Education (including swimming program) - sport uniform to be worn
- Library - library bags are required for borrowing

CLASSROOM TEACHER CONTACT INFORMATION:

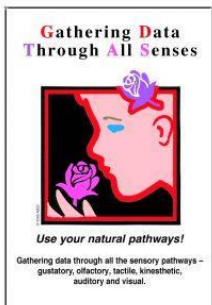
Please do not hesitate to contact me anytime throughout the term with any concerns, questions or information. If you would prefer to meet with me, please email to arrange a mutually convenient time.



Year 1 - 2022 Term 4 Overview

Welcome back to Term 4!! It's going to be an exciting and memorable final term with many engaging learning experiences for the students.

This term the students will be participating in a Swimming Program to develop important water safety skills. The students will also participate in our 'Mission Fair', a very popular event of the school year! We will also be having our very special, 'Year 1 Breakfast', as part of our school camp program. The junior students will also be heading to the Melbourne Museum for an exciting History excursion as part of our Integrated Studies unit. Finally, we will also be participating in Advent prayer services and exciting events leading up to Christmas.



The students will continue to 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. This term, we will be focusing on the Habits of Mind, 'Gathering Data Through all the Senses' and 'Questioning and Posing Problems'.

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 an amazing final term in 1A!

RELIGION

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

Mary

The students will grow in understanding that:

- Mary is the mother of Jesus Christ
- God chose Mary to be the mother of Jesus Christ and Mary accepted this invitation
- we honour and celebrate Mary through seasons of the Church's liturgical year and prayers such as the Hail Mary.



Advent and Christmas

The students will grow in understanding that:

- Advent is a time for waiting, hoping and preparation for the birth of Jesus Christ
- Christmas is the celebration of Jesus' birth
- Jesus shows us God's love and how we can love God.

INTEGRATED TOPIC

'Then and Now'

The students will:

- use appropriate terminology to communicate an understanding of the distinction between the past, present and future
- identify days significant to them and communicate the elements common to most special days
- demonstrate an understanding of chronology and sequencing when communicating their knowledge of the days, months and seasons
- develop an understanding of some aspects of how people lived in the past
- compare and contrast their daily life with that of their parents and grandparents.



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:

- number facts, such as friends of ten and near doubles (e.g. $6 + 7$)
- counting and skip counting, forwards and backwards by 2's and 5's and 10's
- mental maths, revising key skills across the three strands (number, measurement and geometry and statistics and probability)
- purposeful games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 1 students, *understanding* would include that halves are a part of a whole and can be a variety of shapes and sizes; *fluency* would include application of terms, 'will happen', 'won't happen', and 'might happen'; *problem solving* would include knowledge of standard units of measure for each time duration; and *reasoning* would include interpreting and explaining models.

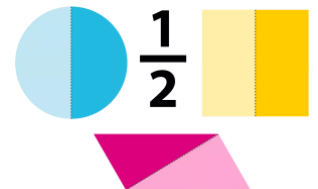
The following topics will be covered this term:

Number

Fractions

The students will:

- practise dividing whole shapes and collections into halves and quarters
- represent and model halves and quarters using folding and diagrams
- explain the difference between equal parts and whole.



The students will also continue to revise key number concepts, such as addition and subtraction.

Measurement and Geometry

Time

The students will:

- describe durations of time using months, weeks, days and hours
- tell the time to the hour and half-hour by reading analogue and digital clocks.

Location

The students will:

- understand that people need to give and follow directions to and from a place, and that this involves turns, direction and distance
- give and follow directions to familiar locations, using terminology such as 'forward', 'under' and 'clockwise'.



Statistics and Probability

Chance and Data

The students will:

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

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
- re-reading
- making connections to the text.



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 the students will be also exploring persuasive language. The focus will be:

- what is an opinion
- sharing opinions on various topics such as weather, pets
- using persuasive language to justify opinions and reasons.



Word Study and Phonics

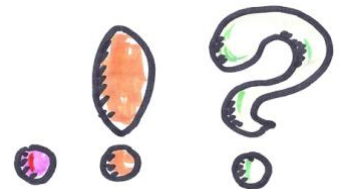
The students' word knowledge will be developed in order to assist them to become independent and successful in their attempts to correctly write words. Each week, the students will focus on a sound/blend and explore words containing this. The sound/blend will be reinforced in learning activities throughout the week, including dictation, breaking the words into syllables, using magnetic letters, writing sentences etc. Some of the letter sounds (or blends) covered this term will include:

- 'oy' as in toys
- 'ar' as in farm
- 'oo' as in good
- 'er' as in herb
- 'ou' as in cloud
- CCVC and CVCC words, e.g. slid and fell, focusing on blending consonants and vowels.

Grammar & Punctuation

This term, the students will continue to explore:

- adjectives to make writing more descriptive and engaging
- 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.

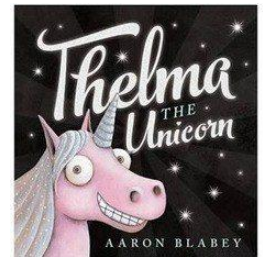
LIBRARY

This term in the library, the students will:

- continue to borrow weekly
- continue to explore the labels on book spines and locate books in the library.

The students will be focusing on books by Australian authors and illustrators, Aaron Blabey and Pamela Allen. Through the reading of these Australian books and planned activities, the students will:

- discuss how authors create characters using language and images
- share personal responses to texts and make connections with their own experiences.



Library borrowing day is Wednesday.

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.

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:

- 'Why are rules important?': recognising why rules in life are important
- 'Friendship': identifying what makes a good friend
- 'Body Clues': understanding how feelings can help keep us safe
- 'How do you feel?': recognising feelings.

DIGITAL TECHNOLOGIES

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

The students will:

- experiment with simple, step-by-step instructions, for example, providing a simple sequence of instructions to others, such as following a path around the classroom
- use educational mats such as alphabet mats to program Blue-Bots to spell words
- utilise the Blue-Bot app to control the Blue-Bot via the iPad
- write and enter a simple set of instructions to program the Blue-Bots to follow a certain pathway.



VISUAL ARTS

This term, the students will be revising colour, shape, pattern, texture and line, and identifying these elements in visual images and artworks that they and others create.

The students will:

- explore ideas, observations and imagination, and express them through visual artworks
- use different materials, techniques and processes to make artworks in a range of art forms
- respond to visual artworks, including by describing subject matter and ideas.

Tilla Ricci



ITALIAN

The students will:

- be introduced to and practise recalling the names of animals
- continue to practise simple greetings (e.g. 'Ciao'- Hello; 'Come stai?' - How are you? etc.)
- continue to revise language related to vocabulary, numbers and culture.

Signor John

PERFORMING ARTS

The students will participate in a range of Performing Arts activities which will involve singing, music, drama and dance. They will explore the difference between beat and rhythm, and build on their ability to discriminate between different qualities of rhythm, pitch, dynamics, tempo, form and timbre as they listen to and make music.

The students will:

- develop their ability to recall and expressively perform a variety of songs and follow cues when performing songs and instrumental pieces
- explore and learn about how ideas and stories can be imagined and communicated through drama
- practise using voice, facial expression, sounds or movement to imagine and establish a role or situation.
- listen to orchestral classics while being told stories that will allow them to improvise and create movement in response to the music.

Karil Torcasio

PHYSICAL EDUCATION

The students will:

- further develop their locomotor skills such as *jogging*, *leaping* and *balancing*, whilst controlling objects with equipment and different parts of the body
- continue to further develop their fundamental motor skills of *kick*, *overhand throw*, *underarm throw* and *ball bounce*
- practise demonstrating changes in speed, direction and level of movement in response to changes in music tempo
- practise reflecting on their performance and identifying and demonstrating ways they can perform a skill more successfully.

Franka Zigic

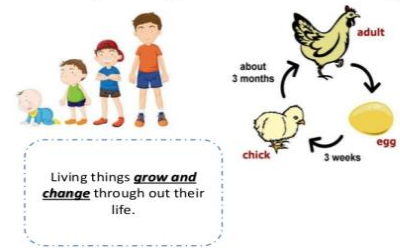
SCIENCE

The focus this term is on Biological Sciences. As the students will be learning about living things, students are asked to take a nature photo at home for a display at school. The students will be given more information in class.

The students will:

- classify ways in which living things grow and change over time
- identify that living things have offspring similar to themselves
- explore the life cycles of a variety of living things.

Living Things: Grow And Change



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 term 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 4 Overview

Welcome to Term 4, which is certainly shaping up to be a very exciting and eventful term, with many wonderful learning experiences happening for the students. The students have the Swimming Program this term, along with an excursion to the Melbourne Museum, Year 2 Breakfast and Afternoon Tea, Advent Prayer Services followed by Christmas celebrations and much more!

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, 'Gathering Data Through all the Senses' and 'Questioning and Posing Problems'. The development of the Habits of Mind and a Growth Mindset, complement our School Values, '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.

Mary

The students will grow in understanding that:

- Mary, the mother of Jesus Christ, is a model of faith and love
- Mary said 'yes' to God's invitation to be the mother of Jesus Christ
- they can be a disciple at home and at school by listening to the word of God and responding.

Advent and Christmas

The students will grow in understanding that:

- waiting and hoping are important aspects of life
- Advent is a time of waiting and preparing for the birth of Jesus
- Christmas is the celebration of Jesus' birth.

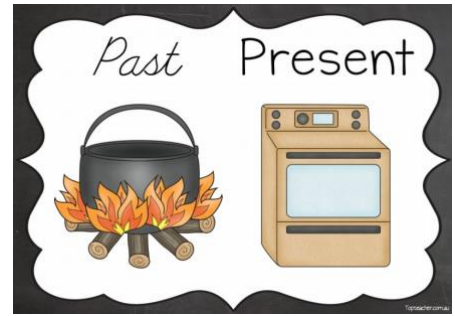


INTEGRATED TOPIC

Celebrating Our History

The students will:

- describe the similarities and differences in the daily lives of themselves, their parents and their grandparents
- explore the many cultures that make up Australia's community
- use artifacts and information sources to learn about the past
- identify changes in technology that affect people's lives
- explore significant people and places in our local community to understand about our past.



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:

- number facts: near doubles (6 + 7, 8 + 9), three times multiplication facts, two and five times division, friends of twenty, bridging facts
- counting and skip counting: including forwards and backwards by 2's and 5's, forwards by 3's and 4's
- purposeful games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 2 students, *understanding* would include identifying and describing the relationship between multiplication and division; *fluency* would include skip counting and linking this to multiplication and division; *problem solving* would include making models and using number sentences that represent problems; and *reasoning* would include comparing and contrasting related models of multiplication and division.

The following topics will be covered this term:

Number

Fractions



$$\frac{1}{2}$$

one half



$$\frac{2}{3}$$

two thirds



$$\frac{4}{5}$$

four fifths

The students will practise dividing whole shapes and collections into halves, quarters and eighths. They will also link the number name to the visual representation of the fraction and to the symbol.

Measurement and Geometry

Time

The students will describe durations of time, name and order months and seasons, as well as become familiar with the features of a calendar. They will also be supported to tell the time using appropriate language such as 'past' and 'to'.



Symmetry

The students will learn about the imaginary **line** where you could fold the image and have both halves match exactly.

Statistics and Probability

Chance

The students will:

- identify practical activities and everyday events that involve chance
- describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'.

chance		favourable outcomes possible outcomes
What are the chances of ... ?		
tossing heads	heads (H) tails (T)	$\frac{1}{2}$
rolling a six	6	$\frac{1}{6}$
stopping on purple	P P G B R Y	$\frac{1}{5}$

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 continue to 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.

The students will continue to consolidate their letter writing skills this term, focusing on:

- correct format and layout
- appropriate content - what to include (statements and questions)
- responding to letters received.



The students will also explore persuasive writing, focusing on:

- what is an opinion?
- sharing opinions on various topics
- explaining their opinion
- using persuasive language to justify opinions and reasons.

Grammar & Punctuation

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

- verbs, including tense
- adverbs
- 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 they will:

- revise all lower and upper case letters
- revise placement of letters on dotted third lines.



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
- further 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 in the library, the students will:

- continue to borrow weekly
- continue to explore the labels on book spines.

The students will be focusing on books by Australian authors and illustrators, Aaron Blabey and Pamela Allen. Through the reading of these Australian books and planned activities, the students will:

- discuss how authors create characters using language and images
- share personal responses to texts and make connections with own experiences.

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:

- *Co-operation* - how do we play co-operatively?
- *Mindfulness* - describing our emotions after being mindful
- *Emotional Me* - identifying own emotions
- *Kindness* - how do we show and receive kindness?
- *When I Grow Up* - identifying different people in the community that help others, e.g. firefighter
- *It Is Okay To Be Alone* - what do we do if we have no one to play with or talk to?



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.

DIGITAL TECHNOLOGIES

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

- experiment with step-by-step instructions, for example, providing a sequence of instructions to others, such as following a path around the classroom
- use educational mats such as alphabet mats, to program Blue-Bots to spell words
- write and enter a set of instructions to program the Blue-Bots to follow a certain pathway
- utilise the Blue-Bot app to control the Blue-Bot via the iPad.



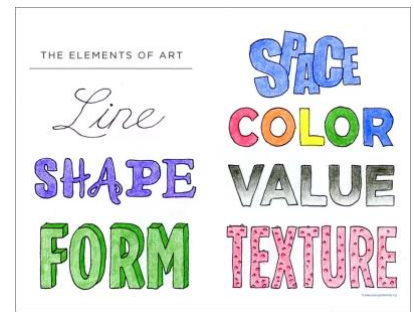
Meaghan A'Hearn

VISUAL ARTS

This term in Visual Arts, the students will be revising colour, shape, pattern, texture and line, and identifying these elements in visual images and artworks that they and others create.

The students will:

- responds to visual artworks by expressing an opinion
- make artworks using different materials and techniques
- share visual artworks with others.



ITALIAN

The students will:

- be introduced to, and recall, the names of animals (including using the definite article, e.g. 'la mucca' - 'the cow')
- continue to practise simple greetings (e.g. 'Ciao'- Hello; 'Come stai?' - How are you? etc.)
- continue to revise language related to vocabulary, numbers and culture.

Signor John

PERFORMING ARTS

Students will participate in a range of Performing Arts activities which will involve singing, music, drama and dance. They will continue to explore the difference between beat and rhythm, and build upon their ability to discriminate between different qualities of rhythm, pitch, dynamics, tempo, form and timbre as they listen to and make music.

The students will:

- develop their ability to recall and expressively perform a variety of songs and follow cues when performing songs and instrumental pieces
- explore and learn about how ideas and stories can be imagined and communicated through drama
- practise using voice, facial expressions, sounds or movement to imagine and establish a role or situation
- listen to orchestral classics while being told stories that will allow them to improvise and create movement in response to the music.

Karil Torcasio

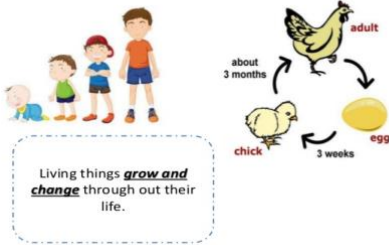
PHYSICAL EDUCATION

The students will:

- continue refining their fundamental motor skills of *kick, overhand throw, underarm throw* and *ball bounce* whilst participating in modified major games
- continue refining their locomotor skills such as *jogging, leaping* and *balancing*
- practise comparing different types of movements and identifying which ones are easier and harder and why this might be the case
- practise demonstrating how to balance on different parts of the body and make different shapes
- practise demonstrating turn-taking and sharing equipment when participating in minor games and modified major games.

Franka Zigic

Living Things: Grow And Change



SCIENCE

The focus this term is on Biological Sciences. As the students will be learning about living things, students are asked to take a nature photo at home for a display at school. The students will be given more information in class.

The students will:

- continue to develop their scientific literacy skills by making and recording observations about how living things grow and change over time
- identify that living things have offspring similar to themselves
- explore the life cycles of a variety of living things.

Janelle Baldwin

REMINDERS

Tuesdays:

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

Wednesdays:

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

Thursdays:

- Science
- Digital Technologies

Fridays:

- Visual Arts - art smock required

CLASSROOM TEACHER CONTACT INFORMATION:

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



Year 3 - 2022 Term 4 Overview



Welcome to Term 4! This term is set to be full of exciting and engaging learning experiences. We are all looking forward to the Year 3 and 4 Camp at Lady Northcote in Bacchus Marsh, early in the term. We also look forward to sports events like the AFL clinic and the swimming program. This term, the students will engage in annual events such as the Mission Fair, Christmas Activity Day and the combined schools Mass with St Bernadette's.

Throughout this term, the students will be supported through a range of learning experiences which incorporate the use of the Habits of Mind and a Growth Mindset. The Habits of Mind the students will focus on this term are, '*Applying Past Knowledge to New Situations*' and '*Taking Responsible Risks*'. The students will come to understand that they can apply past knowledge to new situations by recalling how they have solved a problem previously, and make connections between experiences in order to understand the relationship between previous problems and the new ones. '*Taking Responsible Risks*' involves the students drawing on their past knowledge, being thoughtful about consequences, and accepting that uncertainty and risk of failure are a normal part of the learning process that underpins the learning dispositions which lead to a Growth Mindset. These thinking tools align with our School Values, 'I am a learner', 'I am a friend' and 'I am respectful', and complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum.

**TAKE A RISK
MAKE A MISTAKE
LEARN SOMETHING NEW**

RELIGION

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



Rejoice - We are all Special

The students will grow in understanding that:

- God gives us many gifts
- God calls us to nurture, develop and share our gifts with others
- we can grow and develop our potential.

Prepare and Hear the Story of Jesus

The students will grow in understanding that:

- the Gospel stories of Jesus' birth help us to appreciate his special place in God's plans
- Jesus' story reveals God's great love for us
- Mary helps us to know and believe in Jesus.



INTEGRATED TOPIC

A Whole New World

The students will:

- explore reasons why Europeans settled in Australia
- investigate some of the impacts of European settlement on Aboriginal people
- hear stories of people who have migrated to Australia
- examine the role that people of diverse backgrounds have played in the development of the local community
- investigate what is different and the same between life in the past and present day
- investigate and share migration stories of their families or other community members.



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 of the 2, 3, 4, 5 and 10 times tables, counting, skip counting and purposeful games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 3 students, *understanding* would include building on concepts already known about informal units of measuring and relating known skills to new learning; *fluency* would include choosing and using familiar metric units to order and compare objects; *problem solving* would include investigating measurement and verifying that their answers are reasonable by using various measuring tools; and *reasoning* would include comparing and contrasting related ideas and explaining their choices when analysing.

The following topics will be covered this term:

Number

Fractions and Decimals

- modelling and representing unit fractions, including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ and their multiples, to a complete whole
- investigating equivalent fractions, e.g. $\frac{1}{2} = \frac{2}{4}$
- counting by halves, quarters and thirds, including with mixed numerals - 1, $1\frac{1}{2}$, 2, $2\frac{1}{2}$...
- recognising that the place value system can be extended to tenths.



Algebra and Number Patterns

- solving worded problems by using number sentences involving multiplication or division where there is no remainder
- using equivalent number sentences involving addition and subtraction to find unknown quantities, e.g. 'When a number is added to 23, the answer is the same as 57 minus 19. What is the number?'
- exploring and describing number patterns resulting from performing addition and subtraction.

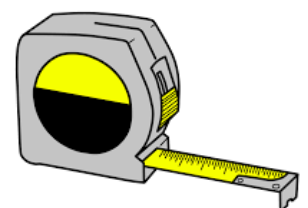
Measurement and Geometry

Temperature

Length, Perimeter and Area

Volume, Capacity and Mass

- measuring, ordering and comparing objects using familiar metric units
- recognising the importance of using common units of measurements
- reading and interpreting the scales on a range of measuring instruments.

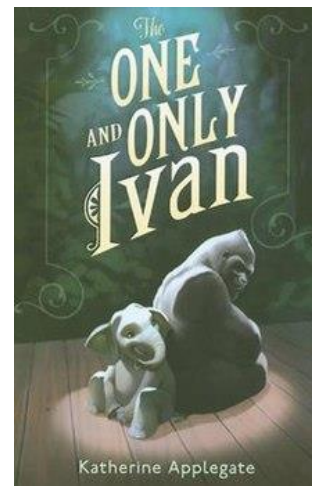


ENGLISH

Reading

This term, the students will read the novel, 'The One and Only Ivan' by Katherine Applegate, as a whole class. This text will give the students the opportunity to apply reading strategies and develop skills such as:

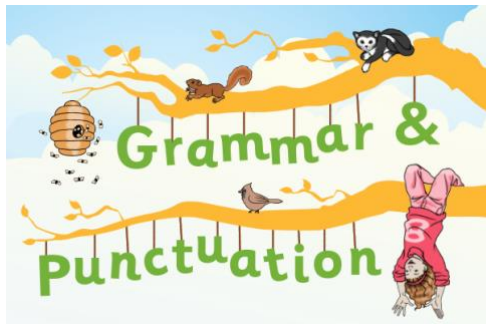
- making predictions
- identifying the authors' purpose
- understanding figurative language
- identifying causes and effects.



Writing

Grammar & Punctuation

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



This term, the students will be exploring:

- tense - past, present and future
- prepositions
- punctuation
- homophones
- figurative language
- antonyms and synonyms
- verb groups
- collective nouns.

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:

- 'm', 'mm', 'mb', as in moon, hammer, thumb
- 'r', 'rr', 'wr', as in robot, carrot, wrist
- 'or', 'ore', 'a', 'aw', 'au', as in horse, core, ball, paw, sauce
- 'v' and 've' as in vase, sleeve
- 'w', 'wh' as in web, whale
- 'oo', 'u', as in book, bush
- 'y', 'u', as in yoyo, computer
- 'oo', 'ew', 'ue', 'u-e', 'u', as in boot, screw, glue, flute, ruler
- 'z', 'zz', 's', 'se', as in zebra, puzzle, bears, cheese
- 'ou', 'ow', as in cloud, flower.



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).



Handwriting

The students will:

- revise and practise correct letter formation, pencil grip and hand positions
- attend to the correct placement of their writing using dotted third lines
- 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.

Speaking & Listening

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

The students will:

- continue to develop their active learning skills
- interpret ideas and information from spoken texts
- communicate and express ideas.



LIBRARY

The students will:

- borrow and scan their own books, choosing from the fiction and non-fiction collections
- examine and practise alphabetical order as the system of ordering fiction titles
- share recommendations and responses about what they are currently reading
- use the library collection as a resource for research
- take on responsibility for reshelving books correctly.

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:

- 'Bucket filling' - giving compliments and expressing gratitude
- 'Gratitude letter' - expressing gratitude to others
- 'Empathy and Friendship' - demonstrating how empathy can build positive relationships
- 'Putting Others First' - describing characteristics of an empathetic person
- 'Mindful Safari' - using our senses to help us to be present in nature
- 'Rock the Boat' - using breathing strategies to help us to be mindful
- 'Expressing Emotions' - developing strategies to express strong emotions
- 'Expressing Emotions Appropriately' - using strategies to positively express our emotions.

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**. Other home learning may include additional Integrated Studies learning tasks.



DIGITAL TECHNOLOGIES

This term in Digital Technologies, the students will be further developing their understanding and capabilities with 'coding'.

To do this, the students will:

- use the Sphero BOLTs and iPads to learn further about computer programming including; block programming, loops, functions and sequencing
- design and modify a simple algorithm to make a Sphero BOLT move through a series of obstacles to reach a goal.



Sam Cassimatis

VISUAL ARTS

This term will continue to see our students using bright colours and patterns, whilst using famous artworks as inspiration to create their own masterpieces. Students will also be visiting the National Gallery of Victoria (NGV) on Thursday 27th October, to take part in a program called: 'Start with Art: Art Serious Fun!'



The students will also:

- design and create a mixed-media portrait composition, in the style of Picasso's Weeping Woman, using oil pastels and watercolors
- create an artwork which takes inspiration from Howard Arkley's visual arts practice that expresses ideas about suburban life
- use mixed media to create an artwork in the style of Bern Emmerichs, using both pencil and scratch-art paper, to create an Australian landscape.

We are looking forward to a fun term of creating together!

Julienne Brooks

ITALIAN

The students will:

- be introduced to phrases related to shopping
- role play the purchasing of goods
- continue to revise previous learnings pertaining to vocabulary and culture.

Signor John

PERFORMING ARTS

The students will participate in a range of Performing Arts activities which will involve singing, music, drama and dance.

The students will:

- explore sound, moods and emotions through voice and through a variety of sound sources (classroom instruments and found objects), to develop their understanding of the musical elements (particularly tone colour)
- engage in drama activities to explore and experience a range of roles and situations that they initiate and develop
- learn a variety of songs and singing games that will help them to learn to sing in tune and with expression.

Karil Torcasio 🎵

PHYSICAL EDUCATION

The students will:

- continue to increase their range of motor skills by further developing their hand-eye and foot-eye coordination, whilst participating in major games such as cricket and tennis
- explore and practise demonstrating an understanding of how to adjust the force and speed of an object to improve accuracy and control
- practise applying *kicking*, *striking* and *throwing* skills to propel an object and keep it in motion
- practise proposing and applying movement concepts and strategies to perform movement sequences at different levels using different types of equipment.

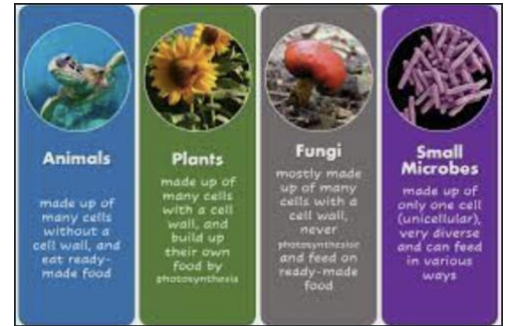
Franka Zigic

SCIENCE

The focus this term is on Biological Sciences. As the students will be learning about living things, students are asked to take a nature photo at home for a display at school. The students will be given more information in class.

The students will:

- recognise that living things can share characteristics, such as growing and changing, moving, responding to their environment and reproducing
- classify living things based on observable features, such as their coverings, number of legs, what they eat, etc.
- explore the differences between living, once living and non-living things.



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:

- Physical Education - sport uniform to be worn

CLASSROOM TEACHER CONTACT INFORMATION:

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

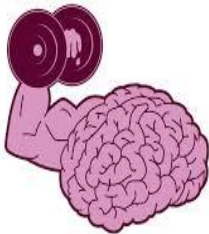


Year 4 - 2022 Term 4 Overview

Welcome to Term 4! This term is set to be full of exciting and engaging learning experiences. We are all looking forward to the Year 3 and Year 4 camp to, 'Lady Northcote' in Bacchus Marsh, early in the term. We also look forward to sporting events like the AFL clinic and the swimming program. This term the students will also engage in annual events such as the Mission Fair, Christmas Activity Day and the combined schools Mass with St Bernadette's.



Throughout this term, the students will be supported through a range of learning experiences which incorporate the use of contemporary thinking tools such as the Habits of Mind and a Growth Mindset. One Habit of Mind the students will focus on is, '*Applying Past Knowledge to New Situations*' - exploring how people that apply past knowledge to new situations can recall how they have solved a problem previously, and the students will be supported to make connections



and understand the relationship between previous problems and new ones. Another Habit of Mind the students will focus on is, '*Taking Responsible Risks*' - the students will learn that drawing on past knowledge, being thoughtful about consequences, and accepting uncertainty and risk of failure as a normal part of the learning process, underpins the learning dispositions which lead to a Growth Mindset. These thinking tools align with our School Values, 'I am a learner', 'I am a friend' and 'I am respectful', and complement the key principles of 'The Resilience Project', which are Gratitude,

Empathy/Kindness and Mindfulness (GEM). The students will continue to be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum.

RELIGION

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

Rejoice - We are all Special

The students will grow in understanding that:

- God gives us many gifts which we can use to make the world a better place
- God calls us to nurture, develop and share our gifts with others
- we can grow and develop our potential in relationships with others.



Prepare and Hear the Story of Jesus

The students will grow in understanding that:



- the Gospel stories of Jesus' birth help us to appreciate his special place in God's plans
- Jesus' story reveals God's great love for us
- Mary helps us to know and believe in Jesus.

INTEGRATED TOPIC

A Whole New World

The students will:

- explore reasons why Europeans may have settled in Australia
- investigate some of the impacts of European settlement on the Aboriginal people
- hear stories of people who have migrated to Australia
- examine the role that people of diverse backgrounds have played in the development of the local community
- investigate what is different and the same between life in the past and present day
- investigate and share migration stories of their families or other community members.



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 of the 6, 7, 8 and 9 times tables, counting, skip counting and purposeful games.



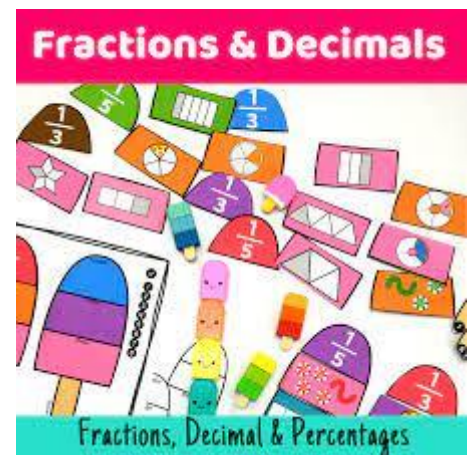
The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 4 students, *understanding* would include describing their thinking mathematically; *fluency* would include recalling definitions and regularly using known facts; *problem solving* would include investigating measurement and verifying that their answers are reasonable by using various measuring tools; and *reasoning* would include comparing and contrasting related ideas and explain their choices when analysing.

The following topics will be covered this term:

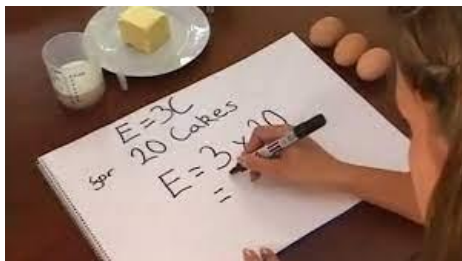
Number

Fractions and Decimals

- modelling and representing unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole
- investigating equivalent fractions, e.g. $\frac{1}{3} = \frac{3}{9}$
- counting by halves, quarters, thirds and fifths, including with mixed numerals - 1, $1\frac{1}{3}$, $1\frac{2}{3}$, 2, $2\frac{1}{3}$...
- converting mixed numbers to improper fractions and vice versa
- recognising that the place value system can be extended to tenths and hundredths
- using knowledge of fractions to establish equivalences between fractions and decimal notation, e.g. $\frac{1}{2} = 0.5$.



Algebra and Number Patterns

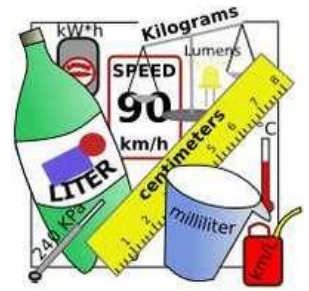


- solving worded problems by using number sentences involving multiplication or division where there is a remainder
- using equivalent number sentences involving addition and subtraction to find unknown quantities. e.g. writing number sentences to represent and answer questions such as: 'When a number is added to 123, the answer is the same as 157 minus 19. What is the number?'
- exploring and describing number patterns resulting from performing multiplication.

Measurement and Geometry

Temperature; Mass; Length and Perimeter; Area; Volume and Capacity

- using scaled instruments to measure and compare the properties of different objects
- recognising and using millimetres, centimetres and square centimetres; grams and kilograms; and millilitres and litres
- converting between different units of measurement, e.g. 100cm is equivalent to 1m; 1000mL = 1L
- reading and interpreting the scales on a range of measuring instruments with accuracy.



ENGLISH

Reading

This term, the students will read the novel, 'The One and Only Ivan' by Katherine Applegate, as a whole class. This text will give the students the opportunity to apply reading strategies and develop skills such as:

- making predictions
- identifying the authors' purpose
- understanding figurative language
- identifying causes and effects
- understanding literal and inferred meaning.



Writing

Grammar & Punctuation

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



This term the students will be exploring:

- tense - past, present and future
- prepositions
- punctuation
- homophones
- figurative language
- antonyms and synonyms
- verb groups
- collective nouns.

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:

- 'm', 'mm', 'mb', as in moon, hammer, thumb
- 'r', 'rr', 'wr', as in robot, carrot, wrist
- 'or', 'ore', 'a', 'aw', 'au', as in horse, core, ball, paw, sauce
- 'v', 've' as in vase, sleeve
- 'w', 'wh' as in web, whale
- 'oo', 'u', as in book, bush
- 'y', 'u', as in yoyo, computer
- 'oo', 'ew', 'ue', 'u-e', 'u', as in boot, screw, glue, flute, ruler
- 'z', 'zz', 's', 'se', as in zebra, puzzle, bears, cheese
- 'ou', 'ow', as in cloud, flower.



The 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).



Handwriting

The students will:

- revise and practise correct letter formation, pencil grip and hand positions attending to the placement of letters dotted third lines
- 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
- apply handwriting skills when writing with a pen after receiving their pen licence.

Speaking & Listening

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

The students will:

- continue 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 practise alphabetical order as the system of ordering fiction titles
- share recommendations and responses about what they are currently reading
- use the library collection as a resource for research
- take on responsibility for reshelving books correctly.

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:

- '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
- 'Gratitude Wall' - identifying and expressing things we are most grateful for
- 'Thank You Poster' - showing gratitude to a family member
- 'Different Perspectives' - understanding the importance of seeing situations from other people's perspectives
- 'Building Strong Communities' - understanding the importance of belonging to a community
- 'Mindful Outdoors' - using nature to practise being mindful
- 'Positive Self-Talk' - understanding that positive self-talk can affect our emotions and behaviours.

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**. Other home learning may include additional Integrated Studies learning tasks.



DIGITAL TECHNOLOGIES

This term in Digital Technologies, the students will be further developing their understanding and capabilities with 'coding'.

To do this, the students will:

- use the Sphero BOLTs and iPads to learn further about computer programming including; block programming, loops, functions and sequencing
- design and modify a simple algorithm to make a Sphero BOLT move through a series of obstacles to reach a goal.



Sam Cassimatis

VISUAL ARTS

This term will continue to see our students using bright colours and patterns, whilst using famous artworks as inspiration to create their own masterpieces. Students will also be visiting the National Gallery of Victoria (NGV) on Thursday 27th October, to take part in a program called: 'Start with Art: Art Serious Fun!'



The students will also:

- design and create a mixed-media portrait composition, in the style of Picasso's Weeping Woman, using oil pastels and watercolors
- create an artwork which takes inspiration from Howard Arkley's visual arts practice that expresses ideas about suburban life
- use mixed media to create an artwork in the style of Bern Emmerichs, using both pencil and scratch-art paper, to create an Australian landscape.

We are looking forward to a fun term of creating together!

Julienne Brooks

ITALIAN

The students will:

- be introduced to phrases related to shopping
- role play the purchasing of goods
- continue to revise previous learnings pertaining to vocabulary and culture.

Signor John

PERFORMING ARTS

The students will participate in a range of Performing Arts activities which will involve singing, music, drama and dance.

The students will:

- explore sound, moods and emotions through voice and through a variety of sound sources (classroom instruments and found objects) to develop their understanding of the musical elements (particularly tone colour)
- engage in drama activities to explore and experience a range of roles and situations that they initiate and develop
- learn a variety of songs and singing games that will help them to learn to sing in tune and with expression.

Karil Torcasio 🎵

PHYSICAL EDUCATION

The students will:

- continue to increase their range of motor skills by refining their hand-eye and foot-eye coordination, whilst participating in major games such as cricket and tennis
- continue to refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges
- practise using the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences
- continue to practise contributing to fair decision-making in physical activities by applying the rules appropriately.

Franka Zigic

SCIENCE

The focus this term is on Biological Sciences. As the students will be learning about living things, students are asked to take a nature photo at home for a display at school. The students will be given more information in class.

The students will:

- recognise characteristics that living things share, such as growing and changing, moving, responding to their environment and reproducing
- classify living things based on a variety of observable features, for example, are they covered in feathers or fur? how many legs do they have? how do they obtain their energy? etc.
- explore the differences between living, once living and non-living things.



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:

- Physical Education - sport uniform to be worn

CLASSROOM TEACHER CONTACT INFORMATION:

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Year 5 - 2022 Term 4 Overview

Welcome to Term 4! This term is a big one for the students in Year 5 as they get ready to transition to being the leaders of our school next year. The students in Year 5 will be planning, drafting and presenting their leadership speeches, before being assigned their leadership roles for Year 6. The students will also have an opportunity to meet their buddies from our new Prep class starting next year. Other activities the students will participate in include; the swimming program which will commence from Week 3, Mission Fair with the Year 6's in Week 2, an Art excursion to visit the National Gallery of Victoria, and the Advent/Christmas celebrations at the end of term.

As the students are nearing adolescence, the 'Wonder of Living' program, delivered by Open Doors Counselling and Education Services, will address the social, emotional and physical changes that are associated with puberty. This program will be delivered in two parts over two consecutive weeks - a parent-only information session, then a parent and child session.

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, '*Managing Impulsivity*', '*Listening with Empathy and Understanding*', 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, collaboration and clear communication.

RELIGION

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

Our Church Serves

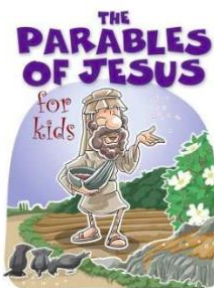
In this unit, the students will learn that as members of a faith community, they are called to serve others.

The students will grow in understanding that:

- we are all invited to serve people in need in our community
- in a changing society, there are many ways in which our parish/school community can provide aid for people in need.



Our annual Mission Fair which is planned, organised and run by the Year 5 and Year 6 students, will be held on Friday 14 October from 10.45 - 12.30pm. The Mission Fair is an opportunity for the students to enact their faith to raise money to support a social justice charity in our community. This year, funds raised will be donated to SecondBite, the successful, national food rescue organisation which is based in West Heidelberg.



Christ, the Prince of Peace

In this unit, the students will explore parables in the Bible, and reflect on the ways in which God's message is conveyed through the stories that Jesus told.

The students will grow in understanding that:

- for Catholics, Advent is a time of renewal and reconciliation with God and others, as we wait for the coming of the Saviour
- the parables Jesus told help us to understand more about ourselves, others, the world and God.

INTEGRATED TOPIC

Think Global, Act Local (Continued from Term 3)

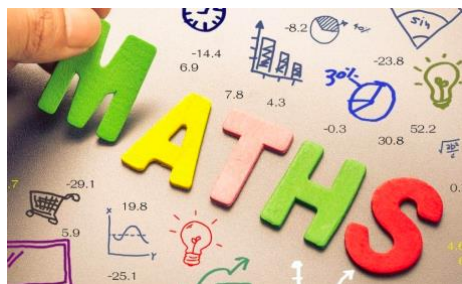
The students will:

- consider how maintaining sustainable practices and taking action locally and globally, affect the natural environment
- investigate the various ways in which climate change impacts life on Earth
- research and report on a climate change issue of their choice
- suggest actions/solutions which can be taken to lessen the impact of climate change.



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, skip counting by tens of thousands, skip counting using decimals and fractions, and purposeful Mathematics games.



The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 5 students, *understanding* would include the relationships between the four operations; *fluency* would include recognising the repeated nature of pattern; *problem solving* would include finding the unknown term in a pattern or equation using strategies such as inverse operations; and *reasoning* would include forming generalisations about patterns.

The following topics will be covered this term:

Number

Algebra

- describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction
- follow a mathematical algorithm by manipulating sets of numbers using a given rule, e.g. double then add 2 each time.

Measurement and Geometry

Length, Perimeter and Area

- choose appropriate units of measurement to measure an object or distance, e.g. metres for a basketball court
- calculate the perimeter and area of rectangles.

Shape and Transformation

- describe the different transformations of 2D shapes (translations, rotations and reflections).

Location

- create a grid reference system and use it to locate objects
- using a grid reference system, describe routes from one object to another.

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, 'Sabryna and the River Spirit', an educational fantasy narrative. The novel ties in with our sustainability focus as it highlights some of the ways humans impact our waterways.



Writing

This term, speech writing will be the focus as the students plan, write and edit their Year 6 Leadership speeches. The students will explore different persuasive language features used to make a speech, such as alliteration, facts, repetition and emotive language. The students will also explore the features of an informative text as they prepare to research and present an inquiry project in Integrated Studies.

Grammar & Punctuation

The students will:

- continue to practise correct sentence structure, editing for correct use of capital letters, commas and full stops
- use exclamation marks for emphasis
- practise proofreading and editing their own work and the work of others.

Word Study

The students will:

- explore specific letter patterns and apply spelling conventions correctly
- use a range of memory strategies such as focusing on syllables, mnemonics, using analogies and root words
- accurately spell a range of high frequency words and context specific topic words
- use subject specific words in context, displaying an understanding of their meaning.

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 (such as their Leadership Speeches), 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.



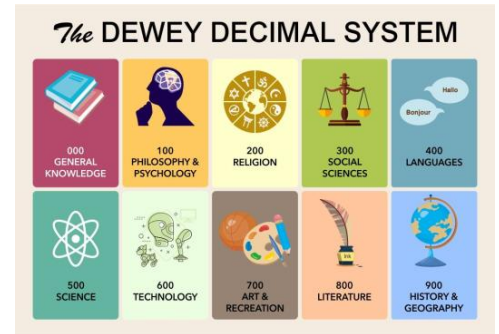
HOME LEARNING and STUDENT DIARIES

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.**

LIBRARY

The students will:

- borrow and scan their own books, choosing from the fiction and non-fiction collections
- examine and use the *Dewey Decimal System* - the library classification system for non-fiction texts
- prepare a presentation to share recommendations about what they are currently reading
- use the library collection as a resource for research
- take on responsibility for reshelving books correctly.



Library borrowing day is Wednesday.

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:

- 'Positive Self-Talk' - students will understand the importance of positive self-talk
- 'Breathing and Mindfulness' - students will use the 'deep belly breathing' strategy to become mindful
- 'Mindful through Music' - students will understand that music can influence our emotions and will identify music that can help us to be mindful
- 'Brain Business' - students will describe what happens to our brain when we feel certain emotions and develop strategies to encourage positive emotions
- 'Influencing our Emotions' - students will further develop strategies to cope with strong emotions
- 'Card of Compliments' - each student will give and receive compliment cards to another student in the class
- 'Cause and Effect in Conflict' - students will use visual representations to describe different emotions.

DIGITAL TECHNOLOGIES

This term, the students will be using the program Hopscotch to extend their understanding of sequences, loops and events, through the creation of their own video game. The students will have the opportunity to code a few different styles of simple video games, before choosing their favourite style to plan and develop a game of their own.

The students will:

- explore and practise coding fundamentals such as sequencing, loops, conditions, variables and events
- practise debugging - finding errors in the code and developing solutions
- plan, code and implement a game design of their own
- use correct vocabulary when discussing different game designs.



VISUAL ARTS

This term will continue to see our students using bright colours and patterns, whilst using famous artworks as inspiration to create their own masterpieces. Students will also be visiting the National Gallery of Victoria (NGV) on Thursday 27th October, to take part in a program called: 'Start with Art: Art Serious Fun!'



The students will also:

- design and create a mixed-media portrait composition, in the style of Picasso's Weeping Woman, using oil pastels and watercolors
- create an artwork which takes inspiration from Howard Arkley's visual arts practice that expresses ideas about suburban life
- use mixed media to create an artwork in the style of Bern Emmerichs, using both pencil and scratch-art paper, to create an Australian landscape.

We are looking forward to a fun term of creating together!

Julienne Brooks

ITALIAN

The students will:

- be introduced to, and recall, the names of the rooms and furniture of a house
- design a house or apartment, labelling the rooms and furniture
- continue to revise previous learnings pertaining to vocabulary and culture.

Signor John

PERFORMING ARTS

The students will participate in a range of Performing Arts activities which will involve singing, music, drama and dance.

The students will:

- engage in drama activities which will require them to shape character, voice and movement in improvisation, play-building and performances
- produce a music video which will involve learning and recording a school appropriate song and then filming a video to communicate a concept or theme based on the lyrics of the song
- participate in ensemble playalongs which will involve learning to accompany a track with instruments and memorising a sequence of rhythms and playing techniques.

Karil Torcasio

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 tennis, cricket and t-ball
- continue to practise and implement safe stretching strategies
- practise designing and participating in a simple fitness circuit involving activities that require different types of movement
- practise assessing and refining strategies to persist and successfully perform new and challenging movement skills and sequences.

Franka Zigic

SCIENCE

The focus this term is on Biological Sciences. As the students will be learning about living things, students are asked to take a nature photo at home for a display at school. The students will be given more information in class.

The students will:

- continue developing their scientific literacy skills by researching and recording the features of a variety of environments
- identify and classify the living things found in different environments, using terms such as *consumers*, *producers*, *predators*, *prey*, *herbivores*, *omnivores*, *carnivores*, *parasites* etc
- identify ways in which living things rely upon each other and their environment to survive.



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:

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CLASSROOM TEACHER CONTACT INFORMATION:

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Year 6 - 2022 Term 4 Overview

The Year 6 students' last term of primary education promises to be a rewarding one, as they engage in a variety of exciting learning experiences, with Graduation being the main focus for this term. The students will begin to prepare for Year 7 as they attend transition days at their new secondary schools; this year, the students are going on to seven different secondary schools!



The students will compose their Graduation speeches, and they will also be involved in the filming of a Graduation recording, where the Year 6 students will interview one another and also interview their Prep buddy.

Please note the following Graduation events:

- Wednesday 9 November: Graduation Filming
- Tuesday 6 December: Graduation Dinner - Heidelberg Golf Club
- Friday 9 December: Year 6 Fun Day

Further information will be forwarded to parents closer to each date.

As the students are nearing adolescence, the 'Wonder of Living' program, presented by Open Doors Counselling and Education Services, will address the social, emotional and physical changes that are associated with puberty. This program will be delivered in two parts - a parent-only information session followed the following week by a parent-child session.

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.

Our Church Serves

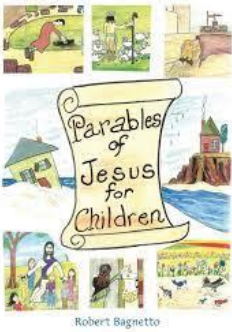
In this unit the students will learn that, as members of a faith community, they are called to enact their faith.

The students will grow in understanding that:

- as Catholics, we are all invited to serve people in need in our community
- in our changing society, there are many ways in which our parish/school community can provide aid for people in need.



Our annual Mission Fair which is planned, organised and run by the Year 5 and Year 6 students, will be held on Friday 14 October from 10.45 - 12.30pm. The Mission Fair is an opportunity for the students to enact their faith to raise money to support a social justice charity in our community. This year, funds raised will be donated to *SecondBite*, the successful, national food rescue organisation which is based in West Heidelberg.



Christ, the Prince of Peace

In this unit, the students will explore the parables in the Bible that refer to Jesus as the Son of God, and they will reflect on the ways in which God's message is conveyed through the stories that Jesus told.

The students will grow in understanding that:

- for Catholics, Advent is a time of renewal and reconciliation with God and others, as we wait for the coming of the Saviour promised by God
- the parables Jesus told help us to understand more about ourselves, others, the world and God.

INTEGRATED TOPIC

Think Global, Act Local (Continued from Term 3)

Continuing with the study of *Sustainability*, the students will be supported to choose an issue of their choice to investigate as a Passion Project. This could include researching the effects of climate change on sea levels, studying an endangered animal or considering the effects of fossil fuels on the environment.

The students will:

- consider how maintaining sustainable practices and taking action locally and globally, affect the natural environment
- investigate the various ways in which climate change impacts life on Earth
- research and report on a climate change issue of their choice
- suggest actions/solutions which can be taken to lessen the impact of climate change.



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 interpreting mathematical information; *fluency* would include manipulating expressions and equations to find solutions; *problem solving* would include verifying that their answers are reasonable; and *reasoning* would include comparing and contrast related ideas and explaining their choices.

The following topics will be covered this term:

Number

Fractions

- add and subtract fractions with common denominators
- add and subtract fractions with related denominators
- make connections between equivalent fractions, decimals and percentages
- calculate 10%, 25% and 50% discounts on sale prices, e.g. 10% off \$20 = \$2 off = final price of \$18
- calculate fractional parts, e.g. $\frac{3}{4}$ of 48.

Divide

$$\frac{2}{3} = \frac{4}{6} = \frac{8}{12}$$

The diagram shows the fractions $\frac{2}{3}$, $\frac{4}{6}$, and $\frac{8}{12}$ connected by equals signs. Green arrows indicate the operations used to create equivalent fractions: $\frac{2}{3} \xrightarrow{\times 2} \frac{4}{6} \xrightarrow{\times 2} \frac{8}{12}$. The arrows for the numerators point right, and the arrows for the denominators point left.

Algebra

- create number sequences involving whole numbers and describe the rule used to create the sequence.

Measurement and Geometry

Location

- introduce the Cartesian coordinate system using all four quadrants.

Geometric Reasoning

- investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles
- use investigations to find unknown angles.

Measurement

- solve problems comparing lengths and areas, using appropriate units.

Statistics and Probability

- describe probabilities by using fractions, decimals and percentages
- conduct chance experiments using digital technologies.

ENGLISH

Reading

The students will continue to participate in whole class, small group and individual reading skills activities. There will be an emphasis on further developing effective reading strategies and comprehension skills, enabling the students to comprehend literal information, and make inferences and evaluative judgements.



The students will also be participating in 'Readers' Theatre', using scripts and performance to enhance the comprehension of a text. They will work in groups to rehearse the performance of a script, enabling the students to practise fluency, phrasing, intonation and voice production.

As part of our serial reading program, the students will continue to read the novel, 'Fish in a Tree', by Lynda Mullaly Hunt, and make personal connections to the text.

Writing

Speech writing is the main focus for this term and the students will use their memories and experiences at MIPS to compose their Graduation speeches. These will be written and rehearsed at school and delivered at their Year 6 Graduation Dinner. The students will also be composing and rehearsing questions and responses for the Year 6 and Prep Buddy recordings.

Making authentic links to this semester's Integrated Studies unit, the students will be entering the Junior Landcare "What's In Your Backyard?" Photo Competition. Using the schoolground as our 'backyard', the students will photograph something from the natural environment, caption the image, then, in 50 words or less, explain why it is important to them. The photos can fit into one of four themes: biodiversity, food production, First Nations perspectives or waste management. The students' images and commentary will be uploaded onto the website as part of the competition. Entries will be made under the name of Mary Immaculate Primary School - individual names and student images will not be used. Further information about the competition can be found at:



[How to enter Costa's 2022 "What's in your backyard?" competition](#)

Handwriting

The students will further 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.



Grammar & Punctuation

As well as continuing with 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 conjunctions, sentence structure, phrases, clauses and word origins. This will continue to be done through a range of online games and class discussions. 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 each other's work, as well as reviewing written articles found in the media.

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:

- complex consonant groups, 'ch' and 'tch', 'dge' and 'ge'
- syllables
- adding '-ing', adding '-ed'
- adding '-ion'
- compound words
- vowel alterations for some plurals, e.g. woman -> women, man -> men.

Speaking & Listening

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

- using appropriate volume, tone and pitch when delivering their Passion Project and their Graduation speech
- participating in classroom discussions to share and evaluate their learning, experiences and opinions
- assuming a role in 'Reader's Theatre' texts and performing the play before an audience of their classroom peers.



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:

- '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
- 'Emotions are Essential': recognising the importance of sharing our emotions
- 'Who Can Help?': identifying people and places we can go to for emotional support
- 'Mind-Body Connection - Healthy Eating': understanding the importance of healthy eating for our physical and mental wellbeing
- 'Mind-Body Connection - Physical Activity': understanding the importance of physical activity on our physical and mental wellbeing.

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.**

LIBRARY

The students will:

- borrow and scan their own books, choosing from the fiction and non-fiction collections
- examine and use the *Dewey Decimal System* - the library classification system for non-fiction texts
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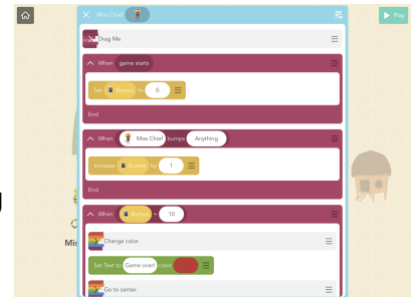
Bernadette Healy

DIGITAL TECHNOLOGIES

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The students will:

- explore and practise coding fundamentals such as sequencing, loops, conditions, variables and events.
- practise debugging - finding errors in the code and developing solutions
- plan, code and implement a game design of their own
- use correct vocabulary when discussing different game designs.



Sam Cassimatis

VISUAL ARTS

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- create an artwork which takes inspiration from Howard Arkley's visual arts practice that expresses ideas about suburban life
- use mixed media to create an artwork in the style of Bern Emmerichs, using both pencil and scratch-art paper, to create an Australian landscape.
- create a scratch-art graduation artwork to be worn in their final days at MIPS.



We are looking forward to a fun term of creating together!

ITALIAN

The students will:

- be introduced to, and recall, the names of the rooms of a house and furniture
- design a house or apartment, correctly labelling the rooms and furniture
- continue to revise previous learnings pertaining to vocabulary and culture.

Signor John

PERFORMING ARTS

The students will participate in a range of Performing Arts activities which will involve singing, music, drama and dance.

The students will:

- engage in drama activities which will require them to shape character, voice and movement in improvisation, play-building and performances
- prepare, rehearse and then perform a play for their Prep buddies
- participate in ensemble playalongs which will involve learning to accompany a track with instruments and memorising a sequence of rhythms and playing techniques.

Karil Torcasio

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
- continue to examine and describe health-related and skill-related components of fitness
- participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing
- create and participate in fitness circuits designed to improve health-related fitness components, whilst demonstrating safe stretching strategies.

Franka Zigic

SCIENCE

The focus this term is on Biological Sciences. As the students will be learning about living things, students are asked to take a nature photo at home for a display at school. The students will be given more information in class.

The students will:

- continue developing their scientific literacy skills by researching and recording the features of a variety of environments
- identify and classify the living things found in different environments, using terms such as *consumers*, *producers*, *predators*, *prey*, *herbivores*, *omnivores*, *carnivores*, *parasites* etc
- explore and catalogue how living things interrelate in different environments
- identify ways in which living things rely upon each other and their environment to survive.



Janelle Baldwin

REMINDERS

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