



Year Prep - 2023 Term 4 Overview

Welcome to Term 4! This term brings a wide range of exciting learning experiences as we finish off our Prep year. Our students are in for a treat with a memorable visit to the Pevan and Sarah concert, setting the tone for a term full of music and performance as they also prepare for the wonderful Performing Arts Showcase, 'Carnival of the Animals'. The students will participate in class Mass for the first time at our newly renovated Church and have their cherished moments documented with their buddies in the Prep-Year 6 DVD.

As part of our 'Safety' unit of work, a major focus for this term will be Water Safety. Additionally, we will host visits from community helpers - representatives from Public Transport Victoria (PTV), Ambulance, Fire Brigade and Police - who will also educate and inspire our students about personal safety and people in our community who help us.

The students will help organise and participate in our Prep afternoon tea, where they will be invited to bring their teddy bears for a teddy bear picnic. The students will also enjoy our 'Mission Fair', which is a highly anticipated annual school event run by our Year 5 and Year 6 students to raise money for charity. To top it all off, they will be participating in our school Advent Prayer Services and many other exciting events, including the festive Christmas Activity Day, in the lead up to Christmas.

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

The students will continue to investigate the Habits of Mind and the use of a Growth Mindset as part of our school-wide approach to learning. The Habits of Mind are a set of 16 positive learning dispositions. Our focus this term will be 'Striving for Accuracy', where the students will be reminded to take care to always do their best and check over their learning to see where they can improve it.



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

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

RELIGION

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

Celebrations

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

The students will:

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



Fulfilment of the Promise

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

The students will:

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

INTEGRATED TOPIC

Memories of Me

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

The students will:

- describe significant events in their own life and that of their family
- describe ways in which their families celebrate significant events
- explore how we can learn about history through photographs, items and stories that have been passed down.



Personal Safety

The students will:

- describe ways to stay safe around water
- identify people and actions that keep us safe, including calling 000 in an emergency.

MATHEMATICS

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

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Prep students, *understanding* would include partitioning numbers in different ways, eg. $10 = 4 + 6$, $3 + 7$; *fluency* would include recognising the value contained in a collection of objects instantly; *problem solving* would include using information to describe how to get from point A to point B; and *reasoning* would include explaining patterns that have been created.

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

Number

- continue to develop number sense as they explore numbers to 30 (and beyond) through place value, counting and manipulating collections
- identify Australian currency and use toy coins and notes to pay for goods in play situations
- represent adding, sharing and subtracting with concrete materials to solve simple word problems.

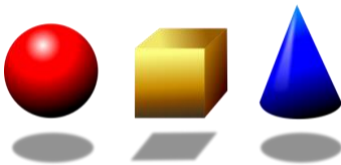


Measurement and Geometry

Shape

The students will:

- sort, describe, compare and name familiar 3D objects
- use comparisons to explore which containers hold 'more' or 'less'
- estimate, measure and compare objects and decide which is 'heavier' or 'lighter'.



Statistics and Probability

The students will:

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

ENGLISH

Reading

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

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



Through the focus on phonemic awareness, the students will:

- continue to develop skills in hearing and identifying sounds (e.g. sh-i-p) and syllables (e.g. win/dow) in words
- identify beginning, middle and end sounds in words, e.g. 't' is the end sound in cat.

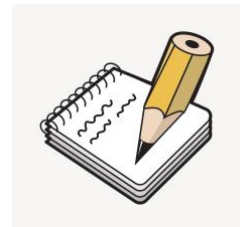
Through the focus on phonics, the students will:

- further develop their growing knowledge of letters and sounds including consonant blends such as, 'sh', 'ch', 'th', etc.
- build word families using onset and rime, e.g. h-ot, g-ot, n-ot, sh-ot
- continue blending and segmenting CVC (consonant-vowel-consonant) words when reading and writing
- begin to practise blending and segmenting sounds in CVCC words (consonant vowel consonant consonant) e.g. 'h-a-n-d', and CCVC words (consonant, consonant, vowel, consonant) e.g. 's-t-o-p'.

Writing

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

- continue to use their growing knowledge of sounds and words to write letters, words and sentences to accompany their pictures
- continue to learn and practise important conventions of writing sentences, such as using appropriate spacing between words, using a capital letter at the beginning and a full stop at the end
- participate in shared editing of simple texts for meaning, spelling, capital letters and full stops
- construct simple texts using word processing software.



Throughout the term, the students will continue to:

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

Speaking & Listening

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

One of the ways that our students develop their oral communication skills is through 'Show and Tell'. In Show and Tell the students will participate in an extended presentation to the class focusing on our 'Memories of Me' topic. The students may use items, photos, a PowerPoint presentation and or video, to share some of their and their family's 'memories'.

The students will be supported to actively and respectfully listen and respond to the presenter through comments or questions; and practise asking appropriate and meaningful questions using a variety of 'who', 'when', 'why', 'what' and 'how' sentence starters.

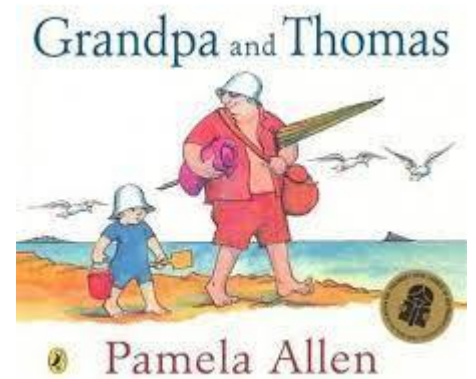
LIBRARY

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

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

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

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



Library borrowing day is Thursday

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 throughout the term.



The topics that will be covered this term are:

- *Mindful Breathing* - recognising that breathing can help us to be mindful
- *Feel the Music* - identifying how we can change our mood through music
- *Changing Faces* - understanding that our feelings can change in different situations
- *Picturing Emotions* - understanding the link between emotions and actions
- *Emotional Timeline* - identifying different feelings and matching these to a situation.

VISUAL ARTS

The students will:

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



HOME READING

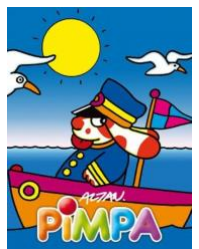
The Take Home Reading Program will continue. The students are expected to read every night. They will be responsible for changing their take-home books on Monday, Wednesday and Friday mornings, however, they are welcome to do so more often, should they wish. Please ensure that the students bring their book bag whenever they change their books. The 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

This term, the children will be introduced to the names of basic colours. They will also revise previously taught vocabulary. A wide range of learning activities will be utilised, including songs, games, puzzles, cartoons, online activities (including looking at Italy on Google Maps) and dance.

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

Grazie, Signor John



PERFORMING ARTS

It's an exciting term as we continue to prepare students for the upcoming Performing Arts Concert, 'Carnival of the Animals'.



The students will:

- work on building their confidence when performing in front of an audience
- continue to enhance their vocal skills
- memorise the movements and choreography required for their performance.

Karil Torcasio

PHYSICAL EDUCATION

The students will:

- continue to develop their locomotor skills such as jogging, leaping and balancing, as well as their fundamental motor skills of rolling, throwing, bouncing, catching and kicking, whilst participating in minor games
- practise using words and body language to communicate intentions clearly when playing minor games
- practise making positive choices when faced with a decision about how they participate in a movement activity.

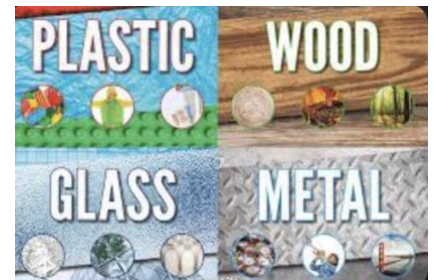
Bernadette Lang (Coach Bernie)

SCIENCE

The focus this term is on Chemical Sciences.

The students will:

- observe the properties of materials around us
- identify how the properties of objects are used for different purposes, e.g. wood for building, glass for windows
- classify objects based on their similarities and differences.



Janelle Baldwin

REMINDERS

Tuesdays:

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

Thursdays

- Science
- Library
- Physical Education - sports uniform to be worn

CLASSROOM TEACHER CONTACT INFORMATION:

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



Year 1 - 2023 Term 4 Overview

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

This term the students are preparing for our exciting MIPS Performing Arts Showcase, 'Carnival of the Animals'. Many extra practices have been timetabled to fine-tune the students' performance skills. The popular and much anticipated 'Mission Fair' will also be occurring this term! We will also be having our very special, 'Year 1 Breakfast', as part of our school camp program. Finally, we will also be participating in Advent prayer services and exciting events leading up to Christmas.



A major focus for this term will be Water Safety. We will explore water safety at the beach, the pool, around the home and in freshwater environments. The students will also 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.



The students will continue to be supported through a range of learning experiences, which will continue to build upon their understanding of the Habits of Mind and a Growth Mindset, allowing the students to develop positive learning dispositions. This term, we will focus on the Habits of Mind, 'Questioning and Posing Problems' and 'Striving for Accuracy'.

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 final term!

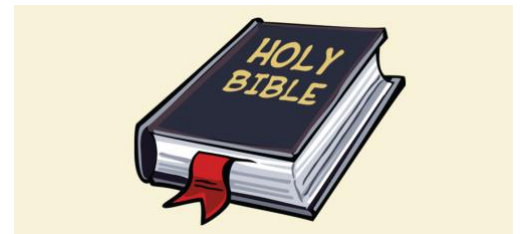
RELIGION

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

Our Story The Bible

The students will grow in understanding that:

- the Bible is the 'Word of God' and we experience God when we read the stories
- Scripture contains a range of stories about the people of God.



Advent and Christmas

The students will grow in understanding that:

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



INTEGRATED TOPIC

The Story of Our Family

The students will:

- explore how families can look different to their own
- understand how families are connected through relationships, traditions and celebrations
- investigate how families and family roles have changed over time
- understand that different cultures have unique family celebrations and traditions
- identify ways that families commemorate past events that are important to them.



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 twos, fives and tens, and forwards by threes and fours
- doubles plus and minus 2, number facts of twenty, tens facts with multiples of ten (90 + 10, 80 + 20, etc.)
- purposeful Mathematics games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 1 students, *understanding* would include that halves are part of a whole and can be a variety of shapes and sizes; *fluency* would include classifying as a half or not a half, as well as a part of a whole; *problem solving* would include identifying the second half of a picture or object through the use of symmetry (like a mirror image); and *reasoning* would include interpreting and explaining models.

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

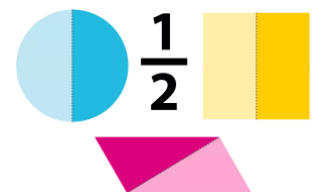
The following topics will be covered this term:

Number

Fractions

The students will:

- use concrete materials to model half of a whole object or collection
- recognise that halves refer to two equal parts of a whole
- describe parts of a whole object as 'about a half', 'more than a half' or 'less than a half'
- record two equal parts of whole objects, shapes or collections, and the relationship of the parts to the whole, using pictures and the fraction notation for half.



The students will also continue to revise key number concepts, such as place value and the four processes; addition, subtraction, multiplication and division.

Measurement and Geometry

Time

The students will:

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

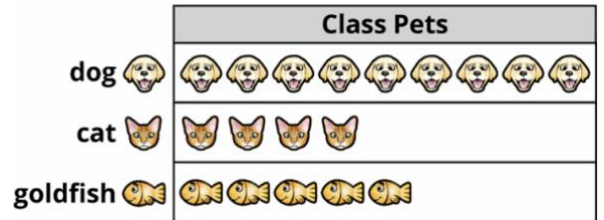
Measurement

- measure and compare the capacity of pairs of objects using informal units
- understand that in order to compare objects, the unit of measurement must be the same size
- measure the capacity of containers using uniform materials, for example, cups or buckets.

Statistics and Probability

Data

- represent data with objects and drawings where one object or drawing represents one data value
- interpret displays by identifying categories with the greatest or least number of objects.



ENGLISH

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

Reading

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

- building phonics and word knowledge
- predicting
- using prior knowledge
- re-reading
- making connections to the text.



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

Writing

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

- tell personal stories, and respond to literature and shared experiences, through drawing and writing
- use hands-on learning experiences as a springboard for writing
- use their growing knowledge of sounds, including blends, to write words to form clear sentences.

This term the students will be also exploring persuasive language.

The focus will be:

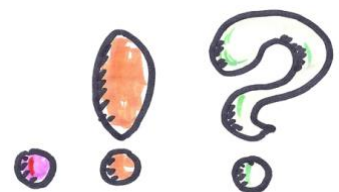
- what an opinion is
- the difference between a fact and an opinion
- sharing opinions on various topics such as weather, pets
- using persuasive language to justify opinions and reasons.



Grammar & Punctuation

This term, the students will continue to explore:

- adjectives to make writing more descriptive and engaging
- verbs
- the correct use of simple punctuation, such as the use of capital letters, question marks and full stops.



Word Study and Phonics

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

- consonant sounds in the beginning, middle and end of words, e.g. t - tap, better, last
- blends
- digraphs, e.g. br-, cr-
- CCVC and CVCC words, e.g. s-l-i-d and f-e-l-l, focusing on blending consonants and vowels.

Handwriting

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

Speaking & 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:

- further developing active listening skills, such as maintaining eye contact, asking questions
- listening for specific purposes and information, including instructions
- discussing their ideas, thoughts and experiences
- expressing their opinions about texts.

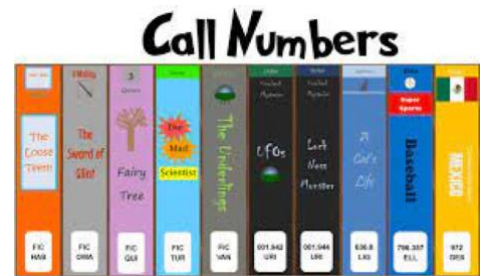


LIBRARY

Learning in the library this term will focus on the book collection.

The students will:

- recognise parts of a book and use appropriate terms to identify parts of a book: title page, cover, spine, dust jacket
- know that the call number is used for location purposes
- understand that picture fiction and fiction books are arranged alphabetically according to the last name of the author
- know that non-fiction books are grouped by class according to specific subjects
- begin to recognise some sections of non-fiction, such as animals, sports and planets.



Library borrowing day is Wednesday.

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

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



The topics that will be covered this term are:

- *Musical Emotions* - exploring how music affects our emotions
- *Emotional Performances* - demonstrating how emotions can be communicated through our body language
- *Why Are Rules Important?* - recognising why rules are important
- *Body Clues* - understanding how feelings can help keep us safe
- *How Do You Feel?* - learning to recognise feelings in ourselves.

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 online interactions, navigating uncomfortable situations and help-seeking strategies.



The students will:

- understand that we can sometimes get uncomfortable feelings when we're online, such as worried, scared, confused or upset
- explore simple actions they can take when they feel uncomfortable online, e.g. put the device down and step away or tell a trusted adult
- understand that they need to consider other people's feelings when online, just like when they're offline.

This term the students will also explore the Google Suite on the iPads.

The students will:

- log into their Google Accounts using their username and password
- navigate the Google Suite and create Google Docs to type information
- explore and create a presentation using Google Slides.



Meaghan A'Hearn

VISUAL ARTS

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

The students will:

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

This term, the children will be revising previously taught vocabulary and phrases pertaining to greetings, seasons, days, months and Natale (Christmas).

A wide range of learning activities will be utilised, including songs, games, puzzles, cartoons, online activities, including looking at Italy on Google Maps, and art activities.

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

Grazie
Signor John



PERFORMING ARTS

It's an exciting term as we continue to prepare students for the upcoming Performing Arts Concert, 'Carnival of the Animals'. The students will:

- work on building their confidence in performing in front of an audience
- continue to enhance their vocal skills
- memorise the movements and choreography required for their performance.

Karil Torcasio

PHYSICAL EDUCATION

The students will:

- continue to learn about the importance of incorporating physical activity into their lives
- further develop their locomotor skills such as *jogging*, *leaping* and *balancing*, whilst controlling objects with equipment and different parts of their body
- continue to develop their fundamental motor skills of *kicking*, *overhand* and *underarm throwing* and *ball bouncing*, when working cooperatively with a partner and independently
- practise reflecting on their performance by identifying and demonstrating ways they can perform a skill more successfully throughout the term.



Bernadette Lang (Coach Bernie)

SCIENCE

The focus this term is on Earth and Space Sciences.

The students will continue to:

- investigate how seasonal changes in the weather affect plants, animals, the environment and themselves
- explore how Earth's rotation causes regular changes, including day and night.



Janelle Baldwin

REMINDERS

Mondays

- Digital Technologies

Tuesdays:

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

Wednesdays

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

Thursdays

- Science

Fridays

- Visual Arts - art smocks are required

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 2 - 2023 Term 4 Overview

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

This term the students are preparing for our exciting MIPS Performing Arts Showcase, 'Carnival of the Animals'. Many extra practices have been timetabled to fine tune their performance skills. The popular and much anticipated 'Mission Fair' will also be occurring this term! We will also be having our very special, 'Year 2 Afternoon Activity', as part of our school camp program. Finally, we will also be participating in Advent prayer services and exciting events leading up to Christmas.

A major focus for this term will be Water Safety. We will explore water safety in the beach, pool, around the home and freshwater environments. The students will also 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.



The students will continue to be supported through a range of learning experiences, which will continue to build upon their understanding of the Habits of Mind and a Growth Mindset, allowing the students to develop positive learning dispositions. This term, we will be focusing on the Habits of Mind, 'Questioning and Posing Problems' and 'Striving for Accuracy'.

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 final term!

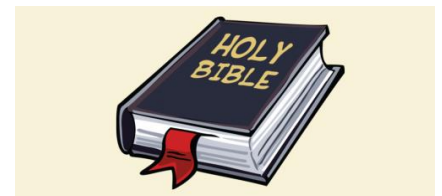
RELIGION

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

Our Story The Bible

The students will grow in understanding that:

- the Bible comprises of books, separated into the Old and New Testaments
- God speaks to us in the Scripture
- gathering and listening to God's word is an important expression of our faith.



Advent and Christmas

The students will grow in understanding that:

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

INTEGRATED TOPIC

The Story of Our Family

The students will:

- explore how families can look different to our own
- investigate how families are connected through relationships, traditions and celebrations
- identify ways that families and family roles have changed over time
- understand that family celebrations and traditions are unique to different cultures
- compare how families commemorate past events that are important to them.



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 twos, threes and fours, counting in fraction parts: halves, thirds and quarters
- doubles plus and minus 2, doubles, doubles facts, adding and subtracting ten, e.g. $23 + 10$, $56 - 10$
- three 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 the relationship between the whole and the fraction; *fluency* would include recognising halves, quarters and eighths; *problem solving* would include using fractions such as halves, quarters or eighths in everyday sharing situations; and *reasoning* would include explaining how half of a shape relates to half of a group.

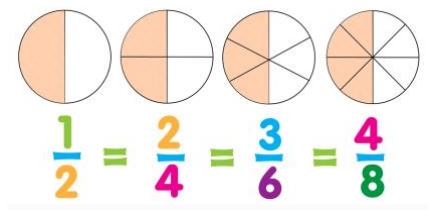
The following topics will be covered this term:

Number

Fractions

The students will:

- use concrete materials to model a half, a quarter or an eighth of a whole object or collection
- recognise that fractions refer to equal parts of a whole, e.g. all four quarters of an object are the same size
- recognise when objects, shapes and collections have been shared into halves, quarters or eighths
- record equal parts of whole objects, shapes and collections, and the relationship of the parts to the whole, using pictures and the fraction notation for half ($\frac{1}{2}$), quarter ($\frac{1}{4}$) and eighth ($\frac{1}{8}$)
- use fraction language in a variety of everyday contexts, e.g. the half-hour, one-quarter of the class.



The students will also continue to revise key number concepts, such as place value and the four processes, addition, subtraction, multiplication and division.

Measurement and Geometry

Time

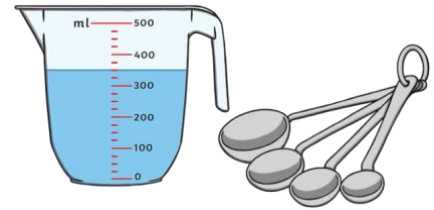
The students will:

- describe durations of time
- name and order months and seasons
- become familiar with the features of a calendar
- tell the time using appropriate language such as 'past' and 'to'.

Capacity

The students will:

- compare and order a variety of shapes and objects based on capacity, using appropriate uniform informal units, e.g. cups
- compare capacities using a range of containers.



Statistics and Probability

Data

The students will:

- create and interpret displays of data using lists, tables and picture graphs
- compare the usefulness of different data displays.

ENGLISH

Reading

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

The following reading strategies will continue to be developed:

- blending and segmenting words (identifying the sounds within words)
- using prior knowledge
- asking questions
- summarising texts using key ideas.



Writing

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

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

The students will also explore persuasive writing, focusing on:

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



Grammar & Punctuation

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

- verbs, including tense
- adverbs
- ending punctuation, e.g. '.', '?', '!'.

Word Study

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

The word study program consists of:

- phonological awareness (letter/sound knowledge)
- high frequency words
- onset and rime (e.g. climb – 'cl' is the onset and 'imb' is the rime)
- CCVC words (consonant, consonant, vowel, consonant, e.g. 'stop', 'chop'), focusing on initial consonant blends
- split digraphs, e.g. o_e as in 'home' or u_e as in 'cube'.



Handwriting

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

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

Speaking & Listening

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

The focus this term will be:

- further developing active listening skills, such as maintaining eye contact, asking questions
- listening for specific purposes and information, including instructions
- discussing their ideas, thoughts and experiences
- expressing their opinions about texts.



LIBRARY

Learning in the library this term will focus on the book collection.

Through planned activities, the students will:

- recognise parts of a book and use appropriate terms to identify parts of a book: title page, cover, spine, dust jacket
- know that the call number is used for location purposes
- understand that picture fiction and fiction books are arranged alphabetically according to the last name of the author
- know that non-fiction books are grouped by class according to specific subjects
- begin to recognise some non-fiction sections, such as: animals, sport, planets.



Library borrowing day is Wednesday.

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

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



The topics that will be covered this term are:

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

VISUAL ARTS

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

The students will:

- responds to visual artworks by expressing an opinion
- make artworks using different materials and techniques
- share visual artworks with 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 online interactions, navigating uncomfortable situations and help seeking strategies.



The students will:

- understand that we can sometimes get uncomfortable feelings when we're online, such as worried, scared, confused or upset.
- explore simple steps when they feel uncomfortable online, e.g. put the device down and step away, or tell a trusted adult
- understand that they need to consider other people's feelings when online, just like when they're offline.

This term the students will also explore the Google Suite on the iPads.

The students will:

- log into their Google Accounts using their username and password
- navigate the Google Suite and create Google Docs to type information
- explore and create a presentation using Google Slides including images.



Meaghan A'Hearn

HOME READING

The students are expected to read every night. They are welcome to read books from home or choose take home books from school. They will be responsible for changing their take home books on Mondays, Wednesdays and Fridays. Please ensure that the students bring their reading folder whenever they change their books. The students use Reading Logs to record the titles of books they have read. Parents are encouraged to listen to and read with their child and sign the Log each night. Reading Logs are to be submitted to their classroom teacher each Monday.

ITALIAN

This term, the children will be revising previously taught vocabulary and phrases pertaining to greetings, seasons, days, months and Natale (Christmas).

A wide range of learning activities will be utilised, including songs, games, puzzles, cartoons, online activities (including looking at Italy on Google Maps) and art activities.

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

Grazie

Signor John



PERFORMING ARTS

It's an exciting term as we continue to prepare students for the upcoming Performing Arts Concert. The students will:

- work on building their confidence in performing in front of an audience
- continue to enhance their vocal skills
- memorise the movements and choreography required for their performance.

Karil Torcasio



PHYSICAL EDUCATION

The students will:

- continue refining their locomotor skills such as *jogging, leaping* and *balancing*
- further develop their fundamental motor skills of *kick, ball bounce* and *overhand & underarm throw*, whilst participating in minor games and modified major games
- practise performing a variety of movements under, over, through and between objects, people and equipment
- compare different types of movements and identify which ones are easier and harder and why this might be the case.

Bernadette Lang (Coach Bernie)

SCIENCE

The focus this term is on Earth and Space Sciences.

The students will continue to:

- investigate how seasonal changes in the weather affect plants, animals, the environment and themselves
- explore how Earth's rotation causes regular changes, including day and night.



Janelle Baldwin

REMINDERS

Mondays

- Digital Technologies

Tuesdays:

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

Wednesdays

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

Thursdays

- Science

Fridays

- Visual Arts - art smocks are required

CLASSROOM TEACHER CONTACT INFORMATION:

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



Year 3 - 2023 Term 4 Overview

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



Throughout this term, the students will be supported through a range of learning experiences that 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 the students will focus on this term are, *'Taking Responsible Risks'* - trying new things without fear of being wrong; *'Thinking about Thinking - Metacognition'* - thinking about your own thoughts, feelings and actions and being able to identify them; and *'Finding Humour'* - being able to laugh at yourself and find the funny side of situations. These tools align with our School Values, 'I am a learner', 'I am a friend' and 'I am respectful' and complement the

key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM).

The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum.

RELIGION

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

Rejoice - We are all Special

The students will grow in understanding that:

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

Prepare and Hear the Story of Jesus

The students will grow in understanding that:

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



INTEGRATED TOPIC

Let's Celebrate!

The students will:

- explore the origins and significance of Australian celebrations, symbols and emblems
- identify the meaning of celebrations from different perspectives, for example, Australia Day for Aboriginal and Torres Strait Islander peoples compared with other cultural groups
- research celebrations and commemorations in other places around the world
- compare and contrast the rituals of national days in different countries, for example, Bastille Day in France, Independence Day in the USA, Chinese New Year, Christmas Day, Diwali, Easter and Ramadan, and identify elements they have in common
- research and present a project based on their own family celebrations.



MATHEMATICS

Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them into the learning. This can include the revision of addition strategies, including doubles and near doubles and multiplication facts of the 2, 3, 4, 5 and 10 times tables, counting, skip counting and purposeful games.

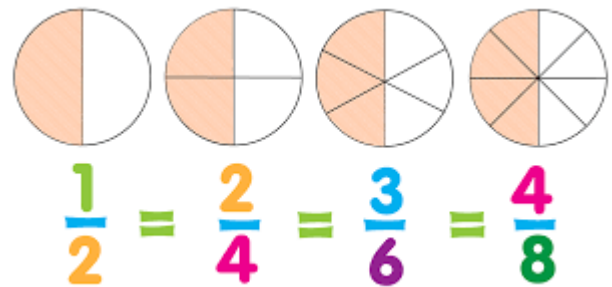
The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 3 students, *understanding* would include building on concepts already known about informal units of measuring and relating known skills to new learning; *understanding* also includes representing unit fractions, using appropriate language to communicate and compare the number of parts with their wholes; *fluency* shows students readily making, describing and comparing models of fractions; *problem solving* is demonstrated through making models of fraction equivalent lines; and *reasoning* includes identifying and ordering fractions on a number line.

The following topics will be covered this term:

Number

Fractions

- modelling and representing unit fractions, including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ and their multiples, to a complete whole
- investigating equivalent fractions, e.g. $\frac{1}{2} = \frac{2}{4}$
- counting by halves, quarters and thirds, including with mixed numerals - 1, $1\frac{1}{2}$, 2, $2\frac{1}{2}$...



Algebra and Number Patterns

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

What are the missing numbers?



Measurement and Geometry

Location

- creating and interpreting simple grid maps to show positions and pathways.

Temperature

Volume, Capacity and Mass

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

ENGLISH

Reading

The students will continue to read the novel, 'Runt', by Craig Silvey. This novel won the Children's Book Council of Australia (CBCA) Book of the Year in the 'Younger Readers' category this year and it is described by the CBCA as a complex, strong, witty story that provokes readers to reflect on life's meaning, purpose and what is truly important. Our students have demonstrated their great enjoyment of the book so far by making predictions about the story, asking questions and sharing connections that they have made between their own lives and the events in the story.



This text will give the students the opportunity to apply reading strategies and develop skills such as:

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

Throughout the term, the students will also be supported to read different types of texts for specific purposes, using strategies such as:

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

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

Writing



This term the students will be focused on writing narrative texts. The students will analyse various examples of narrative texts, identifying the structure and key language features of these texts. They will be given opportunities to write their own narrative texts, using their growing knowledge of what makes a clear and exciting narrative text, such as the inclusion of descriptive language for settings and characters, interesting vocabulary choices, a clear problem and a satisfying resolution. The students will continue to be supported to reread and edit their texts for appropriate structure, grammatical choices and punctuation.

Handwriting

The students will:

- revise and practise correct letter formation, pencil grip and hand positions
- attend to the correct placement of their writing using dotted third lines
- explore and apply starting and finishing points, diagonal joins and horizontal joins

refine their handwriting skills, working towards developing a personal style that is consistent, legible and fluent.

Grammar & Punctuation

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

This term, the students will be exploring:

- tense - past, present and future
- word choices
- punctuation
- verb groups
- collective nouns
- homophones
- antonyms and synonyms.

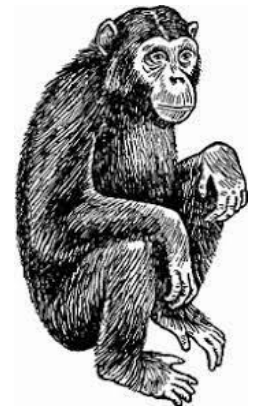


Word Study

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:

- 'w', 'wh' as in web, whale
- 'oo', 'u', as in book, bush
- 'y', 'u', as in yoyo, computer
- 'oo', 'ew', 'ue', 'u-e', 'u', as in boot, screw, glue, flute, ruler
- 'z', 'zz', 's', 'se', as in zebra, puzzle, bears, cheese
- 'ou', 'ow', as in cloud, flower



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

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

Speaking & Listening

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

The students will:

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



LIBRARY

The students will:

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

Library borrowing day is Thursday

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). Lessons based on this project will occur weekly throughout the term.



The topics that will be covered this term are:

- 'Putting Others First' - describing characteristics of an empathetic person
- 'Mindful Safari' - using our senses to help us to be present in nature
- 'Rock the Boat' - using breathing strategies to help us to be mindful
- 'Expressing Emotions' - developing strategies to express strong emotions
- 'Expressing Emotions Appropriately' - using strategies to positively express our emotions
- 'A Map of Gratitude' - expressing gratitude for what we have
- 'Taking Things for Granted' - defining appreciation and recognising reasons to be grateful
- 'Walking in the Shoes of Others' - considering the feelings of others
- 'Kind to Me, Kind to You, Kind to the Planet' - identify ways in which we can show kindness and empathy to ourselves, others and the planet
- 'Mind-Body Research' - understanding the connection between the mind and body
- 'Mindful Reflection' - developing strategies to practise being mindful.

DIGITAL TECHNOLOGIES

This term students will continue to participate in two programs this term. The first is the 'Inform and Empower' Digital Safety and Wellbeing program that has been running since Term 1. The focus is on keeping information private, being alert and aware online, and navigating unsafe interactions.

The students will also continue to participate in the Monash University and VicHealth collaboration program called 'Kids Building Future Healthy'. The students have already completed an audit of their local communities to look for areas that can be made healthier and more inclusive. This term, the students will build the proposed solution using Minecraft Education.



The students will:

- identify information that should not be shared online
- recognise and understand the terms scammer and hacker, as well as the difference between them
- describe red flags that can be used as clues to identify scams
- investigate and analyse their local community to generate ideas for improving health and inclusivity
- design a solution for an area of their community to make it healthier and more inclusive
- using coding, build the designed solution in the Future Healthy Minecraft World.

VISUAL ARTS

The students will:

- create a self-portrait using art elements, including colour, shape, line and texture, in an artwork to convey their personalities and who they are in a similar style to Andy Warhol's self-portrait in 1986
- create a Christmas wreath, using different art mediums and techniques to share with their families over the Christmas season.



PHYSICAL EDUCATION

The students will:

- practise adjusting the force and speed of an object to improve accuracy and control
- increase their range of motor skills by further developing their hand-eye and foot-eye coordination, whilst completing ball skills within major games, such as cricket, rugby and hockey
- practise applying *kicking*, *striking* and *throwing* skills to propel an object and keep it in motion
- further develop their interpersonal skills by working cooperatively with team members, by passing to other players and listening to team-mates.

Bernadette Lang (Coach Bernie)

ITALIAN

This term the children will be learning about traditional Italian celebrations and how they're celebrated. These include Pasqua (Easter), Ferragosto (Feast of the Assumption holiday) and Natale (Christmas).



A wide range of learning activities will be utilised, including YouTube, worksheets, bookwork, online activities and art activities.

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

Grazie
Signor John

PERFORMING ARTS

It's an exciting term as we continue to prepare students for the upcoming Performing Arts Concert. The students will:

- continue to learn and practise both individual and group rehearsal techniques to refine their performances
- learn to enhance their stage presence and overall performance quality
- continue to develop and improve their vocal skills
- learn and memorise the choreography and movements required for their performances.



Karil Torcasio

SCIENCE

The focus this term is on Earth and Space Sciences.

The students will continue to investigate:

- how the planet Earth orbits the Sun
- how Earth's rotation on its axis causes day and night
- how seasonal changes are caused by Earth's tilt and affect our world.

Janelle Baldwin

REMINDERS

Tuesdays:

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

Wednesdays

- Digital Technologies
- Visual Arts - art smocks are required

Thursdays

- Library - library bags are required for borrowing
- Science

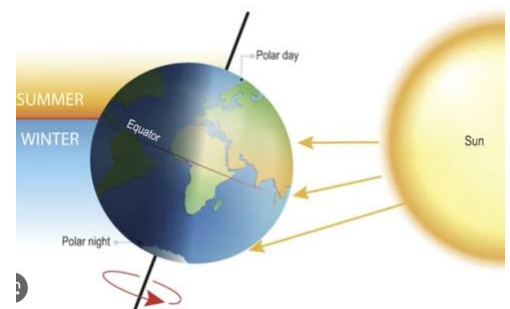
Fridays

- Physical Education - sport uniform to be worn

CLASSROOM TEACHER CONTACT INFORMATION:

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

EARTH'S SEASONS





Year 4 - 2023 Term 4 Overview

Welcome to Term 4! This term is a big one for the students in Year 4 with our Year 3/4 Camp in Week 3 and many other exciting learning experiences packed in throughout. Other activities the students will participate in include; the swimming program which will commence from Week 5, Mission Fair planned by the Year 5's and 6's in Week 4, the Performing Arts showcase in Week 5, Class Masses at our beautiful new church in Week 2 and 5, and the Advent/Christmas celebrations at the end of term.



Throughout this term, the students will be supported through a range of learning experiences which incorporate the use of contemporary approaches such as the Habits of Mind and the learning dispositions which lead to a Growth Mindset. The Habits of Mind that will be focused on this term include, *'Managing Impulsivity'*, *'Thinking about you Thinking'*, and *'Thinking and Communicating with Clarity and Precision'*. The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the

curriculum, and they will be encouraged to engage with the world around them and use their ideas and feelings to express the information gathered. These learning tools align with our School Values, 'I am a learner', 'I am a friend' and 'I am respectful', and complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). Contemporary literacies will be used in order to encourage reflection, high order thinking, creativity, critical thinking, collaboration and clear communication.

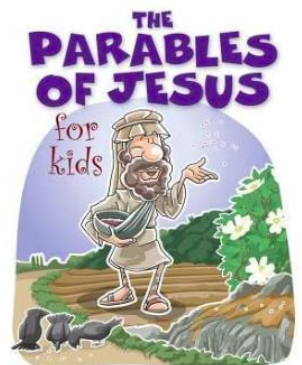
RELIGION

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

Jesus' Life - Justice, Peace and Integrity

The students will grow in understanding that:

- Jesus used parables in his teaching to convey different messages to his followers
- we can learn how to help create a just world from the messages in Jesus' parables and the messages of the Church.



Advent - A Time for Hope

The students will grow in understanding that:

- the Gospels of Matthew and Luke tell the story of Jesus' birth in different ways
- Advent is a season in the Church calendar dedicated to the hopeful anticipation of the arrival or 'advent' of Jesus of Nazareth
- during the four-week period leading up to Christmas, it is customary to engage in prayer and meditation that emphasises hope, peace, love, and joy to prepare ourselves for Jesus' birth.

INTEGRATED TOPIC

Days of Celebration

The students will explore how a variety of cultures experience and celebrate some of the different days that are celebrated throughout the year in Australia.



The students will:

- explore the origins and significance of Australian celebrations, symbols and emblems
- identify the meaning of celebrations from different perspectives, for example, Australia Day for Aboriginal and Torres Strait Islander peoples compared with other cultural groups
- research celebrations and commemorations in other places around the world
- compare and contrast the rituals of national days in different countries, for example Bastille Day in France, Independence Day in the USA, Chinese New Year, Christmas Day, Diwali, Easter and Ramadan and identify elements they have in common
- research and present a project based on a celebration from Australia.

MATHEMATICS

Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them in to the learning. This can include the revision of multiplication and division facts, skip counting by tens of thousands, skip counting using fractions, calculating change using mental strategies and purposeful Mathematics games.



The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 4 students, *understanding* would include recognising a right angle and its properties; *fluency* would include recognising and classifying familiar two-dimensional shapes using obvious features; *problem solving* would include making choosing appropriate strategies to solve open ended problems; and *reasoning* would include being able to agree with, disagree with, and/or discuss various chance-related statements or questions, e.g. it is certain that a newborn baby will grow, a ball is likely to bounce when it is dropped, a cat is unlikely to chase a dog.

The following topics will be covered this term:

Number

Multiplication and Division

- recognise the connection between division and multiplication
- solve problems involving division of numbers with 2 or more digits by a one-digit number
- recognise and use different symbols to indicate division
- use mathematical language to explain the answer to a given division problem.

Measurement and Geometry

Area

- compare areas of regular and irregular shapes, using informal units.

Volume and Capacity

- physically compare the volumes of containers using cubes.

Angles

- classify angles in relation to a right angle, e.g. an acute angle is smaller than 90 degrees

3D Objects

- identify prisms and pyramids according to the shape of their base
- visualise and sketch three-dimensional objects from different views, including top, front and side views, with and without technology.

Statistics and Probability

Chance

- order events based on the likelihood of them occurring
- identify the likelihood of events happening that are affected by other events, e.g. something can't be wet and dry at the same time
- identify events that are not affected by other events, e.g. a coin landing on heads or tails.

Data

- interpret a variety of different graphs using the given information, including scales and labels
- construct different graphs to represent a given set of data.

ENGLISH

Reading

The students will be involved in whole class, small group, guided reading and individual reading skills activities. There will be a strong focus on further developing effective reading strategies and comprehension skills, enabling the students to locate literal and inferential information in texts and to build reading fluency through being provided the opportunity to read aloud to their peers.



The students will continue to read our class novel for this semester, 'Percy Jackson and the Lightning Thief' by Rick Riordan, a fantasy novel set in modern America. The students will continue to use this novel to explore the themes of mythology, learning difficulties, fitting into a community and how our actions create consequences.

Writing

This term the students will focus on how to plan, write and edit a persuasive text. The students will explore different persuasive language features used to make a speech, such as alliteration, facts, repetition and emotive language. The students will also focus on strategies they can use to improve their writing, such as how to construct their arguments into cohesive paragraphs using the 'P.E.E.L.' (Point/Topic, Evidence, Explain, Link) strategy.

Grammar & Punctuation

The students will:

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

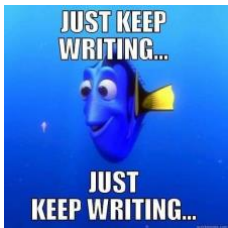
Word Study

The focus of the word study lessons will include:

- the morphology of words, looking at root words, prefixes and suffixes
- learning specific letter patterns and accurately applying spelling rules
- a weekly focus on different graphs (a combination of letters representing one sound), prefixes and suffixes:
 - graph /k/ making the sound 'k' as in kitten
 - trigraph /que/ making the sound 'k' as in antique
 - digraph /ou/ making the sound 'eh' as in famous
 - digraph /ch/ making the sound 'sh' as in chef
 - digraph /ai/ making the sound 'a' as in snail
 - consonant suffix /-ment/
 - consonant suffix /-ly/
 - digraph /ce/ making the sound 's' as in ice
- accurately spelling a range of more challenging high frequency words and context-specific topic words.

Handwriting

Handwriting sessions each week will focus on correct letter formation, fluency and legibility. The students are preparing to get their pen licences this term.



Speaking & Listening

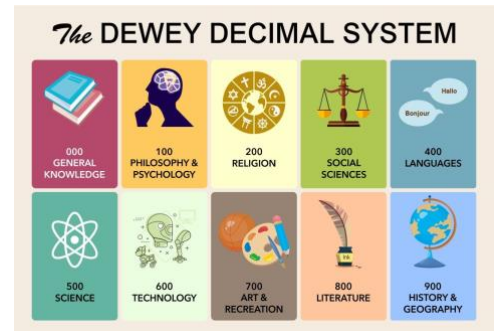
The students will continue to develop their speaking and listening skills through:

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

LIBRARY

The students will:

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



Library borrowing day is Wednesday.

Bernadette Healy

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

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



The topics that will be covered this term are:

- *Catastrophe Scale* - understanding when we are experiencing strong emotions and learning ways to appropriately deal with these emotions
- *Gratitude Wall* - identifying and expressing things we are most grateful for
- *Thank you Poster* - showing gratitude to a family member
- *The Book of Awesome* - identify small things to be grateful for
- *Brain Business* - describing what happens to our brain when we feel certain emotions and develop strategies to encourage positive emotions
- *Five Count Belly Breathing* - developing strategies to help them meditate
- *Mindfulness Movement* - using movement to practice mindfulness.

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.**



VISUAL ARTS

The students will:

- create a self-portrait using art elements, including colour, shape, line and texture, in an artwork to convey their personalities and who they are in a similar style to Andy Warhol's self-portrait in 1986
- create a Christmas wreath, using different art mediums and techniques to share with their families over the Christmas season.



DIGITAL TECHNOLOGIES

The students will continue to participate in two programs this term. The first is the 'Inform and Empower' Digital Safety and Wellbeing program that has been running since Term 1. The focus is on keeping information private, being alert and aware online, and navigating unsafe interactions.

The students will also continue to participate in the Monash University and VicHealth collaboration program called 'Kids Building Future Healthy'. The students have already completed an audit of their local communities

to look for areas that can be made healthier and more inclusive. This term, the students will build the proposed solution using Minecraft Education.

The students will:

- identify information that should not be shared online
- recognise and understand the terms scammer and hacker, as well as the difference between them
- describe red flags that can be used as clues to identify scams
- investigate and analyse their local community to generate ideas for improving health and inclusivity
- design a solution for an area of their community to make it healthier and more inclusive
- using coding, build the designed solution in the Future Healthy Minecraft World.

ITALIAN

This term, the students will learn how to pluralize some of the basic nouns they've learnt in the past. This includes vocabulary pertaining to food, animals, clothing etc.

A wide range of learning activities will be utilised including purposeful worksheets, bookwork, grammar games and demonstrations.

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

Grazie
Signor John

| | <i>singular</i> | <i>plural</i> |
|-----------------------|-----------------|---------------|
| <i>masc.</i> | -o | -i |
| <i>fem.</i> | -a | -e |
| <i>*masc. or fem.</i> | -e | -i |

PERFORMING ARTS

It's an exciting term as we continue to prepare students for the upcoming Performing Arts Concert. The students will:

- continue to learn and practise both individual and group rehearsal techniques to refine their performances
- learn to enhance their stage presence and overall performance quality
- continue to develop and improve their vocal skills
- learn and memorise the choreography and movements required for their performances.



Karil Torcasio

PHYSICAL EDUCATION

The students will:

- continue to refine fundamental movement concepts and strategies in different physical activities to solve movement challenges
- continue to increase their range of motor skills by refining their hand-eye and foot-eye coordination, whilst participating in major games such as cricket and rugby
- continue to develop their interpersonal skills by using teamwork skills in game situations, including cricket, hockey and rugby
- demonstrate the ability to contribute to fair decision making in physical activities by applying the rules appropriately.

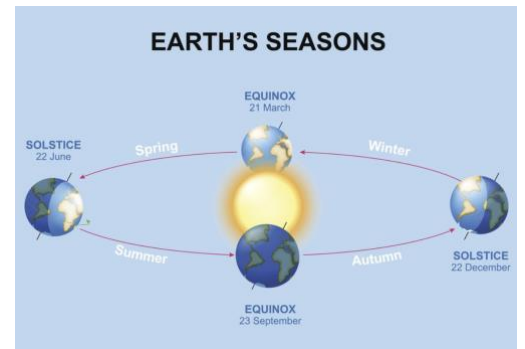
Bernadette Lang (Coach Bernie)

SCIENCE

The focus this term is on Earth and Space Sciences.

The students will continue to investigate:

- how the planet Earth orbits the Sun
- how Earth's rotation on its axis causes day and night
- how seasonal changes are caused by Earth's tilt and affect our world.



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

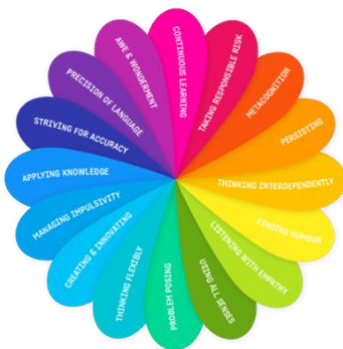
CLASSROOM TEACHER CONTACT INFORMATION:

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



Year 5 - 2023 Term 4 Overview

Welcome to Term 4! This term is a big one for the students in Year 5 as they get ready to transition to being the leaders of our school next year. The students in Year 5 will be planning, drafting and presenting their leadership speeches, before being assigned their leadership roles for Year 6. The students will also have an opportunity to meet their Prep buddies for next year. Other activities the students will participate in include; the swimming program which will commence from Week 5, Mission Fair in Week 4, the Performing Arts Showcase in Week 5, an incursion on finances from the team at 'Talk Money' in Weeks 9 and 10, class Masses at our beautiful new church in Weeks 2 and 5, and the Advent/Christmas celebrations at the end of term.



Throughout this term, the students will continue to be supported through a range of learning experiences that incorporate the use of contemporary approaches such as, the Habits of Mind and the learning dispositions that lead to a Growth Mindset. The Habits of Mind the students will be focused on this term include, *'Managing Impulsivity'*, *'Thinking about your Thinking'*, and *'Thinking and Communicating with Clarity and Precision'*. The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum, and they will be encouraged to engage with the world around them and use their ideas and feelings to express the information gathered. These learning tools align with our School Values, 'I am a learner', 'I am a friend' and 'I am respectful', and complement the key principles of 'The Resilience Project', which are

Gratitude, Empathy/Kindness and Mindfulness (GEM). Contemporary literacies will be used to encourage reflection, higher order thinking, creativity, critical thinking, collaboration and clear communication.

RELIGION

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

Be Compassionate, Choose Justice

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

The students will grow in understanding that:

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



Our annual Mission Fair which is planned, organised and run by the Year 5 and Year 6 students, will be held on Friday 27 October from 10.45am-12.30pm. The Mission Fair is an opportunity for the students to enact their faith to raise money to support a social justice charity in our community. This year, funds raised will be donated to 'OrangeSky' - a charity that provides showering, laundry services and companionship for the homeless.

Advent - A Time for Hope

The students will grow in understanding that:

- the Gospels of Matthew and Luke tell the story of Jesus' birth in different ways
- Advent is a season in the Church calendar dedicated to the hopeful anticipation of the arrival or 'advent' of Jesus of Nazareth
- during the four-week period leading up to Christmas, it is customary to engage in prayer and meditation that emphasises hope, peace, love, and joy to prepare ourselves for Jesus' birth.



INTEGRATED TOPIC

Days of Celebration

The students will explore how a variety of cultures experience and celebrate some of the different days that are celebrated throughout the year in Australia.

The students will:

- explore the origins and significance of Australian celebrations, symbols and emblems
- identify the meaning of celebrations from different perspectives, for example, Australia Day for Aboriginal and Torres Strait Islander peoples compared with other cultural groups
- research celebrations and commemorations in other places around the world
- compare and contrast the rituals of national days in different countries, for example Bastille Day in France, Independence Day in the USA, Chinese New Year, Christmas Day, Diwali, Easter and Ramadan and identify elements they have in common
- research and present a project based on a celebration from Australia.

MATHEMATICS

Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them into the learning. This can include the revision of multiplication and division facts, skip counting by tens of thousands, skip counting using decimals and fractions, calculating change using mental strategies and purposeful Mathematics games.



The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 5 students, *understanding* would include using fractions to represent probabilities; *fluency* would include naming appropriate units for measuring volume, capacity and mass; *problem solving* would include finding the perimeter or area of irregular shapes; and *reasoning* would include applying efficient mental and written strategies for multiplying and dividing.

The following topics will be covered this term:

Number

Multiplication and Division

- recognise the connection between division and multiplication
- solve problems involving the division of numbers with 3 or more digits by a one-digit number, including those that result in a remainder
- recognise and use different symbols to indicate division
- use mathematical language to explain the answer to a given division problem.

Measurement and Geometry

Area

- choose appropriate units of measurement to calculate the area of shapes
- calculate the areas of rectangles using familiar metric units.

Volume and Capacity

- choose appropriate units of measurement to calculate the volume and capacity of objects
- measure the volumes of rectangular containers
- measure the capacities of a variety of containers.

Angles

- estimate, measure and compare angles using degrees.

3D Objects

- identify and classify prisms and pyramids according to the shape of their base
- visualise and sketch three-dimensional objects from different views, including top, front and side views, with and without technology
- visualise and sketch nets for given three-dimensional objects.

Statistics and Probability

Chance

- list outcomes of chance experiments using fractions
- use the term 'probability' to describe the numerical value that represents the likelihood of an outcome of a chance experiment
- recognise that probabilities range from 0 to 1.

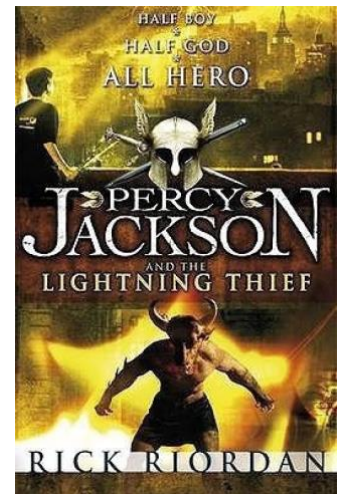
Data

- construct dot plots and lines graphs using a given set of data
- interpret line graphs and dot plots using the information provided, including labels and scales.

ENGLISH

Reading

The students will be involved in whole class, small group, guided reading and individual reading skills activities. There will be a strong focus on further developing effective reading strategies and comprehension skills, enabling the students to locate literal and inferential information in texts and to build reading fluency. The students will continue to read our class novel for this semester, 'Percy Jackson and the Lightning Thief' by Rick Riordan, a fantasy novel setting in modern America. The students will continue to use this novel to explore the themes of mythology, learning difficulties, fitting into a community and how actions create consequences.



Writing

This term, speech writing will be the focus as the students plan, write and edit their Year 6 Leadership speeches. The students will explore different persuasive language features used to make a speech, such as alliteration, facts, repetition and emotive language. The students will also focus on strategies they can use to improve their writing, including 'P.E.E.L.' (What is the Point/Purpose, Explain/Evidence to back your statement, Evaluate your facts, Link to the next paragraph).

Grammar & Punctuation

The students will:

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

Handwriting

Handwriting sessions each week will focus on correct letter formation, fluency and legibility. The students will also continue to focus on adjusting the size of their writing for consistency.

Word Study

The focus of the word study lessons will include:

- the morphology of words, looking at root words, prefixes and suffixes
- learning specific letter patterns and accurately applying spelling rules
- a weekly focus on different graphs, digraphs, trigraphs and quadgraphs (a combination of letters representing one sound):
 - digraph /gu/ making the sound 'g' as in guitar
 - graph /y/ making the sound 'e' as in victory
 - prefixes uni-, bi- and tri-
 - graph /a/ making the sound 'o' as in swan
 - digraph /gh/ and graph /g/ making the sound 'g'
 - graph /c/ making the sound 'k' as in cat
 - prefix mis- meaning mistaken or wrong
 - prefix pre- meaning 'before' and the prefix post- meaning 'after'
 - vowel suffix -able
 - prefix re- meaning 'backwards or again'
- accurately spelling a range of more challenging high-frequency words and context-specific topic words.

Speaking & Listening

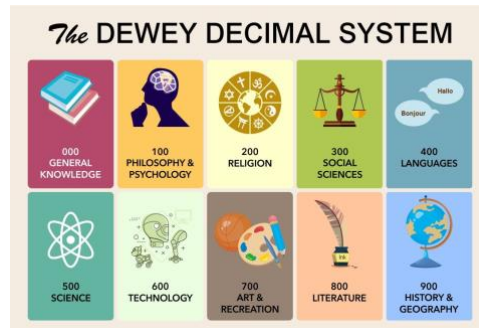
The students will continue to develop their speaking and listening skills through:

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

LIBRARY

The students will:

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



Library borrowing day is Wednesday.

Bernadette Healy

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

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



The topics that will be covered this term are:

- *Catastrophe Scale* - understanding when we are experiencing strong emotions and learning ways to appropriately deal with these emotions
- *Gratitude Wall* - identifying and expressing things we are most grateful for
- *Thank you Poster* - showing gratitude to a family member
- *The Book of Awesome* - identifying small things to be grateful for
- *Brain Business* - describing what happens to our brain when we feel certain emotions and develop strategies to encourage positive emotions
- *Five Count Belly Breathing* - developing strategies to help them meditate
- *Mindfulness Movement* - using movement to practise mindfulness.

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.**

DIGITAL TECHNOLOGIES

This term students will continue to participate in two programs. The first is the 'Inform and Empower' Digital Safety and Wellbeing program that has been running since Term 1. The focus is on critical thinking, consuming content online, and navigating unsafe interactions.

The students will also continue to participate in the Monash University and VicHealth collaboration program called 'Kids Building Future Healthy'. The students have already completed an audit of their local communities to look for areas that can be made healthier and more inclusive. This term, the students will build the proposed solution using Minecraft Education.

The students will:

- reflect on and analyse the information that they view/share online to identify what is credible and what is misinformation
- recognise and understand the terms scammer and hacker, as well as, the difference between them
- describe red flags that can be used as clues to identify scams
- investigate and analyse their local community to generate ideas for improving health and inclusivity
- design a solution for an area of their community to make it healthier and more inclusive
- using coding, build the designed solution in the Future Healthy Minecraft World.

VISUAL ARTS

The students will:

- create a self-portrait using art elements, including colour, shape, line and texture, in an artwork to convey their personalities and who they are in a similar style to Andy Warhol's self-portrait in 1986
- create a Christmas wreath, using different art mediums and techniques to share with their families over the Christmas season.



ITALIAN

This term, the students will learn how to pluralize some of the basic nouns they've learned in the past. This includes vocabulary about food, animals, clothing etc.

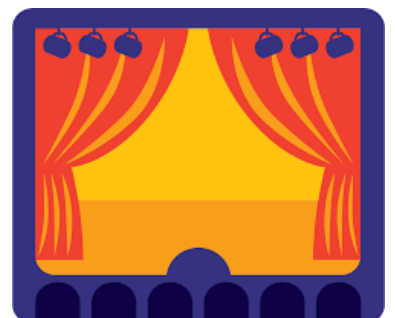
A wide range of learning activities will be utilised including purposeful worksheets, bookwork, grammar games and demonstrations. Should you have any enquiries at all about the program, please don't hesitate to contact me.

Grazie, Signor John

PERFORMING ARTS

It's an exciting term as we continue to prepare students for the upcoming Performing Arts Concert. The students will:

- learn and practise both individual and group rehearsal techniques to refine their performances
- learn to enhance their stage presence and overall performance quality
- continue to develop and improve their vocal skills
- learn and memorise the choreography and movements required for their performances.



Karil Torcasio

PHYSICAL EDUCATION

The students will:

- assess and refine strategies to persist and successfully perform new and challenging movement skills
- practise and refine their locomotor skills through major games such as cricket, rugby and hockey
- continue to learn about the importance of daily physical activity and begin to explore other benefits of physical activity for a healthy life
- continue to develop their interpersonal skills by implementing rules and demonstrating teamwork skills in game situations, including cricket, rugby and hockey.

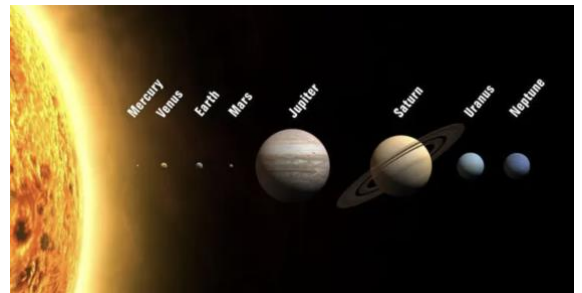
Bernadette Lang (Coach Bernie)

SCIENCE

The focus this term is on Earth and Space Sciences.

The students will continue to:

- understand that the planet Earth orbits a star called the Sun
- investigate how Earth's rotation, tilt and orbit give us our system of time including days, seasons and years
- understand that Earth is part of a system of planets called the solar system
- compare our planet with other planets in the solar system.



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 anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with me, please email to arrange a mutually convenient time.



Year 6 - 2023 Term 4 Overview



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

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

Please note the following Graduation events:

- Wednesday 29 November: Graduation Filming
- Tuesday 5 December: Graduation Dinner - Heidelberg Golf Club
- Monday 11 December: Year 6 Fun Day
- Wednesday 13 December: Graduation and Carols Night

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

The students will participate in their fourth 'Inform and Empower' cybersafety session, which focuses on thinking critically, consuming content online and navigating unsafe online interactions.

Throughout this term, the students will be supported through a range of learning experiences which incorporate the use of approaches such as the Habits of Mind and the Growth Mindset, which help develop positive learning dispositions. The Four Capabilities from the Victorian Curriculum, 'Personal and Social', 'Ethical', 'Intercultural' and 'Critical and Creative Thinking', will be taught explicitly in and through all learning areas. Through relevant, purposeful and age-appropriate learning experiences, the students will be given opportunities to collaborate, to be creative, to think critically and to communicate effectively.

RELIGION

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

Be Compassionate, Choose Justice

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

The students will grow in understanding that:

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



Our annual Mission Fair which is planned, organised and run by the Year 5 and Year 6 students, will be held on Friday 27 October from 10.45 - 12.30pm. The Mission Fair is an opportunity for the students to enact their faith to raise money to support a social justice charity in our community. This year, funds raised will be donated to 'OrangeSky' - a charity which provides showering, laundry services and companionship for the homeless.



Waiting for the Saviour - He Will Come

The students will learn that Advent is a time of preparation for the birth of Jesus.

The students will grow in understanding that:

- Advent is a time of preparing and waiting for the celebration of the Saviour's birth
- Scripture reveals the story of God's people and their relationship with God
- God is seen in people, places and times in our own lives.

INTEGRATED TOPIC

Legacy

The students will be supported to investigate the life of a public figure who they consider has made a significant contribution to society, as a Passion Project. This could be a person from any field of endeavour, including medicine, science, the performing arts or sport.



The students will be required to:

- research and identify information which is relevant to the person
- gather, organise, analyse and apply information, ideas and concepts
- communicate written and verbal ideas and information.

MATHEMATICS

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

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem solving* and *reasoning*. For Year 6 students, *understanding* would include interpreting mathematical information; *fluency* would include manipulating expressions and equations to find solutions; *problem solving* would include verifying that their answers are reasonable; and *reasoning* would include comparing and contrast related ideas and explaining their choices.

The following topics will be covered this term:

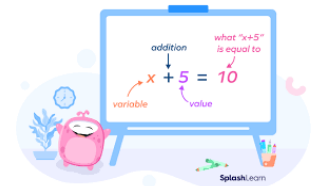
Number

Number and Place Value

- apply efficient mental and written strategies to solve problems using the four operations.

Fractions

- make connections between equivalent fractions, decimals and percentages
- calculate 10%, 25% and 50% discounts on sale prices, e.g. 10% off \$20 = \$2 off = final price of \$18.

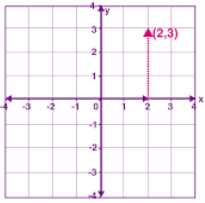


Algebra

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

Statistics and Probability

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



BYJU'S

Measurement and Geometry

Location

- introduce the Cartesian coordinate system using all four quadrants.

Measurement

- solve problems comparing lengths and areas, using appropriate units
- tessellation and transformation

ENGLISH

Reading

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

Writing

The students will be writing reports as part of their Integrated Studies' Passion Project.

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

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:

- using appropriate volume, tone and pitch when delivering their Passion Project and their Graduation speech
- participating in classroom discussions to share and evaluate their learning, experiences and opinions.



LIBRARY

The students will

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

Library borrowing day is Wednesday.

Bernadette Healy

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

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



The topics that will be covered this term are:

- 'Managing Emotional Changes': developing strategies to deal with stressful situations
- 'Managing Social Changes': developing strategies to deal with conflict
- 'Encouraging Change': persuading others to show empathy and kindness
- 'Emotions are Essential': recognising the importance of sharing our emotions
- 'Who Can Help?': identifying people and places we can go to for emotional support
- 'Mind-Body Connection - Healthy Eating': understanding the importance of healthy eating for our physical and mental wellbeing
- 'Mind-Body Connection - Physical Activity': understanding the importance of physical activity on our physical and mental wellbeing.

DIGITAL TECHNOLOGIES

This term students will continue to participate in two programs. The first is the 'Inform and Empower' Digital Safety and Wellbeing program that has been running since Term 1. The focus is on critical thinking, consuming content online, and navigating unsafe interactions.



The students will also continue to participate in the Monash University and VicHealth collaboration program called 'Kids Building Future Healthy'. The students have already completed an audit of their local communities to look for areas that can be made healthier and more inclusive. This term, the students will build the proposed solution using Minecraft Education.

The students will:

- reflect on and analyse the information that they view/share online to identify what is credible and what is misinformation
- recognise and understand the terms scammer and hacker, as well as, the difference between them
- describe red flags that can be used as clues to identify scams
- investigate and analyse their local community to generate ideas for improving health and inclusivity
- design a solution for an area of their community to make it healthier and more inclusive
- using coding, build the designed solution in the Future Healthy Minecraft World.

VISUAL ARTS

The students will:

- create a self-portrait using art elements, including colour, shape, line and texture, in an artwork to convey their personalities and who they are in a similar style to Andy Warhol's self-portrait in 1986
- create a Christmas wreath, using different art mediums and techniques to share with their families over the Christmas season.



HOME LEARNING and STUDENT DIARIES

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

ITALIAN

This term, the students will learn how to pluralize some of the basic nouns they've learnt in the past. This includes vocabulary pertaining to food, animals, clothing etc.

A wide range of learning activities will be utilised including purposeful worksheets, bookwork, grammar games and demonstrations.

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

Grazie,
Signor John

| | singular | plural |
|----------------|----------|--------|
| masc. | -o | -i |
| fem. | -a | -e |
| *masc. or fem. | -e | -i |



PERFORMING ARTS

It's an exciting term as we continue to prepare students for the upcoming Performing Arts Concert. The students will:

- learn and practise both individual and group rehearsal techniques to refine their performances
- learn to enhance their stage presence and overall performance quality
- learn and memorise the choreography and movements required for their performances.

Karil Torcasio

PHYSICAL EDUCATION

The students will:

- continue to learn about the importance of physical activity and further explore how physical activity impacts on their social health and mental wellbeing and how it contributes to a healthy life
- create and participate in fitness circuits designed to improve health-related and skill-related components of fitness
- participate in physical activities designed to enhance fitness and discuss the impact of regular participation on health and wellbeing
- continue to develop their interpersonal skills by applying teamwork skills in game situations, when playing rugby, cricket and hockey, as well as learn the rules and strategies of each of the three major sports.

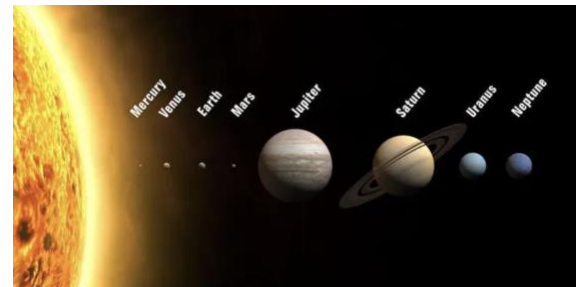
Bernadette Lang (Coach Bernie)

SCIENCE

The focus this term is on Earth and Space Sciences.

The students will continue to:

- understand that the planet Earth orbits a star called the Sun
- investigate how Earth's rotation, tilt and orbit give us our system of time including days, seasons and years
- understand that Earth is part of a system of planets called the solar system
- compare and contrast our planet with other planets in the solar system.



Janelle Baldwin

REMINDERS

Tuesday

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

Wednesday

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

Thursday

- Science

Friday

- Physical Education - sport uniform to be worn

CLASSROOM TEACHER CONTACT INFORMATION:

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