



Year Prep - 2023 Term 1 Overview

Our aim is to bring enthusiasm, excitement and innovative ideas to the classroom, to ensure your child is engaged and actively learning. The Term 1 focus in Prep is always on the personal and social skills required for the students to settle into their new class and school environment. The students' well-being is of paramount importance and the priority is for them to feel safe, supported, engaged and happy. The students will be supported to establish new friendships and relationships, learn school routines and procedures, and continue to develop positive learning dispositions.

There are many exciting learning opportunities and engaging activities planned across the term. The students will participate in a volleyball incursion that will run over four dates during the term and they will enjoy the excitement of Shrove Tuesday, when pancakes are on the menu! Later this term, the students will be practising athletics skills including running and marching, to represent their House in the MIPS annual Twilight Sports, which will be held at the end of term.

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



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

These approaches 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).

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

RELIGION

Daily prayer and regular Christian meditation are an integral part of our Religious Education program. The Preps have created a class prayer cloth which will be used for afternoon meditation and prayer sessions.

Called to be Me

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

- we are all unique
- we are all members of God's family.

Praying to God

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

- prayer is a special time for 'talking to God'
- we start prayers with the Sign of the Cross
- meditation is a time to sit in stillness and silence, and open our hearts to God
- Easter is a special time of celebration.



INTEGRATED TOPIC

'Me and My School' - Health & Humanities

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

The students will:

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



MATHEMATICS

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

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Prep students, *understanding* would include connecting names, numerals and quantities, and partitioning numbers in various ways; *fluency* would include counting numbers in sequence both forwards and backwards; *problem solving* would include using materials to model problems, and *reasoning* would include explaining patterns (numbers or objects) that have been created.

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

Number

- connecting number names and numerals up to 10 and beyond
- reading, writing and interpreting numbers up to 10 and beyond
- ordering numbers to 10, including identifying the number before and after
- counting forwards and backwards, initially by 1s, up to 20 and beyond
- exploring number facts to 5
- identifying and creating patterns with a range of objects.



Measurement and Geometry

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

Statistics and Probability

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

ENGLISH

Reading

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

- develop understandings about the concepts of print (e.g. that text is read from left to right)
- identify how pictures and words in texts connect
- identify and locate punctuation marks, upper and lowercase letters, words and sentences
- enjoy listening to stories read aloud and make connections with the characters and events in a story.



Through the focus on phonemic awareness, the students will:

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

Through the focus on phonics, the students will:

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

Writing

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

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

Throughout the term, the students will:

- participate in a range of fine motor strengthening activities to assist them with their handwriting
- focus on the mechanics of handwriting, including the correct pencil grip and seating posture.



Speaking & Listening

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

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

- share simple ideas
- respond to questions and ideas from others
- learn the importance of turn taking and respectful listening
- participate in a simple 'About Me' presentation for 'Show and Tell'.

LIBRARY

In the Library, the students will:

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

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

Mrs Campbell will open our Library during lunchtime, on every second Wednesday (odd weeks), for all students. This is a great opportunity for the students to come in and find a quiet space to read, borrow a book, draw, play games or just talk quietly with their friends.

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

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



The topics that will be covered this term are:

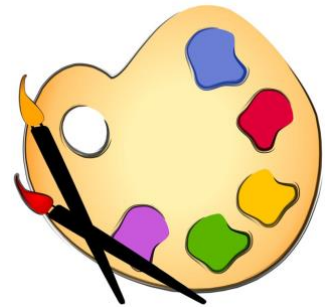
- 'A Good Friend' - identifying some actions of a good friend
- 'Feelings' - identifying different feelings
- 'Gratitude Chain' - understanding what gratitude is and how being grateful makes us feel
- 'Being a Helper' - reflecting on times when we have helped others.

VISUAL ARTS

The students will be exploring ideas related to themselves, their experiences, observations and imagination, to create visual artworks to present, share and display throughout Term 1.

The students will:

- experiment with different materials, techniques, and the elements of colour, shape and line, to create artworks in response to personal experiences and shared literature.



ITALIAN

Ciao a tutti!



The Prep students will be introduced to simple greetings and numbers - by doing so they will form the basis of a beginning Italian vocabulary.

A wide range of activities are utilized to achieve this including songs, games, puzzles, cartoons, online activities, reading books and art activities.

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

Signor John

PERFORMING ARTS

Students will participate in a range of activities to develop their knowledge, understanding and skills.

The students will:

- learn songs and play purposeful games to explore and develop their musical skills
- learn techniques for playing untuned percussion instruments
- keep a steady beat in a variety of ways (e.g. clapping, stepping, pointing to visual icons)
- use stimuli such as stories, poems, music and images to explore ideas and feelings (for example, explore the way characters in a story might move or feel).



Karil Torcasio

SCIENCE

This term, the students will begin by exploring the questions, 'What is Science?', 'What is a scientist?' and 'Where do scientists work?'. By sharing their previous knowledge and experiences with each other, the students will begin to develop collaborative skills and a shared scientific language and mindset.

The students will continue to use this language and mindset to develop a greater awareness of themselves and their world as they explore this term's focus on Physical Science. The students will:

- investigate a variety of factors that will influence the way in which objects move
- observe the way different shaped objects such as balls, blocks and tubes move
- compare the way differently sized but similarly shaped objects, such as tennis balls, marbles and basketballs, roll and bounce
- observe how the movement of different living things depends on their size and physical shape.



Janelle Baldwin

HOME LEARNING

You can support your child's learning at home by providing opportunities to engage in reading shared books and encouraging them to locate various letters and sounds in words. Ask your child to identify what letters particular words start with and play games such as 'I Spy', in which letters and sounds are the focus.

REMINDERS

Tuesdays:

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

Wednesdays:

- Sport - sport uniform to be worn

Thursdays:

- Science
- Library - library bags are required for borrowing

CLASSROOM TEACHER CONTACT INFORMATION:

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



Year 1 - 2023 Term 1 Overview

Welcome to the 2023 school year! This year will be an engaging and fun-filled year of learning opportunities.

The students will be involved in hockey and volleyball incursions during the term, our annual pancake making on Shrove Tuesday, and also our Twilight Sports evening, a highlight of the school year. This year, we are introducing a cyber safety program, 'Inform and Empower'. This digital safety and wellbeing program will include a live-streamed incursion each term. Follow-up lessons will occur throughout the term to support this important program and our students' learning.



Welcome to Year 1

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

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

RELIGION

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

Called to Be Me

The students will grow in understanding that:

- God loves each of us
- as God's children, we are all unique
- we experience God's love in our family.

Our Easter Journey

The students will grow in understanding that:

- during Lent and Easter we remember and celebrate Holy Week
- the Easter story helps us to better understand Jesus' love for us.



INTEGRATED TOPIC

We Belong

The students will:

- understand that enacting our School Values promotes learning and positive relationships with others
- identify the benefits of being part of our class and school community
- recognise the importance of belonging to various groups including our school and parish.

MATHEMATICS

Developing 'number sense' is an essential component of learning in Mathematics, and every lesson will begin with a short activity that engages students and tunes them into the learning. This can include:

- counting forwards and backwards by 1s and skip counting forwards and backwards by tens
- counting on and counting back by 1, 2, 3 with two-digit numbers, to at least 50
- number facts of 5, 6, 7, 8, 9 and 10 e.g. $5 = 1 + 4$, $2 + 3$ or $7 = 5 + 2$, $6 + 1$
- purposeful Mathematics games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 1 students, *understanding* would include connecting names, numerals and quantities, and partitioning numbers in various ways; *fluency* would include counting numbers in sequences forward and backwards, and locating numbers on a number line; *problem solving* would include using materials to model real life problems; and *reasoning* would include discussing the reasonableness of answers.

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

Number

Counting / Patterns

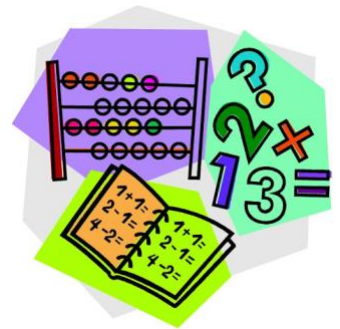
The students will:

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

Place Value

The students will:

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



Measurement and Geometry

Shape

The students will:

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

Measurement

The students will:

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

Statistics and Probability

Chance

The students will:

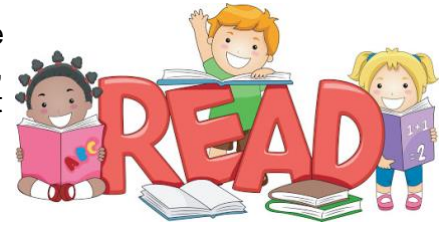
- identify outcomes of familiar events using everyday language such as 'will happen', 'won't happen' and 'might happen'.

ENGLISH

Reading

The students will read, discuss and explore a range of texts to further enhance their literacy skills. Learning tasks will focus on reading fluency, comprehension and vocabulary development skills, and the strategies that help the students to become effective readers. The students will:

- predict
- sound out (e.g. blends sounds with chunks)
- use simple punctuation appropriately
- reread.



Writing

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

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



Handwriting

- practise the correct formation of the letters and the placement of lower and upper case letters
- use a correct pencil grip and writing posture.

Word Study

The students' spelling knowledge will be developed in order to assist them to become independent and successful spellers. Each week, the students will focus on a sound and explore words containing this sound. The sound will be reinforced in learning activities throughout the week, including breaking the words into sounds, exploring word meanings and writing sentences. This term will focus on the revision of consonant sounds and short vowel sounds.

Speaking and Listening

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

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

HOME READING

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

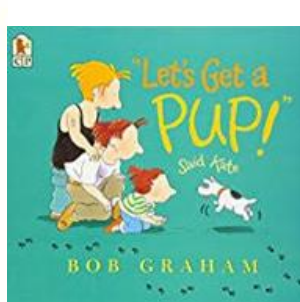
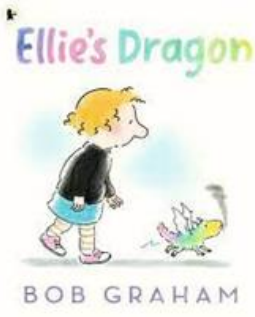
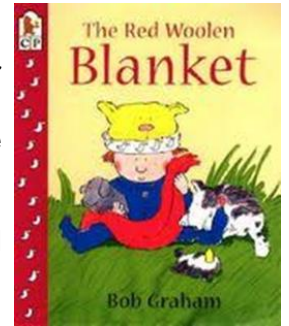
LIBRARY

In library lessons, the students will:

- explore and become more familiar with the library layout and procedures for borrowing and taking care of books
- understand literary elements such as setting, characterisation, plot sequence and mood through a study of author/illustrator Bob Graham.

The Library is also open one lunchtime fortnightly for quiet reading, borrowing and drawing.

Students are encouraged to be responsible for remembering their Library 'Book Borrowing Day'. For book borrowing purposes, children are encouraged to have a protective Library bag labelled with both their first name and surname. A Library bag protects the book, makes it easier for students to carry and ensures the Library book is kept separate from household books when not in use (making it easier to locate!).



Library borrowing day is Wednesday - students require their library bag to borrow.

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:

- 'Garden of Gratitude' - What is gratitude? How can we demonstrate gratitude?
- 'Different Views' - Is it okay to have different views or opinions?
- 'Mindful Colouring' - What is mindfulness? How can I use colouring to be mindful?
- 'Feelings and bodies' - How can I identify the names of and differences between feelings? How can I express my feelings through my facial expressions and body language?
- 'I am Thankful' - What does it mean to be grateful? What should we be grateful for? Why should we be grateful?

DIGITAL TECHNOLOGIES

As part of Digital Technology lessons, the students will participate in the 'Inform and Empower' program. The focus this term is understanding the internet, trusted adults and our feelings when using the internet.

The students will:

- explore how to safely use the internet to communicate
- identify trusted adults they can go to for advice
- use the iPads and apps at school appropriately and responsibly.



Meaghan A'Hearn

VISUAL ART

The students will:

- learn about self-portraits and draw a picture of themselves and others
- use repeating lines and shapes to create an art work
- learn about and use space and pattern.

Tilla Ricci

ITALIAN

Ciao a tutti! This term, the students will continue to focus on greetings and simple conversations. As revision plays a large part in any language program, we will regularly go over previous learnings including numbers and simple nouns. By doing this, the students continue to build on their Italian vocabulary.

A wide range of activities are utilised to achieve this, including songs, purposeful games, puzzles, cartoons, online activities, reading books and art activities.

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

Signor John

PERFORMING ARTS

Students will participate in a range of activities to develop their knowledge, understanding and skills. The students will:

- learn songs and play music games and instruments to explore and develop their musical skills
- explore the difference between beat and rhythm in music
- create pitch maps (graphic scores) to demonstrate ascending and descending melodic patterns in music
- take part in individual and small-group drama improvisations, focusing on experiencing the roles and situations they create.

Karil Torcasio

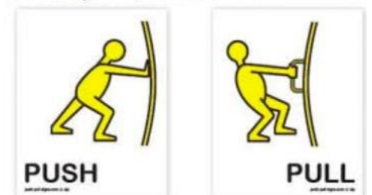


SCIENCE

The focus this term is on Physical Sciences.

The students will:

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



Janelle Baldwin



**Come
Stai?**

How are you?

REMINDERS

Mondays:

- Visual Art - art smock required

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

Fridays:

- Digital Technology

Sport uniform to be worn on Tuesdays and Wednesdays.

CLASSROOM TEACHER CONTACT INFORMATION:

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Year 2 - 2023 Term 1 Overview

Welcome to the 2023 school year! We are looking forward to having an engaging and fun-filled year of learning opportunities.

This term, the students will participate in hockey and volley incursions, our annual pancake making on Shrove Tuesday, and the Twilight Sports, which is always a highlight of the school year. This year at MIPS, we are introducing a cyber safety program, 'Inform and Empower'. This digital safety and wellbeing program will include a live-streamed incursion each term. Follow up lessons will occur throughout the term to support this important program and the students' learning.



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

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

RELIGION

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

Called to Be Me

The students will grow in understanding that:

- we all have qualities that make us unique
- we can experience God's love in the love we receive from our families
- we are called to love God and one another.

Our Easter Journey

The students will grow in understanding that:

- during Lent and Easter we remember and celebrate Holy Week
- the Easter story helps us to better understand Jesus' love for us.



INTEGRATED TOPIC

We Belong



The students will:

- further develop their understanding that enacting our School Values promotes learning and positive relationships with others
- describe the benefits of being part of our class and school community
- explain the importance of belonging to various groups including our school and parish.

MATHEMATICS

Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages the students and tunes them into the learning. This can include:

- counting forwards and backwards by 1s and skip counting forwards and backwards by tens
- counting on and counting back by 1, 2, 3 with two and three digit numbers
- number facts of 5, 6, 7, 8, 9 and 10 e.g. $5 = 1 + 4$, $2 + 3$ or $7 = 5 + 2$, $6 + 1$ (partitioning)
- purposeful Mathematics games.

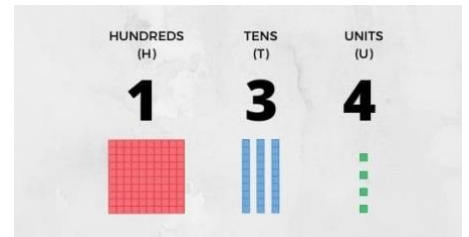
The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 2 students, *understanding* would include partitioning and combining numbers flexibly; *fluency* would include reading and writing numbers to 1000; *problem solving* would include using partitioning and renaming numbers; and *reasoning* would include explaining how to find the number 100 more or less, or 10 more or less.

The following topics will be covered this term:

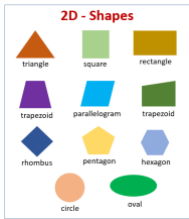
Number

Place Value

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



Measurement and Geometry



Geometry

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

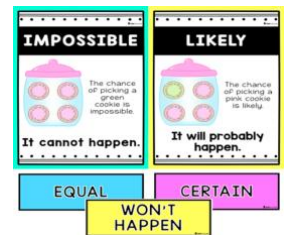
Measurement

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

Statistics and Probability

Chance

- identifying activities and everyday events that involve chance
- describing outcomes as 'likely' or 'unlikely' and identifying some events as 'certain' or 'impossible'.



ENGLISH

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

Reading



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

The following reading strategies will be developed:

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

Writing

The students will:

- plan before writing by using strategies such as, drawing, writing key words, sharing with a partner
- use 'hands-on' learning experiences as a springboard for writing
- use their increasing knowledge of sounds and blends to write sentences
- express their ideas in simple sentences and short texts, incorporating appropriate punctuation, such as capital letters and full stops.



Grammar & Punctuation

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

This term, the students will explore:

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

Word Study



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

The word study program consists of:

- high frequency words
- phonological awareness (letter/sound knowledge)
- onset and rime (e.g. cat – 'c' is the onset and 'at' is the rime)
- CVC words (consonant, vowel, consonant e.g. 'pig') focusing on short vowel sounds.

Handwriting

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

Speaking & Listening

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

The focus this term will be:

- using appropriate language and vocabulary for appreciating and responding to texts
- exploring different ways of expressing emotions, including verbal, visual, through body language and facial expressions
- developing active listening skills, such as maintaining eye contact and asking questions
- discussing how authors create characters using language and images.



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.

LIBRARY

In the library, the students will:

- explore and become more familiar with the library layout and procedures for borrowing and taking care of books
- understand literary elements such as setting, characterisation, plot sequence and mood through a study of author/illustrator Bob Graham.

The students are encouraged to be responsible for remembering their Library lesson day and they require a protective library bag, labelled with both their first name and surname. A library bag protects the books, makes it easier for students to carry and ensures the Library book is kept separate from household books when not in use (making it easier to locate!).



Library borrowing day is Wednesday.



The Library is also open fortnightly during a lunchtime, for quiet reading, borrowing and drawing.

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

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



The topics that will be covered this term are:

- Gratitude Hearts - reflecting on things we are grateful for
- Empathy Role-play - developing an understanding of the term 'empathy'
- Happy Minds - practising meditation as a mindfulness strategy
- Emoji Emotional Faces - identifying different emotions
- Gratitude Jar - identifying things that we are grateful for in our lives.

DIGITAL TECHNOLOGIES

As part of Digital Technology lessons, the students will participate in the 'Inform and Empower' program. The focus this term is on understanding the internet, who are their 'trusted adults', and our feelings when using the internet.



The students will:

- explore how to safely use the Internet to communicate
- identify trusted adults they can go to for advice
- use the iPads and apps at school appropriately and responsibly.

Meaghan A'Hearn

VISUAL ARTS

The students will:

- will learn about 'proportion' and use this to draw a portrait
- use repeated lines and patterns to create a background
- use colours to make patterns and backgrounds.



Tilla Ricci

ITALIAN

Ciao a tutti! This term, the students will continue to focus on greetings and simple conversations. As revision plays a large part in any language program, we will regularly go over previous learnings including numbers and simple nouns. By doing this, the students will continue to build on their Italian vocabulary.

A wide range of activities are utilised to achieve this including songs, purposeful games, puzzles, cartoons, online activities, reading books and art activities.

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

Signor John

PERFORMING ARTS

Students will participate in a range of Performing Arts activities to develop their knowledge, understanding and skills. The students will:

- learn songs and music games to explore and develop their musical skills
- explore the difference between 'beat' and 'rhythm' in music
- create pitch maps (graphic scores) to demonstrate ascending and descending melodic patterns in music
- take part in individual and small-group drama improvisations, focusing on experiencing the roles and situations they create.



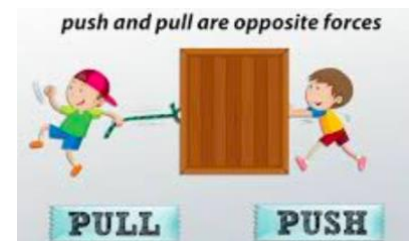
Karil Torcasio

SCIENCE

The focus this term is on Physical Sciences.

The students will:

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



Janelle Baldwin

Come
Stai?

How are you?

REMINDERS

Mondays:

- Digital Technology

Tuesdays:

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

Wednesdays:

- Classroom Sport - sport uniform to be worn
- Library Library - library bag required for borrowing

Thursdays:

- Science

Fridays:

- Visual Art - art smock required

Sport uniform to be worn on Tuesdays and Wednesdays.

CLASSROOM TEACHER CONTACT INFORMATION:

Please do not hesitate to contact your child's teacher/s during the school year with any concerns, questions or information. If you would prefer to meet with one of us, please email to arrange a mutually convenient time.



Year 3 - 2023 Term 1 Overview

Welcome to the 2023 school year! The year ahead promises to be an exciting, engaging and rewarding year of learning for our students.



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

Throughout this term, the students will be supported through a range of learning experiences which will further develop their Habits of Mind. This term, the focus will be on 'Persisting' (persevering with a task to completion), 'Listening with understanding and empathy' (making an effort to understand others' points of view and emotions) and 'Managing impulsivity' (thinking before acting), and the learning dispositions which lead to a Growth Mindset.

These approaches 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.



Throughout the year the students will be participating in the digital safety and wellbeing program 'Inform and Empower', including live-streamed incursions each term. This term, the focus of the incursions will be 'Understanding the internet', 'Rights and responsibilities' and 'Our digital footprint and identity'. The concepts covered in these sessions will be further explored in class and in Digital Technologies lessons. To support our Integrated Studies topic this term, the students will participate in a local community excursion.

RELIGION

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

Living Together in Harmony

The students will grow in understanding that:

- Jesus' teachings and actions challenge His followers to live in harmony and peace
- we are called to respect others, show kindness and be truthful.

Forgiveness and Healing- Reconciliation

The students will grow in understanding that:

- the concepts of 'forgiving' and 'healing' are central to the Sacrament of Reconciliation
- there are four stages of reconciliation: admitting wrong; saying sorry; being forgiven; making up
- Jesus shows people how to forgive
- God is loving and forgiving, even when we do the wrong thing.



The Journey: Lent, Easter and Beyond

The students will grow in understanding that:

- during Lent we strive to give alms, help others and pray more often
- we celebrate the life of Jesus in the events of Holy Week and Easter.

INTEGRATED TOPIC Semester 1

We Belong

The students will:

- explore the various groups we all belong to
- understand we all have rights and responsibilities within the different groups, including our families, our school and in our community
- further develop their understanding of our School Values to help become better learners and promote positive relationships with others
- understand and aim to adopt the positive learning dispositions of the Habits of Mind and the Growth Mindset to approach new challenges and become life-long learners
- explore the reasons why we have rules and laws
- understand rights and responsibilities online.



MATHEMATICS

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



The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 3 students, *understanding* would include making connections between representations of numbers; *fluency* would include ordering whole numbers from smallest to largest; *problem solving* would include formulating and solving problems using whole numbers and materials; and *reasoning* would include investigating strategies to perform calculations efficiently.

The following topics will be covered this term:

Number

Place Value

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

Measurement and Geometry

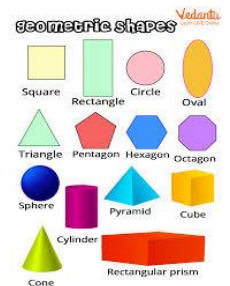
Shape

- comparing regular and irregular two-dimensional shapes and 3D objects
- describing the key features of two-dimensional shapes and three-dimensional objects.

Statistics and Probability

Data

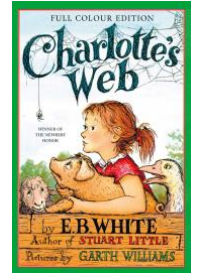
- interpreting and comparing data displays such as column, bar, pie and picture graphs.



ENGLISH

Reading

The students have been listening to, 'Charlotte's Web', by EB White. To further develop the students' comprehension skills, they will participate in creative text responses, and will locate literal and inferential information from within the story. The students will also be examining the features of this narrative text, looking carefully at examples to highlight the structures, vocabulary and plot development techniques that the author used.



The students will read a variety of fiction and non-fiction texts to develop decoding skills and fluency.

The following reading strategies will be developed:

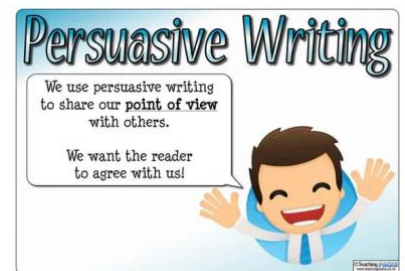
- recalling facts and details
- identifying the main idea
- understanding sequence of events or instructions
- making predictions in fiction texts.

Writing

The focus is narrative and persuasive writing.

The students will analyse various examples of narratives, identifying the main parts and key language features. They will be given opportunities to write their own imaginative texts, employing their knowledge of what makes an interesting narrative, such as plot and character development.

The students will analyse various examples of persuasive texts, identifying the main parts and key language features. They will be given opportunities to write their own persuasive texts, using their growing knowledge of what makes a strong persuasive text, such as the use of emotive language and evidence to support their arguments.



The students will be encouraged to reread and edit their texts for appropriate structure, grammatical choices and punctuation.

Grammar & Punctuation

Each week, the students will investigate an area of grammar or punctuation and then include it in their writing.

This term, the students will be exploring and reinforcing

- correct sentence structure
- nouns - common and proper
- ending punctuation - '.', '?', '!'
- adjectives.



Word Study



Spelling strategies will be developed through the year in order to assist the students to become independent and successful writers. The main spelling strategy is the 'CHIMP' method. Each week there is a focus on a particular sound and the letters that represent that sound, e.g. 'f', 'ff', 'ph' - sound as in 'fish', 'cliff' and 'phone'. There is also an emphasis on word meaning and vocabulary development.

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.

The students will be focusing on the following letter/spelling sounds:

- 'b', 'bb' sound, as in 'balloon', 'ribbon'
- 'a' sound, as in 'apple'
- 'k', 'c', 'qu', 'ck', x 'ch' sound, as in 'kite', 'car', 'queen', 'sock', 'fox', 'school'
- 'e', 'ea' sound, as in 'egg', 'head'
- 'd', 'dd' sound, as in 'duck' and 'paddle'
- 'f', 'ff', 'ph' sound, as in 'fish', 'cliff', 'phone'
- 'o', 'a' and 'au' sound, as in 'orange', 'watch' and 'auto'
- 'i' sound, as in 'igloo'.

The students will practise spelling their words using the 'CHIMP' spelling method:

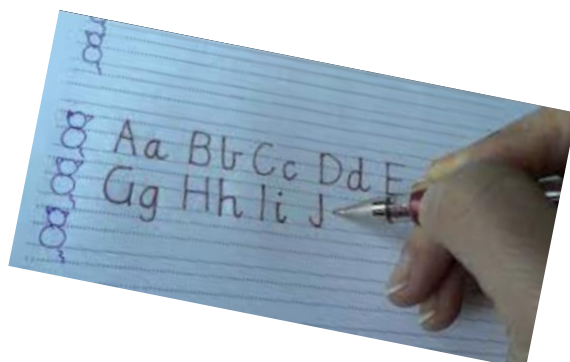
- CH - Chunk (break the word up into parts)
- I - Investigate (find out about the word, its meaning and related words)
- M - Memory screen (commit the word to memory by visualising it and writing it)
- P - Practise (write the word in a sentence).

Handwriting

The students will focus on letter formation, direction, placement on lines of lower and upper case letters, as well as pencil grip and good writing posture. They will continue their revision and practise of using the Victorian Modern Cursive script.

The students will focus on:

- numerals and punctuation
- letter size and position.



Speaking & Listening

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

The students will be:

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

HOME LEARNING and STUDENT DIARIES

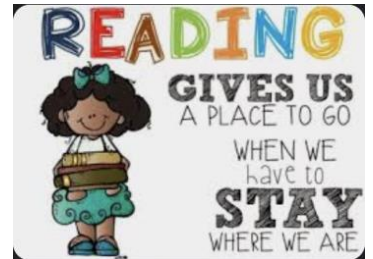
The students are required to read each school night and to record this in their Student Diary. They are also required to use their student diaries as an organisational tool and, at the beginning of each week, the students will record key events for the upcoming week. The students are required to have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

LIBRARY

The theme that the students will be focusing on this term is, 'I Am a Reader', which aims to encourage all students to see themselves as competent and confident readers, who read a wide range of texts, for different purposes.

Through the planned learning experiences, the students will:

- reflect on their preferred types of texts, including novels, comic books and magazines
- describe their preferred reading genres, such as science-fiction, adventure or sport
- discuss their favourite texts and authors
- create a 'wish list' of books they would like to read in the future
- share how different books have made them feel
- make connections between texts and their own experiences, as well as to the wider world
- borrow and scan their own books, choosing from the fiction and non-fiction collections.



Library borrowing day is Thursday - students require their library bag.

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).



The topics that will be covered during the weekly lessons are:

- What is Gratitude? - learning to define gratitude
- What is Empathy? - understanding the meaning of empathy and the importance of showing it
- Mind Full vs Mindful - describing the difference between 'mind full' and 'mindful' and exploring ways we can practise mindfulness
- Introduction to Emotional Literacy - identifying and describing different emotions
- My Character Strengths - identifying our character strengths
- Spotting Character Strengths - understanding that our character strengths can help others
- Moments of Gratitude - recalling times we have been grateful
- Gratitude Journal - reflecting on moments of gratitude
- Identifying how we feel - identifying emotions in others

DIGITAL TECHNOLOGIES

This term, the focuses for Digital Technologies lessons will align with the 'Inform and Empower' program. These include rights and responsibilities whilst online, our digital footprints and identities, and understanding the internet as a network of connected devices.

The students will:

- explore how identities are influenced by people and places
- investigate their own digital identities and their 'digital footprint'
- describe how actions can be interpreted differently depending on context
- discuss and explain the benefits of support sites, such as Kids Helpline.

Sam Cassimatis

VISUAL ARTS

This term, the focus for Visual Arts will be on colour and pattern and how we can use these to make our artwork POP! The students will explore how using different materials can change how we use different techniques to create artworks.

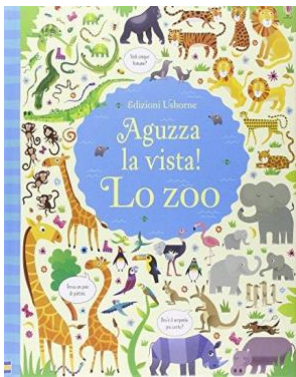
The students will be investigating the works of local artist, Anna Blatman, and how she uses colour and pattern to create engaging, simple artworks. Students will be painting wildlife and floral scenes on both recycled sheets of cardboard as well as on visual art paper. This shows that whilst we can use materials like paper and canvas for art, we can also be sustainable and use recycled materials we have at school, to be creative!



Please remember to bring your art smock each Wednesday.

ITALIAN

Ciao a tutti!



The students will complete a revisional unit that focuses on previously learned vocabulary and phrases relating to greetings, food, colours, animals, days of the week, shapes and family.

A wide range of activities are utilized to achieve this including songs, games, puzzles, cartoons, online activities, reading books and art activities.

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

Signor John

PERFORMING ARTS

The students will participate in a range of learning activities to develop their knowledge, understanding and skills.

The students will:

- learn songs and play music games and instruments, to explore and develop their musical skills
- further develop their understanding of various musical elements, including beat, rhythm and form
- participate in Drama activities that focus on sharing and communicating, as well as learning about 'tension' and improvisation skills.



Karil Torcasio

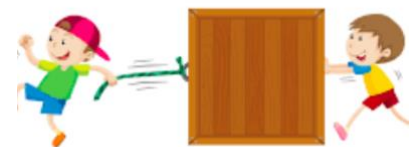
SCIENCE

The focus this term is on Physical Sciences.

The students will:

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

A force is a push or a pull.



Janelle Baldwin

REMINDERS

Tuesdays:

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

Wednesdays:

- Digital Technologies
- Visual Arts - art smock required

Thursdays:

- Science
- Library - library bag required for borrowing

Fridays:

- Sport - sport uniform to be worn

CLASSROOM TEACHER CONTACT INFORMATION:

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



Year 4 - 2023 Term 1 Overview

Welcome to the new school year! My goal is to create a classroom environment that supports the students' social, emotional and academic wellbeing, whilst challenging and inspiring them to engage with their learning, encouraging personal and academic growth.



Throughout this term, the students will be supported through a range of learning experiences which incorporate the use of contemporary tools such as the Habits of Mind and the learning dispositions which lead to a Growth Mindset. The Habits of Mind that will be focused on this term include; 'Creating, Imagining and Innovating', and 'Applying Past Knowledge to New Situations'. The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum, and they will be challenged to think 'outside the box' and use their experience and knowledge in a variety of ways.

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

To highlight the importance of appropriate online behaviour, the students will participate in the 'Inform and Empower' digital safety and wellbeing program, which includes a live streamed incursion each term. The students will also participate in sports incursions focusing on skills in volleyball and hockey.

RELIGION

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



Made in God's Image

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

The students will grow in understanding that:

- each person is made in God's image and is called to treat others with dignity and compassion
- each person is uniquely special with gifts and talents.

Easter - 'A Time for Reflection'

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

The students will grow in understanding that:

- Lent is a time to reflect on how we live and act
- the events in the last days of Jesus' life on earth are remembered and celebrated by Christians all over the world.

INTEGRATED TOPIC

'Squad Goals'

The students will:

- consider their rights and responsibilities as members of our school community
- continue to learn about the appropriate use of the internet and how they can best protect their own and others' privacy
- further develop skills in the responsible use of online communication and social networking, and how to respond if inappropriate content occurs
- participate in the, 'Inform and Empower' Digital Safety and Wellbeing program, including a live-streamed webinar.



'Great Journeys!'

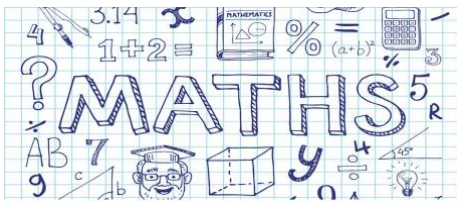
The students will:

- learn about significant individuals of the Age of Exploration (circa 1400–1800)
- research and examine the journey of one explorer, trader or navigator
- develop skills of historical inquiry; learning to pose research questions, locate and analyse information, communicate their findings to others, and reflect upon and evaluate what they have

learned

- understand and demonstrate on a timeline the changes exploration and colonisation had on Australia.

MATHEMATICS



Developing 'number sense' and a 'Mathematical Mindset', are essential components of learning in Mathematics. Every lesson will begin with a short activity that engages the students, tunes them in to the learning, and further develops mathematical thinking. This can include the revision of multiplication facts (up 10×10), skip counting and purposeful Mathematics games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 4 students, *understanding* would include making connections between representations of numbers, and the ability to flexibly rename numbers; *fluency* would include connecting number calculations with counting sequences; *problem solving* would include formulating and solving authentic problems using whole numbers; and *reasoning* would include investigating strategies to perform calculations efficiently. The following topics will be covered this term:

Number

Place Value

- recognise, model, represent and order numbers to at least tens of thousands
- apply place value to partition, rearrange and regroup numbers to at least 10 000, to assist calculations and solve problems
- recognise and demonstrate that the place value pattern is built on the operations of multiplication or division of tens
- investigate the four operations with pairs of odd or even numbers, or one odd and one even number, e.g $\text{odd} + \text{odd} = \text{even}$, $\text{odd} \times \text{odd} = \text{odd}$; use the relationships established to check the accuracy of calculations.

Measurement and Geometry

Units of Measurement

- measuring and comparing different units of measurement, using scaled instruments e.g. using a ruler, 10 mm = 1cm, 100cm = 1m.

Shape

- identifying and describing attributes of regular and irregular two-dimensional shapes (e.g. vertices, sides) in order to sort and compare them
- combining and splitting common two-dimensional shapes to make other known shapes. For example, cutting a square in half will give you either two rectangles or two triangles etc.

Statistics and Probability

Collecting and Interpreting Data

- collecting data through surveys and interviews
- posing and answering questions related to the data.

Data Representation

- representing collected data in different ways, focusing on bar and column graphs, with and without the use of technology.

ENGLISH

Reading

The students will be involved in whole class, small group and individual reading skills activities. They will study the novel, 'Wylah: the Koorie Warrior', by Jordan Gould and Richard Pritchard, as part of serial reading. The focus will be on further developing effective reading strategies and comprehension skills, enabling them to locate literal and inferred information. Through the story, students will learn about some traditional elements of Aboriginal culture such as language, art and storytelling.



Writing

Grammar & Punctuation

The following understandings will be covered during weekly grammar lessons:

- the correct use and structure of paragraphs to separate ideas
- the correct use of commas to enhance sentence structure
- the apostrophe of possession and its use with common and proper nouns.

Word Study

The focus of the word study lessons will include:

- learning about letter patterns
- accurately applying spelling rules
- a weekly focus on different digraphs (a combination of two letters representing one sound): 'ea', 'ou', 'cc', 'ph', 'ti', 'st', 'ch'
- accurately spelling a range of more challenging high frequency words and context specific topic words.

Handwriting

Handwriting sessions each week, will focus on consistent and correct letter formation, fluency and presentation. The students will be working towards getting their pen licences by the end of the year.

Speaking & Listening

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

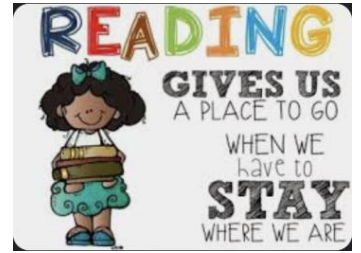
- participation in classroom discussions to share and evaluate their learning, experiences and opinions
- using appropriate volume, tone and pitch when delivering oral presentations, sharing their learning or offering opinions
- actively listening to their peers and teachers in a variety of learning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

LIBRARY

This term's theme is, 'I Am A Reader', designed to encourage all students to see themselves as competent and confident readers, who read a wide range of texts for different purposes.

Through the planned learning experiences, students will:

- reflect on their preferred types of texts, including novels, comic books or magazines
- describe their preferred reading genres, such as science-fiction, adventure or sport
- discuss their favourite texts and authors
- create a wish list of books they would like to read in the future
- share how different books have made them feel
- make connections between texts and their own experiences, as well as to the wider world
- borrow and scan their own books, choosing from the fiction and non-fiction collections.



Library borrowing day is Wednesday.

Mrs Campbell will be opening the Library during lunchtime on every second Wednesday (odd weeks) for all students. This is a great opportunity for the students to come in and find a quiet space to read, borrow a book, draw, play games or just talk quietly with their friends.

Bernadette Healy

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

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



The topics that will be covered this term are:

- 'Introduction to Emotional Literacy': identifying and describing different emotions in themselves and others
- 'Introduction to Gratitude': reflecting on times when they have been grateful
- 'What is Empathy?': understanding the meaning of empathy
- 'What is Mindfulness?': developing an understanding of what mindfulness is
- 'Introduction to Character strengths': developing an understanding of character strengths
- 'Strength spotting': identifying our own character strengths
- 'My Playground Part 1': understanding we have many things to be grateful for
- 'My Playground Part 2': comparing ourselves against those less fortunate and being grateful for what we have.

HOME LEARNING and STUDENT DIARIES

The Year 4 students are required to read each school night and to record this in their Student Diary. Other home learning may include revising and consolidating knowledge of the multiplication facts or spelling words, and additional Religious Education or Integrated Studies learning tasks. **We ask that parents sign the diaries each week.** Diaries will be checked each **Friday** by the classroom teacher. **Diaries are to be at school every day, as we use these as an integral learning tool.**

DIGITAL TECHNOLOGIES

This term, the focus for Digital Technologies will align with the 'Inform and Empower' digital safety and wellbeing program. These include rights and responsibilities whilst online, our 'digital footprints' and identities, and understanding the internet as a network of connected devices.



Inform & Empower
Digital Safety & Wellbeing

The students will:

- explore how identities are influenced by people and places
- describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved
- investigate their own digital identities through their digital footprint
- discuss and explain the benefits of support sites, such as Kids' Helpline
- plan and create an advertisement that promotes awareness for online safety.

Sam Cassimatis

VISUAL ARTS

This term, the focus for Visual Arts will be on colour and pattern and how we can use these to make our artwork POP! The students will explore how using different materials can change how we use different techniques to create artworks.

The students will be investigating the works of local artist, Anna Blatman, and how she uses colour and pattern to create engaging, simple artworks. Students will be painting wildlife and floral scenes on both recycled sheets of cardboard as well as on visual art paper. This shows that whilst we can use materials like paper and canvas for art, we can also be sustainable and use recycled materials we have at school, to be creative!



Please remember to bring your art smock each Wednesday.

ITALIAN

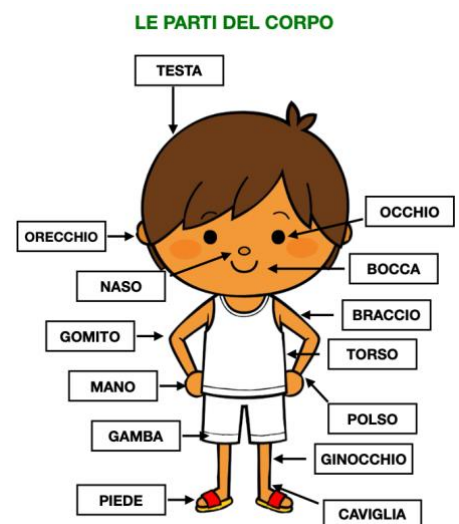
Ciao! The students will focus on the parts of the body and, where time allows, associated words and phrases e.g. gamba (leg), la gamba (the leg) la mia gamba (my leg) etc.

As revision plays a large part in any language program, we will regularly go over previous learnings including numbers, transportation, clothing, aspects of Italian culture and phrases related to shopping. By doing this, the students will continue to build on their Italian vocabulary.

A wide range of activities are utilised to achieve this including songs, purposeful games, puzzles, cartoons, online activities, reading books and art activities.

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

Signor John



PERFORMING ARTS

Students will participate in a range of learning activities to develop their knowledge, understanding and skills.

The students will:

- explore the musical elements through different musical styles and genres
- practise reading traditional and invented notation in music as they rehearse and perform
- develop self-confidence through practise, rehearsal and presentation of music and drama
- participate in Drama activities that focus on sharing and communicating, and engaging in role play and improvisation activities



Karil Torcasio

SCIENCE

The focus this term is on Physical Sciences.

The students will:

- investigate how forces can be exerted by one object on another through direct contact, e.g. applied forces such as pushing, pulling, or indirect contact, e.g. gravity, magnetics
- observe how speed is affected by the size of the force applied to an object
- investigate how light from a source can form shadows and can be absorbed, reflected and refracted
- classify materials as transparent, opaque or translucent based on whether light passes through them or is absorbed.



Janelle Baldwin

REMINDERS

Tuesdays:

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

Wednesdays:

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

Thursdays:

- Science
- Digital Technologies

Fridays:

- Sport - sport uniform to be worn

CLASSROOM TEACHER CONTACT INFORMATION:

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



Year 5 - 2023 Term 1 Overview

Welcome to the new school year! My goal is to create a classroom environment that supports the students' social, emotional and academic wellbeing, whilst challenging and inspiring them to engage with their learning, encouraging personal and academic growth.



Throughout this term, the students will be supported through a range of learning experiences which incorporate the use of contemporary tools such as the Habits of Mind and the learning dispositions which lead to a Growth Mindset. The Habits of Mind that will be focused on this term include; 'Creating, Imagining and Innovating', and 'Applying Past Knowledge to New Situations'. The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum, and they will be challenged to think 'outside the box' and use their experience and knowledge in a variety of ways.

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

To highlight the importance of appropriate online behaviour, the students will participate in the, 'Inform and Empower' digital safety and wellbeing program, which includes a live streamed incursion each term. The students will also participate in sports incursions focusing on skills in volleyball and hockey.

NAPLAN will also be in Week 8 & 9 of this term, from 15-20 March.

RELIGION

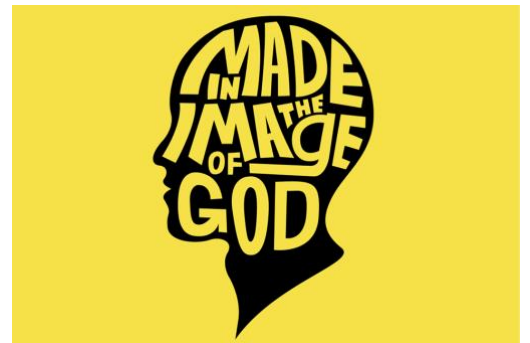
Daily prayer and regular Christian meditation, led by the students, are integral parts of our Religious Education program.

Made in God's Image

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

The students will grow in understanding that:

- each person is made in God's image and is called to treat others with dignity and compassion
- each person is uniquely gifted and special with gifts and talents
- God creates each of us with the potential to grow and change.





Easter - 'A Time for Reflection'

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

The students will grow in understanding that:

- Lent is a time to reflect on how we live and act
- the events in the last days of Jesus' life on earth are remembered and celebrated by Christians all over the world.

INTEGRATED TOPIC

'Squad Goals'

The students will:

- consider their rights and responsibilities as members of our school community
- continue to learn about the appropriate use of the internet and how they can best protect their own and others' privacy
- further develop skills in the responsible use of online communication and social networking, and how to respond if inappropriate content occurs
- participate in the, 'Inform and Empower' Digital Safety and Wellbeing program, including a livestream webinar each term.



'Eureka - Gold!'

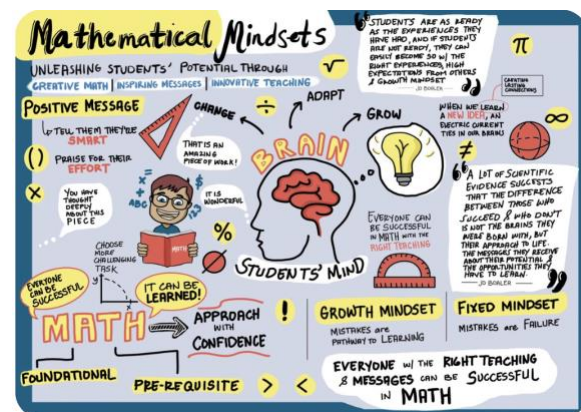
The students will:

- explore the social, political and economic ramifications of the Gold Rush on the growing Victorian colony and specifically, the township of Melbourne
- investigate the time frame of major events of the Gold Rush and place them on a timeline
- identify the key outcomes of the Eureka Stockade
- understand how the effects of the Gold Rush contributed to the Federation of Australia.

MATHEMATICS

Developing 'number sense' and a 'Mathematical Mindset', are essential components of learning in Mathematics. Every lesson will begin with a short activity that engages the students, tunes them in to the learning, and further develops mathematical thinking. This can include the revision of multiplication facts (up 10×10), skip counting and purposeful Mathematics games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 5 students, *understanding* how our number system operates including powers of ten, the place value system, and the importance of zero; *fluency* would include reading and writing whole numbers to at least hundreds of thousands; *problem solving* would include using place value knowledge of numbers; and *reasoning* would include rounding and renaming numbers using place value understanding.



The following topics will be covered this term:

Number

Place Value

- reading, ordering, and modelling numbers to at least hundreds of thousands using a range of materials as well as visual representations
- interpreting numbers to at least hundreds of thousands by stating numbers, for example, 100 more and 100 less, or 1000 more or 1000 less
- rounding numbers off to the nearest 100 or 1000 and approximate how far the original number is from the rounded number.

Order of Operations

- investigating BODMAS (Brackets, Orders, Division, Multiplication, Addition, Subtraction)
- using BODMAS to solve algorithms.

Measurement and Geometry

Units of Measurement

- comparing different units of measure and selecting the appropriate units.

Shape

- describing the different transformations of two-dimensional shapes - translations, rotations, reflections and enlargement.

Statistics and Probability

Collecting and Interpreting Data

- collecting data through surveys and interviews
- posing and answering questions related to the data collected.

Data Representation

- representing collected data in different ways, focusing on bar and column graphs, with and without the use of technology.

ENGLISH

Reading

The students will be involved in whole class, small group and individual reading skills activities. They will study the novel, 'Wylah: the Koorie Warrior', by Jordan Gould and Richard Pritchard, as part of serial reading. There will be a focus on further developing effective reading strategies and comprehension skills, enabling them to locate literal and inferential information and make evaluative judgements. Through the story, students will learn about some traditional elements of Aboriginal culture such as language, art and storytelling.



Writing

Grammar & Punctuation

The following understandings will be covered during weekly grammar lessons:

- the correct use and structure of paragraphs to separate ideas
- the correct use of commas to enhance more complex sentence structure
- refine the apostrophe of possession and its use with common and proper nouns.

Word Study

The focus of the word study lessons will include:

- learning about letter patterns and accurately applying established rules
- a weekly focus on different digraphs (a combination of two letters representing one sound): 'ea', 'ou', 'cc', 'ph', 'ti', 'st', 'ch'
- accurately spelling context specific topic words.

Handwriting

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

Speaking & Listening

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

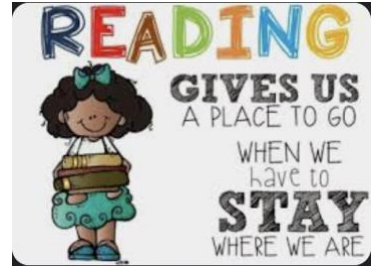
- participation in classroom discussions to share and evaluate their learning, experiences and opinions
- using appropriate volume, tone and pitch when delivering oral presentations, sharing their learning or offering opinions
- actively listening to their peers and teachers in a variety of learning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

LIBRARY

This term's theme is, 'I Am A Reader', designed to encourage all students to see themselves as competent and confident readers, who read a wide range of texts for different purposes.

Through the planned learning experiences students will:

- reflect on their preferred types of texts, including novels, comic books or magazines
- describe their preferred reading genres, such as science-fiction, adventure or sport
- discuss their favourite texts and authors
- create a wish list of books they would like to read in the future
- share how different books have made them feel
- make connections between texts and their own experiences, as well as to the wider world
- borrow and scan their own books, choosing from the fiction and non-fiction collections.



Library borrowing day is Wednesday - students require their library bag.

Bernadette Healy

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

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



The topics that will be covered this term are:

- 'Getting in touch with your emotions': students identify and describe different emotions in themselves and others
- 'What is Gratitude?': define gratitude and reflect on times when the students have been grateful
- 'Empathy is...': understanding the meaning of empathy and describe empathetic behaviours
- 'Introduction to Mindful Bodies': develop an understanding of what mindfulness is
- 'Introduction to Character strengths': develop an understanding of our own character strengths
- 'Strength spotting': identifying and describing our own character strengths
- 'My Playground Part 1': understanding we have many things to be grateful for
- 'My Playground Part 2': comparing ourselves against those less fortunate and being grateful for what we have.

HOME LEARNING and STUDENT DIARIES

The Year 5 students are required to read each school night and to record this in their Student Diary. Other home learning may include revising and consolidating knowledge of the multiplication facts or spelling words, and 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 we use these as an integral learning tool.**

DIGITAL TECHNOLOGIES

The focus for Digital Technologies will align with the 'Inform and Empower' digital safety program. These include rights and responsibilities whilst online, our 'digital footprints' and identities, and understanding the internet as a network of connected devices.



The students will:

- explore how identities are influenced by people and places
- describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved
- investigate their own digital identities through their digital footprint
- discuss and explain the benefits of support sites, such as Kids' Helpline
- plan and create an advertisement that promotes awareness for online safety.

Sam Cassimatis

VISUAL ARTS

This term, the focus for Visual Arts will be on colour and pattern and how we can use these to make our artwork POP! The students will explore how using different materials can change how we use different techniques to create artworks.

The students will be investigating the works of local artist, Anna Blatman, and how she uses colour and pattern to create engaging, simple artworks. Students will be painting wildlife and floral scenes on both recycled sheets of cardboard as well as on visual art paper. This shows that whilst we can use materials like paper and canvas for art, we can also be sustainable and use recycled materials we have at school, to be creative!



Please remember to bring your art smock each Wednesday.

ITALIAN

Ciao! This term, the students will focus on the parts of the body and, where time allows, associated words and phrases, e.g. gamba (leg), la gamba (the leg) la mia gamba (my leg) etc.



As revision plays a large part in any language program, we will regularly go over previous learnings, including numbers, transportation, clothing, aspects of Italian culture and phrases related to shopping. By doing this, the students will continue to build on our Italian vocabulary.

A wide range of activities are utilized to achieve this including songs, purposeful games, puzzles, cartoons, online activities, reading books and art activities.

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

Signor John

PERFORMING ARTS

The students will participate in a range of activities to develop their knowledge, understanding and skills.

The students will:

- develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing through different musical styles and genres
- make choices about how to interpret graphic and conventional forms of notation
- provide and respond to feedback to refine their performances and compositions
- rehearse, interact and negotiate with others in interpretation of scripts to create characters and their relationships.



Karil Torcasio

SCIENCE

The focus this term is on Physical Sciences.

The students will:

- investigate how forces can be exerted by one object on another through direct contact, e.g. applied forces such as pushing, pulling, or indirect contact, e.g. gravity, magnetics
- observe how speed is affected by the size of the force applied to an object
- investigate how light from a source can form shadows and can be absorbed, reflected and refracted
- classify materials as transparent, opaque or translucent based on whether light passes through them or is absorbed.



Janelle Baldwin

REMINDERS

Tuesdays:

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

Wednesdays:

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

Thursdays:

- Science
- Digital Technologies

Fridays

- Sport - sport uniform to be worn

CLASSROOM TEACHER CONTACT INFORMATION:

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



Year 6 - 2023 Term 1 Overview

Welcome to the 2023 school year!

As the Year 6 teachers, we will be working with, and supporting your child through their final year of primary school, as well as preparing them for their transition to secondary school.

Through their leadership roles, the Year 6 students will be given many opportunities to act as role models and display the School Values, 'I am a learner', 'I am a friend' and 'I am respectful'. We have a busy term of learning planned for our students, incorporating a range of experiences. They will be meeting regularly with their Prep buddies and they will be representing the school at IDSSA sporting events. To inspire the senior students as they develop their leadership skills, they will be attending the National Young Leaders Day Conference in March, and to highlight the importance of appropriate online behaviour, the students will participate in the, 'Inform and Empower' digital safety and wellbeing program, which includes a live streamed incursion each term. A fascinating Biomimicry Excursion at the Royal Botanic Gardens which focuses on using concepts and ideas drawn from nature to solve design problems, is also scheduled.



Throughout this term, the students will be supported through a range of learning experiences which incorporate the use of contemporary tools, such as the Habits of Mind, which are linked to individual Term 1 goals, as well as the learning dispositions which lead to a Growth Mindset. These tools align with our school values of, 'I am a learner', 'I am a friend' and 'I am respectful' and complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum.

RELIGION

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

Unity In Diversity

The students will grow in awareness and respect for the cultural traditions that exist in the Catholic and Christian churches.

The students will grow in understanding that:

- there are specific symbols used in the Catholic faith eg. cross, rosary beads
- we are called to respect the beliefs and values of others.

Lent to Easter: We Are Transformed!

The students will explore ways in which Lent offers opportunities for growth and change as we prepare for the celebration of Easter. The students will learn how people around the world have used opportunities for growth and change, provided by Caritas Australia's *Project Compassion*, to improve their lives and those of others.



The students will grow in understanding that:

- Lent is a time for reflection on how we live and act
- there are a variety of stories, rituals and symbols used at Easter.

INTEGRATED TOPIC

'Squad Goals'

The students will:

- consider their rights and responsibilities as members of our school community
- continue to learn about the appropriate use of the internet and how they can best protect their own and others' privacy
- further develop skills in the responsible use of online communication and social networking, and how to respond if inappropriate content occurs
- participate in the 'Inform and Empower', Digital Safety and Wellbeing program, including a webinar.



'Eureka - Gold!'

The students will:

- explore the social, political and economic ramifications of the Gold Rush on the growing Victorian colony and specifically, the township of Melbourne
- investigate the time frame of major events of the Gold Rush and place them on a timeline
- identify the key outcomes of the Eureka Stockade
- understand how the effects of the Gold Rush contributed to the Federation of Australia.



This unit will continue to be studied in Term 2.

MATHEMATICS



Developing 'number sense' and a 'Mathematical Mindset', are essential components of learning in Mathematics and every lesson will begin with a short activity that engages students and tunes them into the learning. These tasks can include the revision of multiplication and division facts, skip counting and purposeful Mathematics games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 6 students, *understanding* would include interpreting mathematical information; *fluency* would include choosing efficient strategies to solve problems; *problem solving* would include verifying that their answers are reasonable; and *reasoning* would include justifying strategies used and conclusions reached.

The following topics will be covered:

Number and Algebra

Place Value:

- recognise, represent and order numbers to at least tens of millions
- apply an understanding of place value and the role of zero to read and write numbers of any size
- round numbers to a specified place value, eg. round 5 461 883 to the nearest million
- identify and describe properties of prime, composite, square and triangular numbers.

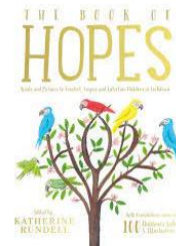
Measurement and Geometry

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

ENGLISH

Reading

The students will be involved in whole class, small group and individual reading skills activities. There will be a strong focus on further developing effective reading strategies and comprehension skills, enabling the students to locate literal and inferential information and make evaluative judgements. The students will read, 'The Book of Hopes' by Katherine Rundell, as part of serial reading. The themes in this novel support our well-being and values education focus.



Writing

Writing will be linked to the serial reading novel, which will be used as a springboard for a range of writing activities which include written responses to the text, visualisations, predictions and character studies.

Grammar and Word Study (Spelling)

The students will:

- further develop their knowledge of the origin of words to better understand their meaning (e.g. *octo* meaning eight)
- further their understanding of grammatical terms and the correct use of punctuation marks
- apply established spelling rules to correctly spell challenging words and explore words which are exceptions to the rule.

Handwriting

The students will:

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

Speaking & Listening

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

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

LIBRARY

This term the students will be exploring picture books with the aim of creating their own picture story books for their Prep buddy.

Through the planned learning experiences students will:

- read a range of picture story books
- explore the different techniques used by authors and illustrators
- plan and create a short imaginative text
- plan the published layout of the story
- create a picture book with accompanying illustrations
- borrow and scan their own books, choosing from the fiction and non-fiction collections.



Library borrowing day is Wednesday - students require a library bag.

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:

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

DIGITAL TECHNOLOGIES

The focus for Digital Technologies will align with the 'Inform and Empower' cyber safety program. These include rights and responsibilities whilst online, our 'digital footprints' and identities, and laws that govern the internet.

The students will:

- explore how identities are influenced by people and places
- describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved online
- investigate their own digital identities through their digital footprint
- plan and create an advertisement that promotes awareness for online safety.

Sam Cassimatis

VISUAL ARTS

This term, the focus for Visual Arts will be on colour and pattern and how we can use these to make our artwork POP! The students will explore how using different materials can change how we use different techniques to create artworks.

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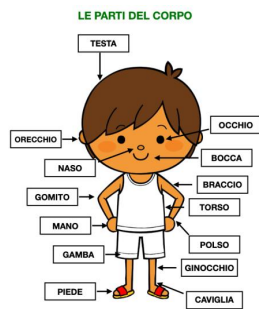


Please remember to bring your art smock each Thursday.

HOME LEARNING and STUDENT DIARIES

The Year 6 students are required to read each school night and to record this in their Student Diary. Other home learning may include revising and consolidating knowledge of the multiplication facts or spelling words, and additional Religious Education or Integrated Studies learning tasks. **We ask that parents sign the diaries each week.** Diaries will be checked each **Friday** by the classroom teacher. **Diaries are to be at school every day, as we use these as an integral learning tool.**

ITALIAN



Ben tornati! (Welcome back!) This term, the students will focus on naming the parts of the body and, where time allows, associated words and phrases, e.g. gamba (leg), la gamba (the leg) la mia gamba (my leg) etc.

As revision plays a large part in any language program, we will regularly go over previous learnings including numbers, transportation, clothing, aspects of Italian culture and phrases related to shopping. By doing this, the students will continue to build on our Italian vocabulary.

A wide range of activities are utilised to achieve this including songs, purposeful games, puzzles, cartoons, online activities, reading books and art activities.

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Signor John

PERFORMING ARTS

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- develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing through different musical styles and genres
- make choices about how to interpret graphic and conventional forms of notation
- provide and respond to feedback to refine their performances and compositions
- rehearse, interact and negotiate with others in interpretation of scripts to create characters and their relationships.



Karil Torcasio

SCIENCE

The focus this term is on Biological Sciences.



Bullet Trains Modeled after Kingfisher Bird

The students will commence the year by setting their semester learning goals, which are based on the further development of their scientific literacy and thinking skills, and are linked to the '4 C's of 21st Century learning': Critical Thinking, Creativity, Collaboration and Communication.

The students will then be introduced to the term 'biomimicry'. They will investigate what this looks like in nature, e.g evolutionary camouflage, and how humankind is learning from and mimicking the strategies found in nature to develop more sustainable solutions.

The students will also be participating in a 'Biomimicry Bootcamp' at the Royal Botanical Gardens on March 28, where they will learn more about biomimicry, brainstorm their own nature-inspired ideas, and utilise design thinking and STEM skills to apply the practice of biomimicry in a Design Challenge. More information about this excursion will be provided closer to the date.



Tiny hooks on Bur fruit-inspired Velcro tape.

Janelle Baldwin

REMINDERS

Tuesdays:

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

Wednesdays:

- Digital Technologies
- Library - library bags are required for borrowing

Thursdays:

- Science
- Visual Arts

Fridays:

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