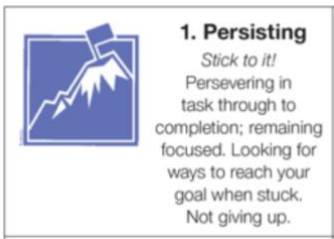




Year Prep - 2023 Term 2 Overview

A warm welcome back for Term 2.

There are many exciting learning opportunities and engaging activities planned across the term. The students will participate in a soccer clinic that will run over four dates during the term as well as a two-part AFL incursion. Participating in the National Simultaneous Storytime, along with our 'Animals in Books' theme running through the term, will engage our students in a variety of rich literature experiences. As part of our 'Animals in Books' theme, the students will also be introduced to two special new class 'pets' that they will be able to take home. They will share their experiences and adventures with these pets during our Show and Tell program. One of the highlights of the term will be our Mother's Day afternoon tea which will be a beautiful celebration to honour both the amazing mothers of our Prep students and Mary, our Mother. The term will also conclude with our SRC Movie afternoon.



The students will continue to investigate the Habits of Mind and the use of a Growth Mindset as part of our school-wide approach to learning. 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, 'Persisting'. 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). The Four Capabilities from the Victorian Curriculum, 'Personal and Social', 'Ethical', 'Intercultural' and 'Critical and Creative Thinking', are being explored, with a particular focus on the 'Personal and Social' capability.

We look forward to another wonderful term working collaboratively with you in our complementary roles as co-educators.

RELIGION

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

Mary

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

The students will grow in understanding that:

- Mary is the mother of Jesus
- we celebrate Mary through prayer
- we acknowledge and appreciate the love and care shown by our own mothers.



Our Creative God

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



The students will:

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

INTEGRATED TOPIC



Caring for our Wonderful World

In this unit, the students will learn about the concept of 'sustainability' by exploring important and special places. The students will explore what makes a place special, and how and why we can take care of special places.

The students will:

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

MATHEMATICS

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

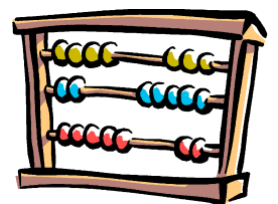
- counting forwards and backwards by 1's to 30 and beyond
- skip counting forwards and backwards by 10's to 100
- number facts to 10
- subitising (automatic visual recognition of the number of objects in a small group)
- counting on and back by 1, 2 and 3 with numbers up to 20
- number talks and purposeful games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Prep students, *understanding* would include making connections between counting and addition; *fluency* would include recalling number facts such as, the numbers that add together to make 5; *problem solving* would include applying addition skills to solving number stories; and *reasoning* would include explaining the strategy they have used to solve a number problem.

Number

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

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



Measurement and Geometry

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

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

ENGLISH **Reading**



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

- continue to learn and practise effective reading strategies, e.g. sounding out, phonics, using the context of the story, predicting, reading on
- practise reading with fluency and understanding - words, sentences and simple books
- enjoy a range of shared picture stories exploring our theme, 'Animals in Books', and begin to understand the role of characters, setting and events in stories.

Through the focus on phonemic awareness, the students will:

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



Through the focus on phonics, the students will:

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

Writing

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

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

Throughout the term, the students will:

- participate in a range of fine motor strengthening activities to assist them with their handwriting
- focus on the mechanics of handwriting, including the correct pencil grip and seating posture
- continue to learn and practise handwriting skills, including the starting and finishing points, and the correct formation of letters and numbers.

Speaking & Listening

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

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, 'Adventures with our Furry Friends' presentation for 'Show and Tell'.

HOME LEARNING

You can continue to 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.

The students will receive their Take Home Book Bag to begin the home reading program. The bags will contain a book, a Reading Diary and when appropriate, sound revision booklets and/or word lists for home practice. The students are expected to read every night. They will be responsible for changing their take home books on Monday, Wednesday and Friday mornings, however students are welcome to do so more often, should they wish. Please ensure that students bring their book bag whenever they change their books. The Reading Diaries are used to record the titles of books they have read. Parents are encouraged to listen to and read with their child and sign the diary each night.

LIBRARY

During weekly library lessons, the students will:

- revise the correct library procedures for borrowing and returning books
- listen to stories featuring animals as the main characters
- contribute to discussions about the main character/s characteristics, setting and plot.

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

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 Chain': what does gratitude mean?
- 'Being a helper': how do we help others?
- 'Mindfulness': what is mindfulness and how does it make us feel?
- 'Sharing is caring': understand that problems can be solved by sharing.

VISUAL ARTS

The students will:

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



ITALIAN

Ben tornati! (Welcome back!)

Italian Counting Numbers				
1 uno	2 due	3 tre	4 quattro	5 cinque
6 sei	7 sette	8 otto	9 nove	10 dieci

This term, the students will continue to learn and practise simple greetings and numbers. A wide range of learning activities will be utilised, including songs, games, puzzles, cartoons, online activities 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 continue to explore the Performing Arts by engaging in a range of activities that will provide them with opportunities to develop their skills in music as well as their creative expression, communication and collaboration skills. The students will:

- learn songs and practise singing in pitch
- play music games and instruments to explore and develop their musical skills
- respond to 'high' and 'low' sounds in music through listening, movement, voice and instruments
- identify 'loud' and 'soft' sounds in music through listening, singing and moving.



Karil Torcasio

PHYSICAL EDUCATION

The students will:

- continue to develop their locomotor skills such as *jogging, leaping* and *balancing*, as well as their fundamental motor skills of *rolling, throwing, bouncing, catching* and *kicking* whilst participating in minor modified sports and games
- practise fundamental motor skills and movement sequences using different body parts by creating movement sequences without equipment
- practise personal and social skills by interacting positively with peers and others, through active listening and participation, and demonstrating understanding of the agreed outcomes.

Bernadette Lang (Coach Bernie)

SCIENCE

The focus this term is on Biological Sciences.

The students will:

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

Janelle Baldwin



REMINDERS

Tuesdays:

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

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 2 Overview

Hello and welcome to Term 2!

A variety of engaging experiences have been planned for this term, including four soccer clinic sessions, an AFL football incursion, the National Simultaneous Storytime and the annual SRC movie afternoon. As part of our Integrated Unit, the students will also participate in an excursion to the National Gallery of Victoria.

The students will continue to participate in our 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.



Throughout the term, the students will continue to be supported through a variety of engaging learning experiences, which will further build upon their understanding of the Habits of Mind and a Growth Mindset, allowing the students to view any mistakes as potential learning opportunities. This term we will be focusing on the Habits of Mind, 'Applying Past Knowledge to New Situations' and 'Thinking Flexibly'. The Four Capabilities from the Victorian Curriculum, 'Personal and Social', 'Ethical', 'Intercultural' and 'Critical and Creative Thinking', will continue to be taught explicitly in and through all learning areas. Through relevant, purposeful and age-appropriate learning experiences, the students will be given opportunities to collaborate, be creative, think critically and communicate effectively. The students will also continue to be supported to uphold the School Values, 'I am a learner', 'I am a friend' and 'I am respectful'.



We look forward to a fabulous term!

RELIGION

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

Rituals and Customs

The students will grow in understanding that:

- people celebrate and pray together at different times and in different ways
- we belong to God's family, who pray and celebrate together.



Learning About Prayer



The students will grow in understanding that:

- prayer is one of the ways we can listen to and respond to God
- we learn and practise together some of the traditional prayers of the Church, including the 'Sign of the Cross', the 'Our Father', and the 'Hail Mary'.

INTEGRATED TOPIC

Our Island Home

The students will:

- identify some natural features in the local area
- identify some constructed features in the local area
- explore how Aboriginal Dreaming stories help us to better understand connectedness to land
- use photographs to compare places from the past and now.



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:

- skip counting forwards and backwards by tens, using a variety of numbers as a start point, e.g. 10, 20, 30, etc.; 3, 13, 23, etc.
- doubles and halves number facts
- purposeful Mathematics games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 1 students, *understanding* would include knowing there are many ways to solve a problem; *fluency* would include counting numbers in sequences, both forwards and backwards; *problem solving* would include choosing efficient strategies to solve problems; and *reasoning* would include discussing why particular strategies are selected to solve a problem.

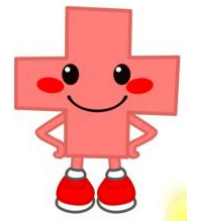
The following topics will be covered this term through a variety of whole class, small group, partner and independent learning activities:

Number

Addition

The students will:

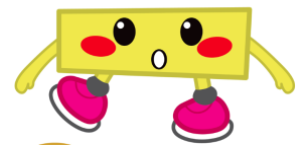
- combine two or more groups/objects to make a total number
- recognise that the order in which two numbers appear does not affect the total e.g. $2+3=5$, $3+2=5$
- identify that numbers with algorithms can be purposefully grouped and 'broken up' to assist in solving problems, e.g. $12 + 7 \Rightarrow$ add the ones: $2 + 7 = 9$, then add the tens: $9 + 10 = 19$
- practise addition strategies to assist with solving problems, e.g. count all, count on, and number facts including tens facts, doubles, near doubles, etc.



Subtraction

The students will:

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



Measurement and Geometry

Shape - 3D objects

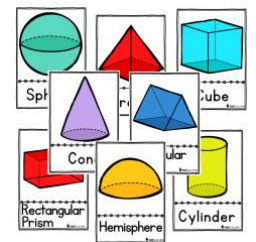
The students will:

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

Location

The students will:

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

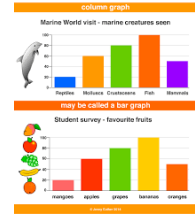


Statistics and Probability

Data - Interpreting Graphs

The students will:

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



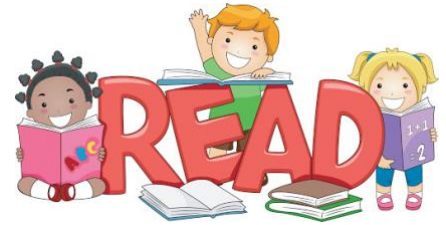
ENGLISH

Reading

The students will continue to 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:

- build phonics and word knowledge
- blend and segment words
- read high frequency words
- predict story elements
- use prior knowledge to make connections and predictions about the story
- build comprehension strategies to identify the literal meanings of texts
- locate information directly in a text or visual image
- explore simple inferential (not directly stated) meanings in texts.



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 on dotted third lines
- use the 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 the letter/s that make that sound, and explore words containing the 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 continue to focus on consonant and vowel sounds, including long, short vowels, blends (e.g. st, bl) and digraphs (e.g. ay, ey, ai).

Grammar & Punctuation

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

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

Speaking and Listening

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



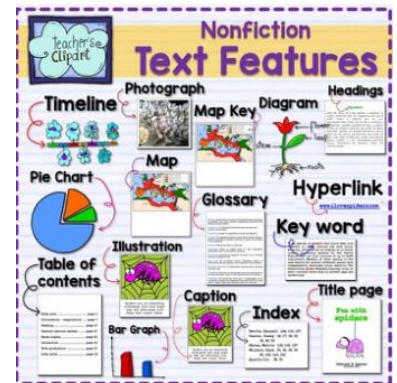
The students will:

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

LIBRARY

Learning in the library this term will focus on the nonfiction section of the library. Students will develop information literacy skills and understand how to use nonfiction text features to locate information. Nonfiction text features include the table of contents, index, glossary, headings, bold words, sidebars, pictures and their captions, and labelled diagrams.

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:

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



DIGITAL TECHNOLOGIES

As part of Digital Technology lessons, the students will continue to participate in the 'Inform and Empower' program. The focus this term is on balancing screen time, healthy digital habits and putting down the tech.



The students will:

- explore how to balance screen time with green time
- use songs and movements to transition from screen time
- use the iPads and apps at school appropriately and responsibly.

Blue-Bots

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

The students will:

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

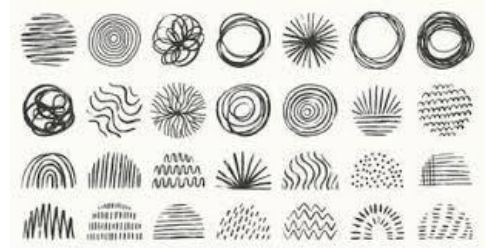


Meaghan A'Hearn

VISUAL ART

The students will:

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



Tilla Ricci

HOME READING

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

ITALIAN

Ben tornati! (Welcome back!)

The students will continue to focus on Italian greetings and simple conversations this term. Italian numbers (to 15) will be practised, along with the names for the days of the week and the months of the year.

A wide range of learning activities will be incorporated, 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 at

Signor John

Italian Language	
• Hello	- Ciao (Ciao)
• Goodbye	- Arrivederci
• How are you?	- Come stai?
• Fine, thank you	- Bene, grazie
• Good Morning	- Buon giorno
• Good Afternoon	- Buon pomeriggio

PERFORMING ARTS

The students will continue to explore the Performing Arts by engaging in a range of activities that will provide them with opportunities to develop their skills in music and drama, as well as their creative expression, communication and collaboration skills.

The students will:

- experience pitch and melody (getting higher and getting lower) in music through singing and playing instruments
- learn basic body percussion to practise rhythm, listening, ensemble and performance skills
- learn songs and music games in order to practise singing in pitch
- participate in Drama activities based on the topic, 'Our Local Community'.



Karil Torcasio

PHYSICAL EDUCATION

The students will:

- continue to develop their locomotor skills such as *jogging*, *leaping* and *balancing*, whilst using different parts of their body to move in a variety of directions
- further develop their fundamental motor skills of *kick*, *overhand throw*, *underarm throw* and *ball bounce* through participation in minor games and modified sports
- share suggestions whilst participating in minor games, and trial how a game can be changed or modified, to make the game inclusive and allow all students to be participate.

Bernadette Lang (Coach Bernie)

SCIENCE

The focus this term is on Biological Sciences.

The students will:

- name some of the external features of living things
- name the basic needs of some living things, including food, water and shelter
- identify ways that the habitats of living things provide for their basic needs.



Janelle Baldwin

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:

Please do not hesitate to contact us anytime 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.



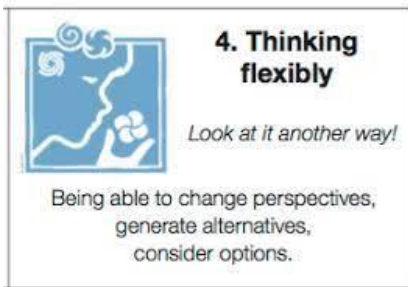
Year 2 - 2023 Term 2 Overview

Hello and welcome to Term 2!

A variety of engaging experiences have been planned for this term, including four soccer clinics, an AFL football incursion, the National Simultaneous Storytime and our annual SRC movie afternoon. As part of our Integrated Unit, the students will also participate in an excursion to the National Gallery of Victoria.



The students will continue to participate in our cyber safety program, 'Inform and Empower'. This digital safety and wellbeing program will include a live-streamed incursion focusing on balancing 'screen' and 'green' time. Follow-up lessons will occur throughout the term to support this important program and our students' learning.



Throughout the term, the students will continue to be supported through a variety of engaging learning experiences, which will further build upon their understanding of the Habits of Mind and a Growth Mindset, allowing the students to view any mistakes as potential learning opportunities. This term we will be focusing on the Habits of Mind, 'Applying Past Knowledge to New Situations' and 'Thinking Flexibly'. The Four Capabilities from the Victorian Curriculum, 'Personal and Social', 'Ethical', 'Intercultural' and 'Critical and Creative Thinking', will continue to be taught explicitly in and through all learning areas. Through relevant, purposeful and age-appropriate learning experiences, the students will be given opportunities

to collaborate, be creative, think critically and communicate effectively. The students will also continue to be supported to uphold the School Values, 'I am a learner', 'I am a friend' and 'I am respectful'.

We look forward to a fabulous term!

RELIGION

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

Rituals and Customs

The students will grow in understanding that:

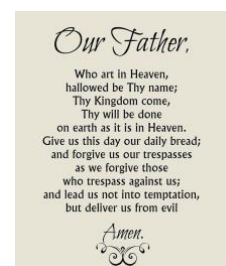
- people celebrate and pray together at different times and in different ways
- we belong to God's family, who pray and celebrate together.



Learning About Prayer

The students will grow in understanding that:

- prayer is one of the ways we can listen to and respond to God
- we learn and practise together some of the traditional prayers of the Church, including the 'Sign of the Cross', the 'Our Father', and the 'Hail Mary'.



INTEGRATED TOPIC

Our Island Home



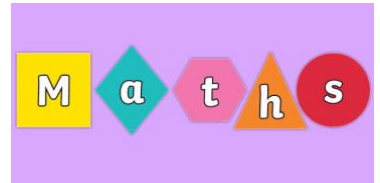
The students will:

- identify some natural features in our local area
- identify some constructed features in our local area
- explore how Aboriginal Dreaming stories help us to understand being connected to land
- use photographs to compare places from the past and now.

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:

- skip counting forwards and backwards by tens, on zero and non-zero numbers (e.g. 10, 20, 30, etc., 3, 13, 23, etc.)
- skip counting forwards and backwards by 2's and 5's
- doubles and halves number facts
- ten and five times multiplication facts
- purposeful Mathematics games.



The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 2 students, *understanding* would include identifying and describing the relationship between addition and subtraction; *fluency* would include strategies for addition and subtraction, including doubles, near doubles, facts to ten, ten more or ten less and build to ten; *problem solving* would include making models and using number sentences that represent problem situations; and *reasoning* would include using known facts to work out strategies for unfamiliar calculations.

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

Number

Addition and Subtraction

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

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



Measurement and Geometry

Measurement

The students will:

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

Location

The students will:

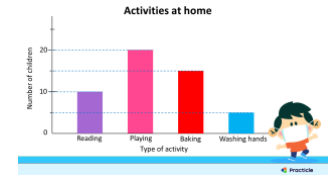
- interpret simple maps of familiar locations
- identify the key features of simple maps.

Statistics and Probability

Data Representation

The students will:

- create displays of data using lists, tables and picture graphs.



ENGLISH

Reading

The students will read a variety of fiction and non-fiction texts to develop their decoding skills and fluency. They will participate in modelled, shared, guided and independent reading opportunities.

The students' comprehension skills will be developed by identifying the literal and implied meanings in texts.

The following reading strategies will be further developed:

- blending and segmenting words (identifying the sounds within words)
- visualisation
- summarising texts using key ideas.



The students will:

- discuss the characters and settings of a variety of narrative texts
- identify the setting, problem and solution in different narratives
- further develop their recognition of high frequency words.

Writing

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

- planning ideas before writing, by using strategies such as, drawing, writing key words, sharing with a partner
- language: vocabulary, sentences and sentence structure, and text structure
- expressing ideas in sentences
- creating short texts which reflect a sequenced development of ideas and characters.



Grammar & Punctuation

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

- verbs
- pronouns
- adjectives
- ending punctuation, e.g. '.', '?', '!'.

Word Study

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

The word study program consists of:

- phonological awareness (letter/sound knowledge)
- accurately spelling high frequency words
- developing knowledge of sound and letter patterns when spelling
- onset and rime (e.g. cat – 'c' is the onset and 'at' is the rime)
- CCVC words (consonant, consonant, vowel, consonant e.g. 's-t-o-p', 'c-h-o-p') focusing on initial consonant blends.



Handwriting

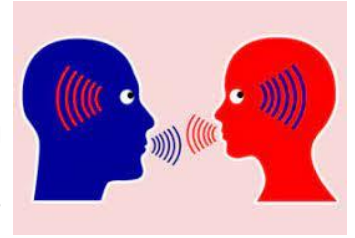
The students will focus on letter formation, direction, placement of lower and upper case letters on dotted third lines, as well as pencil grip and good writing posture.

Speaking & Listening

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

The focus this term will be:

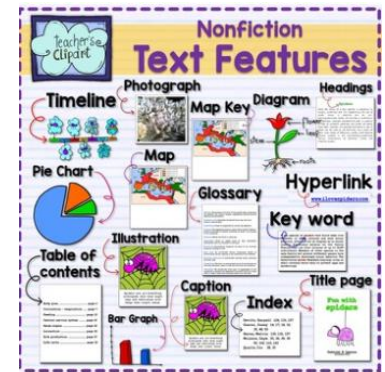
- engaging in discussion using active listening behaviours
- listening for specific purposes and information, including instructions
- developing active listening skills, such as maintaining eye contact, asking questions
- extending their own and others' ideas in discussions through comments and questions
- speaking clearly and varying their tone, volume and pace appropriately.



LIBRARY

Learning in the library this term will focus on the nonfiction section of the library. Students will develop information literacy skills and understand how to use nonfiction text features to define, locate and present information. Nonfiction text features include the table of contents, index, glossary, headings, bold words, sidebars, pictures and their captions, and labelled diagrams.

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



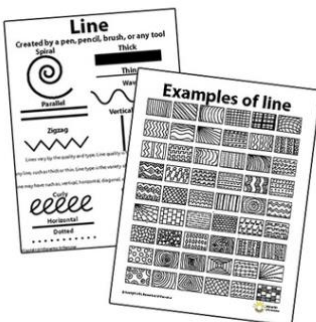
SOCIAL and EMOTIONAL LEARNING - The Resilience Project



'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:

- 'Gratitude Appreciation': understanding that we have many things to be grateful for
- 'Inclusion': describing how people may feel when they are excluded
- 'In their Shoes': understanding how someone else may be feeling
- 'Mindfulness Jar': creating mindfulness jars to help us be more mindful
- 'Cloud Dreaming': practising being in the moment when being mindful.



VISUAL ART

The students will:

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

Tilla Ricci

HOME READING

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

DIGITAL TECHNOLOGIES

As part of Digital Technology lessons, the students will continue to participate in the 'Inform and Empower' program. The focus this term is on balancing screen time, healthy digital habits and putting down the tech.



The students will:

- explore how to balance 'screen time' with 'green time'
- use songs and movements to transition from screen time
- use the iPads and apps at school appropriately and responsibly.

Blue-Bots

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

The students will:

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



Meaghan A'Hearn



ITALIAN

Ben tornati! (Welcome back!)

The students will continue to focus on Italian greetings and simple conversations this term. Italian numbers (to 20) will be practised, along with the names for the days of the week and months of the year. A wide range of learning activities will be incorporated, 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

This term, students will continue to explore the Performing Arts by engaging in a range of activities that will provide them with opportunities to develop their skills in music and drama as well as their creative expression, communication and collaboration skills.

The students will:

- experience pitch and melody (getting higher and getting lower) in music through singing and playing instruments
- learn basic body percussion to practise rhythm, listening, and ensemble and performance skills
- learn songs and music games in order to practise singing in pitch
- participate in Drama activities based on the topic, 'Our Local Community'.



Karil Torcasio

PHYSICAL EDUCATION

The students will:

- further develop their fundamental motor skills of *kick, overhand throw, underarm throw* and *ball bounce* through participation in minor games and modified sports
- continue refining locomotor skills such as *jogging, leaping* and *balancing*
- participate in modified games of soccer, cricket and Australian Rules Football
- develop and apply their understanding on how to modify games or activities to be inclusive of a variety of individual needs.

Bernadette Lang (Coach Bernie)

SCIENCE

The focus this term is on Biological Sciences.

The students will:

- identify and describe the external features of living things
- name the basic needs of a variety of living things, including food, water and shelter
- identify ways that the habitats of living things provide for their basic needs.



Janelle Baldwin

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 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 2 Overview

Welcome to Term 2, which promises to be a rewarding, exciting and engaging term 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.

The following Habits of Mind will be focused on this term: 'Thinking Flexibly' - being able to change perspectives, generate alternatives and consider options; 'Striving for Accuracy' - always doing your best, setting high standards and finding ways to improve; and 'Questioning and Posing Problems' - having a questioning attitude, finding problems to solve. The Growth Mindset and the Habits of Mind 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. The Four Capabilities from the Victorian Curriculum, 'Personal and Social', 'Ethical', 'Intercultural' and 'Critical and Creative Thinking', will continue to be taught explicitly in and through all learning areas. A range of digital literacies will be used to promote reflection, high order thinking, creativity, critical thinking and collaboration.

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 'Balancing Screen Time', 'Healthy Digital Habits' and 'How Different Tech Makes Us Feel'. 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 visit the National Gallery of Victoria and attend an education session exploring the 'Melbourne Now' exhibition.

RELIGION

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

Be With Your God in Prayer

The students will grow in understanding that:

- prayer offers us the opportunity to listen and respond to God
- we grow in our relationship with Jesus through prayer
- when people pray together they celebrate that they are members of God's family.



We Gather to Celebrate the Eucharist

The students will grow in understanding:

- of the main symbols and gestures in the celebration of the Eucharist
- of the Eucharist as gathering, celebrating, listening and sharing a meal
- that the Eucharist is at the centre of Christian liturgy.

INTEGRATED TOPIC

We Are Australians

The students will:

- research the states and territories, identifying capital cities and learn about some key landmarks
- undertake a collaborative research project
- investigate some of the ways that Melbourne has changed over time
- learn how Australia's First Nations People have lived on and cared for country for tens of thousands of years
- explore Australia as a nation now
- visit the National Gallery of Victoria, attending an education session in the 'Melbourne Now' exhibition, where they will explore contemporary artworks and be encouraged to discuss their connections to community, identity and culture.

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:

- addition and subtraction facts
- multiplication facts
- skip counting
- purposeful games.

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

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

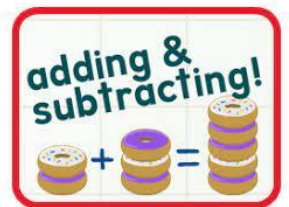
Number

Addition and Subtraction

The students will:

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

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

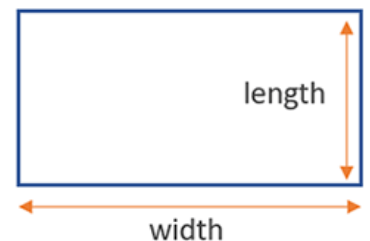


Measurement and Geometry

Length and Perimeter

The students will:

- measure, order and compare objects using familiar metric units
- recognise the importance of using common units of measurements.



Time

The students will:

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

Statistics and Probability

Chance

The students will:

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



ENGLISH

Reading

As a class, the students will continue to read, '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 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 be supported to read different types of texts for specific purposes, using strategies such as:

- predicting
- using their predictions to confirm their understanding
- rereading
- monitoring for meaning
- scanning
- reviewing.



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

Writing



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

Grammar & Punctuation

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

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

Handwriting

The students will:

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



Word Study

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

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

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



Speaking and Listening

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

The focus this term will be:

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



LIBRARY

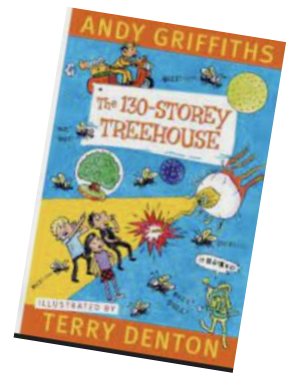
This term, the students will be immersed in an author study of children's fiction writer, Andy Griffiths and his books.

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

- reading and writing skills
- critical thinking skills
- information literacy skills
- sense of themselves as belonging to a community of readers.

The students will:

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



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

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

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.**

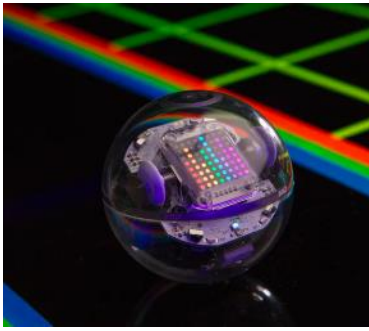
SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'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:

- 'Responding to Others': developing strategies to help those in need
- 'Introduction to Mindfulness': defining what mindfulness is and practising mindfulness as a meditation technique
- 'Mood Changers': identifying when we are feeling negatively and identifying strategies to help us feel more positive
- 'What Influences Our Emotions?': understanding that unhelpful thinking can change how we feel
- 'Bucket Filling': giving compliments and expressing gratitude
- 'Gratitude Letter': expressing gratitude to others
- 'Empathy and Friendship': demonstrating how empathy can build positive relationships.



DIGITAL TECHNOLOGIES

The focus for Digital Technologies will align with the 'Inform and Empower' digital safety program. These include balancing screen time, building healthy relationships with technology and understanding why technology can be addictive. As a part of the unit, students will also be using their block coding skills to program the Sphero Bolt Robots and learn about some of the language and techniques involved in coding.

The students will:

- identify 'green time' activities and healthy habits that they can integrate into their daily lives, to balance 'screen time'
- describe the impacts of too much screen time, including how it can influence the way they feel
- design sequences of code for Sphero bolt robots, using events, loops, variables and commands.

Sam Cassimatis

VISUAL ARTS

This term, the students will explore the works of two Australian artists and their visual arts practices, and use these as inspiration to create their own artworks that express their ideas.

The students will:

- explore John Wolseley and examples of his 'frottage' technique, including the process involved to create artwork using this technique
- create their own 'frottage' artwork using natural objects such as leaves, bark and stones
- investigate the materials and techniques used in John Olsen's paintings and drawings, focusing on his 'Cats' and 'Gardens' themes
- create artworks based on John Olsen's themes and techniques.



Karil Torcasio

ITALIAN

Weather-Related Words in Italian



Ben tornati! (Welcome back!)

This term, the students will be learning about Italian words and phrases pertaining to 'weather', and will also continue to revise and practise previously learned vocabulary and phrases. A wide range of learning activities will be utilised, including songs, games, puzzles, cartoons, online activities, reading books and art activities.

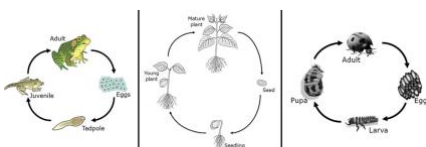
Should you have any enquiries at all about the program, please don't hesitate to contact me.

Signor John

SCIENCE

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

- investigate how different living things have different life cycles
- identify ways in which living things depend on each other and the environment for survival
- classify and describe food chains and food webs.



Life Cycles

Janelle Baldwin

PERFORMING ARTS

Students will continue to explore the Performing Arts by engaging in a range of activities that will provide them with opportunities to develop their skills in Music and Drama, as well as their creative expression, communication and collaboration skills. The students will:

- learn body percussion to practise rhythm, listening, ensemble and performance skills
- continue to learn songs and music games in order to practise singing in pitch, as well as learning to sing a round (a short musical piece in which multiple voices sing the same melody but start the song at different times)
- participate in Drama activities that focus on the drama elements, 'Improvisation' and 'Empathy'.
- evaluate their dramatic performances by reflecting on questions such as, 'How well did you collaborate to make drama? What worked best in the drama?'



Karil Torcasio

PHYSICAL EDUCATION

The students will:

- increase their range and application of motor skills by refining and further developing their hand-eye and foot-eye co-ordination, by applying these skills in sports such as soccer, cricket and Australian Rules Football
- further develop and refine techniques used to propel objects toward a target
- refine locomotor skills by demonstrating acceleration and deceleration within game situations
- adopt and implement inclusive practices when participating in sport and physical activities by demonstrating the ability to work co-operatively in a team environment by exhibiting skills such as maintaining possession, passing to other players and listening to teammates.

Bernadette Lang (Coach Bernie)

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 2 Overview

Ready for Term 2! My continued goal is to create and maintain 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, 'Gathering Data through all Senses', and 'Listening with Understanding and Empathy'. The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum, and they will be encouraged to engage in the world around them in a variety of ways, as well as being supported to think about the impact the choices they make are having on others and their environment.

Gathering Data Through All Senses



Use your natural pathways!

Paying attention to the world around you. Gathering data through all the senses: Sight, Sound, Smell, Taste, and Touch.

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).

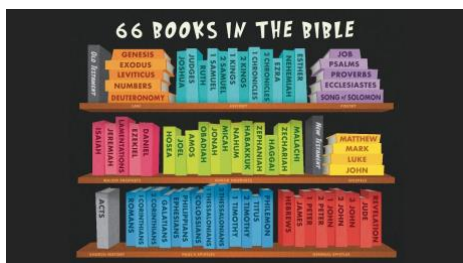
To highlight the importance of appropriate online behaviour, the students will participate in the, 'Inform and Empower' digital safety and wellbeing program, which includes a live streamed incursion each term. The students will also have the opportunity to participate in the IDSSA Division Cross Country, and will be attending an excursion to the Melbourne Museum to support their learning in Integrated Studies.

RELIGION

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

Treasuring the Scriptures

In this unit, the students will understand that the Scriptures are an important facet of Catholic faith as they contain the word of God and stories about the life of Jesus.



The students will grow in understanding that:

- the Bible is split into the Old Testament and New Testament with a range of different books about people of God
- the New Testament contains stories about Jesus' life, called the Gospels, which are central to the Catholic faith
- the Bible is navigated using index, chapter and verse references.

God's Chosen People: The Story begins

In this unit, the students will explore the stories of the Old Testament, in particular the relationship and promises between the Hebrew people and God.

The students will:

- become familiar with the stories of the Exodus and the journey of the Israelites into the desert
- begin to understand the covenant between God and the Israelites
- learn how to navigate the Bible using index, chapter and verse references.



INTEGRATED TOPIC

'Squad Goals'

Continuing on from Term 1, the students will continue to:

- consider their rights and responsibilities as members of our school community
- 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 about balancing 'screen time' with 'green time'.



'Great Journeys!'

The students will:

- learn about significant individuals of the Age of Exploration (circa 1400–1800)
 - examine the journeys of explorers, traders or navigators and the impacts exploration had on the world
 - understand some of the reasons for the First Fleet's journey and who travelled on it
- understand and demonstrate on a timeline, some of 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 knowing that partitioning and re-combining numbers can be used to make calculations efficient, and that addition and subtraction are inverse operations; *fluency* would include representing addition and subtraction calculations using materials, equations, empty number lines, diagrams, and written algorithms; *problem solving* would include formulating appropriate calculations to solve number problems in context, recognising which operation/s are involved; and *reasoning* would include considering whether the method and answer is correct, efficient and can be transferred to similar problems.

The following topics will be covered this term:

Number

Addition and Subtraction

The students will:

- use place value to partition, rearrange and regroup 4- and 5-digit numbers to assist calculations and solve problems
- use estimation strategies and mental calculations to check answers for 'sense'.

Multiplication and Division

The students will:

- estimates and solves multiplication and division problems using known multiplication facts, doubling and halving, etc.
- develop their understanding of the connection between division and multiplication
- calculate division problems where there is no remainder.

Algebra and Patterns

The students will:

- describe, continue and create patterns with whole numbers, resulting from addition and subtraction
- follow a mathematical algorithm by manipulating sets of numbers using a given rule, e.g. double each time, e.g. 4, 8, 16, 32...

Measurement and Geometry

Length and Area

The students will:

- choose appropriate units of measurement to accurately measure an object or distance, e.g. metres for a basketball court
- measure the length and width of a variety of regular shapes
- draws different shapes using grid paper, to calculate and compare the areas.

ENGLISH

Reading

The students will be involved in whole class, small group and individual reading skills activities. Students will continue to 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, make evaluative judgements and reflect on the different viewpoints represented. Through the class novel, students will learn about some traditional elements of Aboriginal culture such as language, art and storytelling.



Writing

As a part of our writing this term, the students will focus on language devices used in the writing of poetry. These include 'assonance', 'alliteration', 'onomatopoeia', 'similes' and 'metaphors'. Students will practise using these language devices through the construction of different styles of poetry, such as, limericks, haikus, cinquains and songs.

Grammar & Punctuation

The following understandings will be covered during weekly grammar lessons:

- the correct use of quotation marks when creating dialogue in a text
- the meaning of homophone, and the correct use of common homophones, e.g. their, there, they're etc.

Word Study

The focus of the word study lessons will include:

- learning about letter patterns and accurately applying spelling rules
- a weekly focus on different digraphs, trigraphs and quadgraphs (a combination of two or more letters representing one sound): 'au' or 'augh', 'ch', 're', 'tt', 'ti', 'st'
- accurately spelling a range of more challenging high frequency words and context specific topic words
- using homophones correctly, e.g. to, too and two.

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, the students will be immersed in an author study of children's fiction writer, Andy Griffiths, and his books. They will also get to research their own favourite author.

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

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

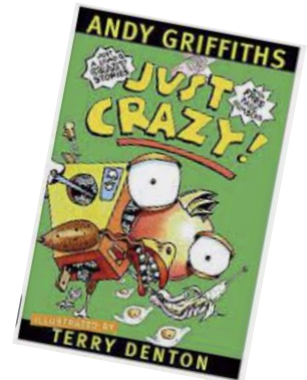
Learning activities will include:

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

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

Library borrowing day is Wednesday - 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:

- '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
- 'Positive Versus Negative Thinking': understanding positive and negative thoughts
- 'Ordinary Mary': focus on simple acts of kindness
- 'Five-count Belly Breathing': strategies to help with meditation
- 'Supporting others': understanding the benefits of showing empathy
- 'Human Camera': focusing on the being present in the moment and noticing things in our everyday lives.

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

The focus for Digital Technologies will align with the, 'Inform and Empower' digital safety program. These include balancing screen time, building healthy relationships with technology and understanding why technology can be addictive. As a part of the unit, the students will also be using their block coding skills in Minecraft Education to practise coding and learn about protecting their personal data.

The students will:

- identify 'green time' activities that they can integrate into their weeks to balance screen time
- describe the impacts of too much screen time on their feelings and emotions
- design sequences of code using loops, variables and commands in Minecraft Education
- discuss and explore strategies for keeping their personal data safe.



Sam Cassimatis

ITALIAN

Ben tornati! (Welcome back!)



This term, the students will be introduced to Italian words and phrases pertaining to sports. A wide range of learning activities will be utilised, 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

VISUAL ARTS

This term, the students will explore the works of two Australian artists and their visual arts practices, and use these as inspiration to create their own artworks that express their ideas.

The students will:

- explore John Wolseley and examples of his 'frottage' technique, including the process involved to create artwork using this technique
- create their own 'frottage' artwork using natural objects such as leaves, bark and stones
- examine Frederick McCubbin's artwork, 'The Pioneer', and discuss how artists can tell stories and convey historical events through their artwork
- use this as inspiration to create their own interpretation of, 'The Pioneer'.



Please remember to bring your art smock each Wednesday.

Karil Torcasio

PERFORMING ARTS

The students will continue to explore the Performing Arts by engaging in a range of activities that will provide them with opportunities to develop their skills in drama and music, along with their creative expression, communication and collaboration skills.



The students will:

- continue to develop self-confidence through practise, rehearsal and presentation of music and drama
- learn body percussion patterns and movements individually and in groups, aiming to coordinate their movements and timing with the rest of the group to create a cohesive routine
- learn 'solfege' (a set of syllables to represent the different pitches of a musical scale, e.g. 'do', 're', 'mi', etc.) to help understand music and develop their singing skills
- participate in drama activities, initiating and maintaining a role/dialogue without a script by using improvisation skills, through maintaining focus and character, and the use of their prior knowledge to think of ideas and responses in their performance.

Karil Torcasio

PHYSICAL EDUCATION

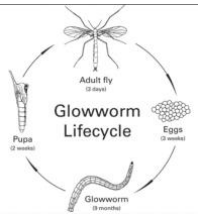
The students will:

- continue to Increase their range and application of motor skills by refining and further developing their hand-eye and foot-eye co-ordination, by applying these skills in sports such as soccer, cricket and AFL Football
- continue to apply a combination of locomotor and object control skills within a sport or game setting
- when participating in physical activities, implement and exhibit inclusive practices such as, working cooperatively within a team, maintaining possession and passing to other players, by communicating, listening and through body language
- demonstrate spatial awareness in a game setting
- examine the benefits of regular physical activity, including the influence on sleep, concentration and fitness.

Bernadette Lang (Coach Bernie)

SCIENCE

The students will:



- investigate how light from a source can form shadows and can be absorbed, reflected and refracted
- investigate how different living things have different life cycles
- compare the life cycles of plants and animals
- identify ways in which living things depend on each other and the environment for survival.



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:

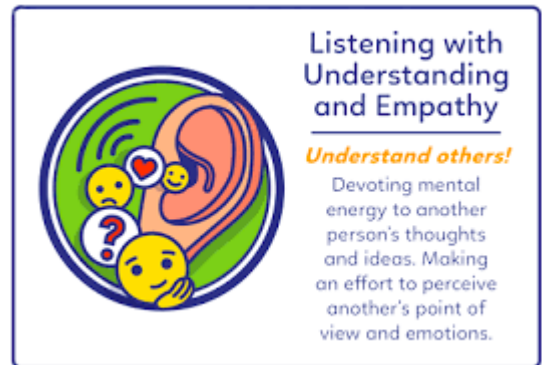
Please do not hesitate to contact me during the school year with any concerns, questions or information. If you would prefer to meet with me, please email to arrange a mutually convenient time.



Year 5 - 2023 Term 2 Overview

Ready for Term 2! My goal is to continue to create and maintain 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 the students will be focusing on this term are, 'Gathering Data through all Senses', and 'Listening with Understanding and Empathy'. The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum, and they will be encouraged to engage in the world around them in a variety of ways, as well as, supported to think about the impact the choices they make are having on others and their environment.



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 Year 5 students, alongside the Year 6 students, will participate in the IDSSA Interschool Sports competitions in Football and Netball. These games will be played each Friday for the whole of the term. Other wonderful events the students will have the opportunity to participate in this term will include the National Simultaneous Storytelling event on May 24th and, for selected students, the Ivanhoe District Cross Country on May 18th.

RELIGION

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

Treasuring the Scriptures

In this unit, the students will understand that the Scriptures are an important facet of Catholic faith as they contain the word of God and stories about the life of Jesus.

The students will grow in understanding that:

- the Bible is divided into the Old Testament and New Testament, with a range of different stories about the people of God
- the New Testament contains stories about Jesus' life, called the Gospels, which are central to the Catholic faith
- the Bible can be navigated using index, chapter and verse references.



God's Chosen People: The Story begins

In this unit, the students will explore the stories of the Old Testament, in particular the relationship and promises between the Hebrew people and God.

The students will:

- become familiar with the stories of the Exodus and the journey of the Israelites into the desert
- begin to understand the covenant between God and the Israelites
- learn how to navigate the Bible using index, chapter and verse references.



INTEGRATED TOPIC

'Squad Goals'

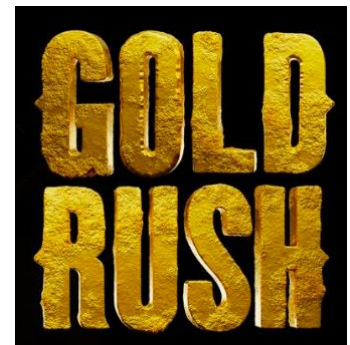
Continuing on from Term 1, students will:

- 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 about balancing 'screen time' with 'green time'.

'Eureka - Gold!'

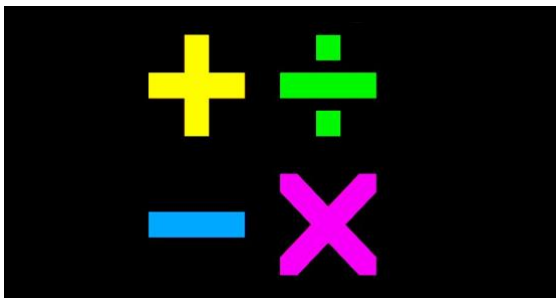
Continuing on from Term 1, the students will continue to

- 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 some of 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 x 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* includes that most efficient ways to calculate, such as rounding and compensating, are based on using place value; *fluency* would include being able to represent whole numbers using appropriate materials, to justify choices of calculation

strategies; *problem solving* would include representing calculations using materials, equations, empty number lines, diagrams and written algorithms; and *reasoning* would include understanding that calculations can be made mentally, in written form or using digital technology, and it is important to choose appropriately from these methods to meet the demands of the situation.

The following topics will be covered this term:

Number

Addition and Subtraction

The students will:

- revise and practise formal written algorithms with 5- and 6-digit numbers (and beyond)
- use estimation strategies and mental calculations to check answers for 'sense'.

Multiplication and Division

The students will:

- revise and practise formal written algorithms
- multiply and divide larger numbers by single digit numbers
- incorporate the use of suitable technologies such as calculators, to develop mental strategies and estimation skills.

Algebra and Patterns

The students will:

- describe, continue and create patterns with whole numbers resulting from addition, subtraction and multiplication
- follow a mathematical algorithm by manipulating sets of numbers using a given rule, e.g. double then add 2 each time, e.g. 4, 10, 22, 46, 94...

Measurement and Geometry

Length, Perimeter and Area

The students will:

- choose appropriate units of measurement to measure an object or distance, e.g. metres for a basketball court
- identify the length and width of a variety of shapes
- calculate the perimeter of a variety of shapes
- apply the correct formula (length x width) to calculate the area of a variety of regular shapes
- calculate unknown side lengths using given information by applying their knowledge of formulae and known shape properties.

ENGLISH

Reading

The students will be involved in whole class, small group and individual reading skills activities. Students will continue to 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, make evaluative judgements and reflect on the different viewpoints represented. Through the story, students will learn about some traditional elements of Aboriginal culture such as language, art and storytelling.



Writing

As a part of our writing this term, the students will focus on language devices used in the writing of poetry. These include 'assonance', 'alliteration', 'onomatopoeia', 'similes' and 'metaphors'. Students will practise using these language devices through the construction of different styles of poetry, such as limericks, haikus, cinquains and songs.

Grammar & Punctuation

The following understandings will be covered during weekly grammar lessons:

- the correct use of quotation marks when creating dialogue in a text
- the meaning of homophone, and the correct use of common homophones, e.g. their, there, they're etc.

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 graphs and digraphs (a combination of two letters representing one sound): 'ss' as in dress, 'e' as in ego, 'or' as in torso, 'a-e' as in locate, 'au' as in autumn, 'r' as in removal
- accurately spelling context specific topic words
- homophones and their correct use, e.g. to, too and two

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:

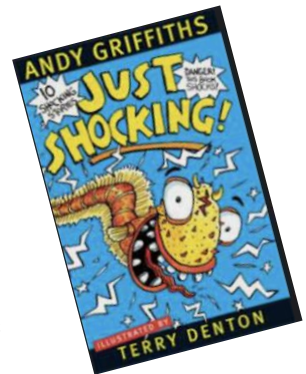
- participation in classroom discussions to share and evaluate their learning, experiences and opinions
- using appropriate volume, tone and pitch when delivering oral presentations, sharing their learning or offering opinions
- actively listening to their peers and teachers in a variety of learning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

LIBRARY

The students will be immersed in an author study of children's fiction writer, Andy Griffiths, and his books. They will also get to research their own favourite author.

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

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



Learning activities will include:

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

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

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

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The topics that will be covered this term are:

- '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
- 'Positive Versus Negative Thinking': understanding positive and negative thoughts
- 'The Important Book': showing gratitude by reflecting on things that are important
- 'Supporting others': understanding the benefits of showing empathy
- 'Human Camera': focusing on being present in the moment and noticing things in our everyday lives.

HOME LEARNING and STUDENT DIARIES

The students are required to read each school night and to record this in their Student Diary. Other home learning may include 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

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The students will:

- describe the impacts of too much screen time
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VISUAL ARTS

This term, the students will explore the works of two Australian artists and their visual arts practices, and use these as inspiration to create their own artworks that express their ideas.

The students will:

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Please remember to bring your art smock each Wednesday.

Karil Torcasio



ITALIAN

Ben tornati! (Welcome back!)



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Signor John

PERFORMING ARTS

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The students will:

- continue to develop self-confidence through practise, rehearsal and presentation of music and drama
- learn body percussion patterns and movements individually and in groups, aiming to coordinate their movements and timing with the rest of the group to create a cohesive routine
- learn 'solfege' (a set of syllables to represent the different pitches of a musical scale, e.g. 'do', 're', 'mi', etc.) to help understand music and develop their singing skills
- participate in drama activities, initiating and maintaining a role/dialogue without a script by using improvisation skills, through maintaining focus and character, and the use of their prior knowledge to think of ideas and responses in their performance.



Karil Torcasio

PHYSICAL EDUCATION

The students will:

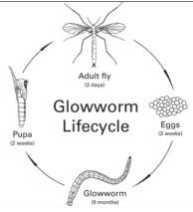
- continue to learn about the importance of physical activity and further explore other benefits that can contribute towards a healthy life
- examine and explore the importance of safe stretching activities to improve flexibility and to prevent injuries, and the impact stretching has in relation to recovery and personal health
- revisit and refine locomotor skills by demonstrating these skills when participating in soccer, cricket and Australian Rules Football games and activities
- continue to develop their collaborative and interpersonal skills by demonstrating teamwork skills in game situations, whilst practising the fundamental motor skills of *catching*, *overarm throw*, *dodge* and *kicking*, as well as their spatial awareness in a game environment
- assess and refine strategies to persist and successfully perform new and challenging movements, skills and sequences.

Bernadette Lang (Coach Bernie)

SCIENCE

The students will:

- 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
- investigate and compare the life cycles of different living things
- identify the structural adaptations which help living things grow and survive.



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:

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Year 6 - 2023 Term 2 Overview

Term 2 is shaping up to be another very busy term of learning!

The students have participated in their second Inform and Empower session, which focused on making informed and safe online decisions, in particular, balancing 'screen time' with 'green time' and going offline. To keep the students active and engaged, there are several sporting events scheduled, which include the Interschool Sport Winter season which takes place every Friday, a Football incursion with coaches from the AFL and the IDSSA Cross Country competition (for selected students).



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 2 goals, as well as the learning dispositions which lead to a Growth Mindset. 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 and the learning dispositions are aligned 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.

RELIGION

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

A Change of Heart

The students will appreciate and value the Sacrament of Reconciliation as a means of reconciling with God.



The students will grow in understanding that:

- the peace and love of God are experienced in moments of reconciliation and forgiveness
- the Sacrament of Reconciliation allows them to develop a deeper appreciation for reconciliation with God and with one another.



Feasts and Festivals

The students will explore ways in which celebrations are integral to our lives and to the life of the Church.



The students will grow in understanding that:

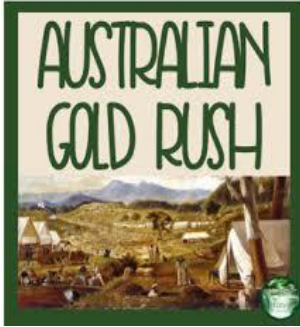
- there is a 'liturgical cycle' of feasts and seasons in the Church calendar
- there are special rituals and celebrations in honour of Mary, as the mother of Jesus and the mother of the Church.

INTEGRATED TOPIC

'Eureka- Gold!'

Learning about this unit commenced in Term 1.

The students will continue to:



- 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 impact that colonisation had on the Indigenous people of Victoria
- compare and contrast how different groups of people lived and worked on the goldfields
- identify the key outcomes of the Eureka Stockade
- understand how the effects of the Gold Rush contributed to the Federation of Australia.

To support the learning, an excursion to Sovereign Hill in Ballarat is planned. The students will be participating in an education session which focuses on the events leading up to the Eureka Stockade.

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 representing concepts in different ways; *fluency* would include choosing appropriate methods to solve problems; *problem solving* would include verifying that their answers are reasonable; and *reasoning* would include adapting the known to the unknown.

The following topics will be covered:

Number and Algebra

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

Measurement and Geometry

- *Angles*: constructing angles using a protractor and using information to find unknown angles.

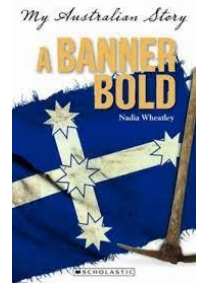
Statistics and Probability

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

ENGLISH

Reading

Throughout the term, the students will continue to participate in whole class, small group and individual reading skills activities. There will be a strong focus on further developing effective reading strategies and comprehension skills, enabling the students to locate literal and inferential information, and make evaluative judgements. To integrate the learning, there will be a strong focus on reading texts that are related to the Gold Rush, extending the students' knowledge and understanding of life on the gold fields and of significant people of the era. This term, as a book study, the students will read the novel, 'A Banner Bold', by Nadia Wheatley, as part of our serial reading program.



Writing

Writing for this term will be linked to the Integrated Unit 'Eureka - Gold', and will focus on writing historical recounts and information reports. The students will be developing and refining their research and note taking skills, and learning about how to relay information about life on the goldfields, using a range of presentation styles including diary entries, letters, journals and historical reports.

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 continuing to create 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 Favourite Gratitude Quote' - identifying a quote that resonates with me
- 'My Top Strengths' - identifying character strengths in myself
- 'Character Strengths' - identifying character strengths in inspirational people
- 'Thank You' - expressing gratitude to a person who has had a positive impact on my life
- 'Look At What We Have' - expressing gratitude for our school facilities
- 'Worming It Out' - identifying positive and negative emotions
- 'Noticing Negative Thoughts' - listening to my inner dialogue to positively change my thinking.

HOME LEARNING and STUDENT DIARIES

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DIGITAL TECHNOLOGIES

The focus for Digital Technologies will align with the 'Inform and Empower' digital safety program. These include balancing screen time, building healthy relationships with technology, and understanding why technology can be addictive. As a part of the unit, students will also be using their block coding skills in Minecraft Education to practise coding and learn about protecting their personal data.

The students will:

- identify 'green time' activities that they can integrate into their weeks to balance screen time
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Sam Cassimatis

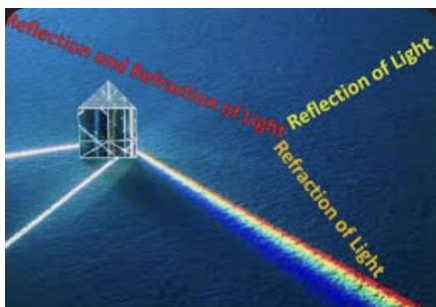
ITALIAN

Ben tornati! (Welcome back!) This term, the students be introduced to Italian words and phrases pertaining to sports. A wide range of learning activities will be utilised, 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



SCIENCE

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

- 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

VISUAL ARTS

The students will explore the works of two Australian artists and their visual arts practices, and use these as inspiration to create their own artworks that express their ideas.

The students will:

- explore John Wolseley and examples of his 'frottage' technique, including the process involved to create artwork using this technique
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- examine Frederick McCubbin's artwork, 'The Pioneer', and discuss how artists can tell stories and convey historical events through their artwork
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Karil Torcasio

PERFORMING ARTS

The students will continue to explore the Performing Arts by engaging in a range of activities that will provide them with opportunities to develop their skills in drama and music, along with their creative expression, communication and collaboration skills.



The students will:

- continue to develop self-confidence through practise, rehearsal and presentation of music and drama
- learn body percussion patterns and movements individually and in groups, coordinating movements and timing with the rest of the group to create a cohesive routine, while developing their sense of rhythm, coordination and physical skills
- learn 'solfege' (a set of syllables to represent the different pitches of a musical scale, e.g. 'do', 're', 'mi', etc.) to help understand music and develop their singing skills
- participate in drama activities, initiating and maintaining a role/dialogue without a script by using improvisation skills, through maintaining focus and character, and the use of their prior knowledge to think of ideas and responses in their performance.

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PHYSICAL EDUCATION

The students will:

- further develop their understanding about the importance and implications daily physical activity has on their overall health, particularly their social health and mental wellbeing
- understand and demonstrate the importance and impact that safe stretching activities play in relation to their personal health and wellbeing
- further refine their gross locomotor skills and fundamental motor skills such as, *kicking, overarm throw, dodge, ball bounce* and *catch*, in game/sport situations involving cricket, soccer and AFL football
- continue to develop their collaborative and interpersonal skills by working as an integral part of a team and demonstrating their ability to negotiate roles and responsibilities when playing cricket, soccer and AFL football
- demonstrate and exhibit ethical behaviour and fair play that aligns with the games/sports rules when participating in a range of physical activities.

Bernadette Lang (Coach Bernie)

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:

- Interschool 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.