

ENGAGE

EXPLORE

EXCEL

Visual Arts

Foundation are looking at weaving and creating a 'Ojos de Dios' which have traditionally been created for a celebration, as a blessing, presented as a gift or designed to bless a home. Commonly known as 'God's Eyes'.
Grade 1, 2 and 3 students are looking at how recycled items can be given a new life and are creating jelly fish, wind chimes using beads, wire and fabric. This week after beading they will be tearing and cutting strips of material to add to their artwork.

Grade 4, 5 and 6 students are creating a recycled 3 Dimensional organic shaped sculpture using wire, wood and a stocking. This week they are adding colour and detail using acrylic paint.

Ref: Victorian Curriculum Visual Arts

Science

FG: Students will be observing the movement of the sun in the sky through a chalk shadow experiment

1/2: Students will learn about the natural and man-made changes in the sky and landscape which occur over time

2/3: Investigating the size and movement of the sun, earth and moon

4/5: Erosion and human impact on the Earth

5/6: We are going to reflect on our understanding of the solar system by recognising orbit paths and planets, stars and satellites

Ref: Victorian Curriculum: Earth and Space Sciences

Maths

Money

5/6F: Students will be connecting their understanding of decimals with money – including effective questioning

4/5P: Students will be connecting their understanding of decimals with money. Addition of decimals with money.

2/3B: Money; adding notes and coins to find the total cost, calculating change.

1/2CE: Students will be engaged in a series of activities that look at simple money transactions. Eg. How much change will I receive from 20c if I spend 5cents? Students will also be counting and adding coins together.

FG: Students will be looking at Money, the value of Australian coins and identifying them correctly

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 be finalising their exploration of the three R's and how we can change our impact on the planet by thinking about waste

1/2: 'A Solution to Pollution.' What can we do about pollution? Students will conduct interviews to gather opinions.

2/3: How to be safe with waste-identifying examples of solid waste and safe handling

4/5: We will continue with student-led tasks ie: a writing piece on waste

5/6: Students will be exploring a variety of media, note taking and questions to support their study of environmental concerns that affect us as students, Australians and Global citizens

Ref: Victorian Curriculum: Earth and Space Sciences

Spanish

FG: Students will working through stories and presentations on Family member names, using their finger puppets to encourage the use of Spanish words

1/2CE: Students will be presented with an activity that will enable them to recognise the Spanish vocabulary for common rooms in the house.

2/3B: Reading 'El Cartero Simpatico', the Spanish version of the 'Jolly Postman'

4/5P: Spanish song (Los Animales)

5/6F: We are developing our use of 'question words'

Ref: Victorian Curriculum Spanish

English

FG:

VOICES: Students will be working on a recipe using products from the school veggie patch and then using a template to organise the recipe for their writing.

CAFÉ: Students will predict what will happen next using clues from the text.

THRASS: Students will explore the car/banana/* boxes to classify words according to their spelling patterns.

1/2 CE:

VOICES: Procedural Text- carrying out recipes using our garden's fresh produce by making pumpkin soup

CAFÉ: Students will focus on 'determine author's purpose' and support with text. Sequencing of events will be highlighted.

THRASS: Students will explore the tap/letter/* boxes in order to classify vocabulary.

2/3B:

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

CAFÉ: Summarise text; including a sequence of main events

THRASS: sun/dress/city/ice/ * Rule; y-ies

4/5P:

VOICES: Students will apply their understanding of the features of procedural text by cooking something using pumpkin

CAFÉ: find small words inside large words

THRASS: nose/boat/note/snow

5/6F:

VOICES: This week, students will be using produce from our garden to write a procedural text

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

THRASS: Cat/kitten/school/queen/*

Ref: Victorian Curriculum English

Performing Arts

Students will be practising the items for the Whole School Production: 'Unless...'

Ref: Victorian Curriculum Performing Arts

Physical Education

Students will be continuing school yard games and refining their hopping technique during hopscotch as well as continuing Athletic event based activities, such as high jump.

Ref: Victorian Curriculum Physical Education