

ENGAGE

EXPLORE

EXCEL

Visual Arts

Investigating how recycled items can be re-purposed:

FG: Students will be using newspapers to create collage dogs

1/2/3: Students will be creating jelly fish wind chimes using beads, wire and fabric

4/5/6: Students are creating a recycled 3 Dimensional organic shaped sculpture using wire, wood and a stocking.

Ref: Victorian Curriculum Visual Arts

Science

FG: Students will be creating a mini water cycle to see how water can form in the sky as clouds, before dropping down as rain

1/ 2: Students will continue to focus on the four seasons of the year Summer, Autumn, Winter, Spring and the particular weather patterns including the water cycle.

2/3: Establishing prior knowledge of features of the Sun, Earth and Moon

4/5: Dig this!! Students examine and demonstrate their knowledge of erosion by self-exploration.

5/6: We are going to reflect on our understanding of Earth and Space, by continuing to define terminology related to our Solar System

Ref: Victorian Curriculum: Earth and Space Sciences

Maths

Fractions/Decimals

5/6F: We will be revising our use of fractions and decimals with a specific focus on using them in operations.

4/5/P: Simplifying fractions and locating fractions on a number line

2/3B: Understanding fractions and decimals

1/2CE: Students will be engaged in a series of activities that will assist them to understand fractions and decimals to tenths.

FG: Students will be working on addition of small numbers to ten using different strategies

Ref: Victorian Curriculum Mathematics

Inquiry Learning

Sustainability

Our whole school Inquiry focus this term is based on Sustainability from both local and global perspectives.

FG: Students will continue to explore how waste can be reduced, reused, recycled in their homes and schools

1/2: 'A Solution to Pollution' Who and what contributes to pollution? What is the human impact on our environment?

2/3: Waste warriors 'Where do they go?' sorting familiar waste products e.g. paper, old clothes, bottles etc.

4/5: Student led tasks to continue (Waste/Sustainability).

5/6: We will reflect on environmental concerns that affect us as students, Australians and Global citizens

Ref: Victorian Curriculum: Earth and Space Sciences

Spanish

FG: Students will continue to practise names of family members with the use of songs and stories

1/2CE: Students will be presented with an activity that will Enable them to recognise the Spanish vocabulary for common animals and their colours... Egg roho burro=red donkey

2/3B: To say their name and to ask others their names e.g ¿Cómo te llamas? Me llamo...

4/5P: *****

5/6F: We will reflect on simple sentences and increase our understanding of the role of verbs and adjectives in sentences, creating more complex sentences based upon well-known texts.

Ref: Victorian Curriculum Spanish

English

FG:

VOICES: Students will begin looking at procedural writing using a template as a guide

CAFÉ: Students will be practising 'monitor and fix up' to use when reading doesn't make sense

THRASS: sun/dress/horse city/ice/ *

1/2 CE:

VOICES: Procedural Text. We will focus on simple routines eg. How to brush your teeth? What is your bedtime routine?

CAFÉ: Students will focus on 'Cross Checking' with an emphasis on whether or not the pictures match the procedural text?

THRASS: mouse/hammer/lamb/*

2/3B:

VOICES: Procedural – writing and carrying out recipes using our garden's fresh produce

CAFÉ: Use dictionaries, glossaries and thesauruses as tools to expand vocabulary

THRASS: jam/giant/bridge/* Rule: y-ies e.g. lolly - lollies

4/5P:

VOICES: Revision of the structure of procedural texts

CAFÉ: Authors Purpose: To persuade, inform, entertain, explain or describe

THRASS: baby/ trail/ snail /tape/*

5/6F:

VOICES: We will be reflecting on the features of procedural texts, focusing on the structure and appropriate word choice

CAFÉ: We will continue to practise using text features and recognising and explaining cause and effect relationships

THRASS: voice/sleeve/*

Ref: Victorian Curriculum English

Performing Arts

We will continue to practise our songs and dances for the Whole School Production. Students will also begin working on stage direction and their performing roles for each item.

Ref: Victorian Curriculum Performing Arts

Physical Education

Students will be beginning school yard games and refining their bouncing technique through downball as well as continuing Athletic event based activities, such as hurdles, sprints and relays

Ref: Victorian Curriculum Physical Education