



## YEAR 2 CURRICULUM OVERVIEW TERM 2 2017

### IMPORTANT DATES

**25th April**  
ANZAC DAY

**26th May**  
Curriculum Day  
(Report Writing Day)

**12th June**  
Public Holiday  
(Queen's Birthday)

**23rd June**  
Three-Way Conferences

**Friday, 30th June**  
Last day of Term 2  
(Finish times to follow)

**Monday, 17th July**  
First day of Term 3

Dear Parents/Guardians,

It's been a very busy and productive start to Term Two at Alamanda College. We hope students and families enjoyed their well deserved break after a busy term 1! Students are currently working on building their Personal Learning Portfolio which will be presented at a 3 Way Conference at the end of the term. We hope families are looking forward to the 3 Way Conferences, where student achievement and effort will be recognized for Semester 1.

Our Grade 2 Team consists of:

2A – **Mark Crossett**  
2B – **Laura Hawes**  
2C – **Allison Gatt**  
2D – **Melanie Crynes**  
2E – **Kasey Foster**  
2F – **Mili Nenadic**  
2G – **Hannah Droege**  
2H – **Jessica Stellini**  
2I – **Emily Adamek**  
2J – **Gislaine Bottrell**

Education Support Staff – **Michelle, Leah, Sabina, Anna L**  
Teacher Support – **Amanda Wolainuk, Chantelle Nedelkovski, Georgia Bell**

During Term Two, we will be commencing our Unit of Inquiry based on the Transdisciplinary Theme of **Where We Are In Place And Time** (Central Idea: **People Throughout History Have Made A Difference Through Their Thoughts, Words And Actions**). This Unit of Inquiry will enable students to explore and be submersed into the following Lines Of Inquiry:

- Over time many people have shaped societies and communities.
- Personal Qualities and attributes can influence thoughts, words and actions.
- Thoughts, words and actions can result in positive and negative changes in the world around us.

In Literacy, our focus will be developing an Information Report based on a significant person that has changed the world and also the use of the Writer's notebook. Students will also focus on Inferring along with Note Taking and summarising as a comprehension strategy. In Numeracy, we will be looking at a range of topics including location/transformation & addition/subtraction.

The third Unit of Inquiry, will be commencing towards the end of term based on the Transdisciplinary Theme of **Sharing the Planet** (Central Idea: **Many factors encourage or reduce the transmission and impact of infectious diseases**). This Unit of Inquiry will enable students to explore and be submersed into the following Lines Of Inquiry:

- There are many infectious and non-infectious diseases around the world.
- Our immune system can protect us from diseases.
- We use different preventative approaches to minimise diseases in first world and third world countries.
- Scientific technological advances to improve health.

In Writing, our focus will be on analyzing and creating Scientific Reports. Students will be participating in various engaging experiments to help gain a deeper understanding of the scientific process & method. During Reading, students will be focusing on text connections by identifying similarities and differences between texts, themselves and the world around them. In Numeracy, we will be focusing on the relationship between multiplication and division, 2D/3D shapes and chance (likely, unlikely etc.)



## LITERACY

In **Literacy**, teachers will continue to use the **Western Australia First Steps Learning Continuum** to plan, cater for different abilities, and to track and assess individual students. These continuums cover the four key areas of reading, writing, spelling and speaking and listening. Students are continuing to set their individual learning goals and will continue to work on them accordingly.

## READING

In Reading, students will be focusing on reading fiction and non-fiction texts including information texts, biographies and persuasive texts. They will be introduced to a range of reading strategies and skills, and asked to apply these to a variety of reading tasks. Grade 2 Reading focuses this term will include:

**Inferring** – students will be using prior knowledge and evidence from the text to make inferences about what they are reading. Students will understand that when we read, we use our experiences and knowledge

in conjunction with text clues such as pictures and words to make inferences. Students will be using graphic organisers to demonstrate their knowledge and understanding of this reading strategy.

**Summarising/NoteTaking** students will be developing skills that will help promote greater comprehension. Students will be given set texts, then guided by the teacher to analyse, synthesize and put the text into their own words for better understanding. Students in Grade 2 will start with the basics including the use of key words, dot points and illustrations to support their understanding.

In Grade 2 your child will be supported in choosing appropriate reading material, and will also be encouraged to source their own texts. This may be from the local library or from your home collection. It is recommended that you read with your child every night for at least 10 minutes. Please take the time to listen to your child as your personal interest makes their reading experience more rewarding and enjoyable. After reading, ask

your child to use the comprehension strategies covered in class, such as making connections, to discuss their book.

## WRITING

In writing, students will focus on information texts and persuasive writing. Students will also be focusing on their individual learning goals from the Western Australian First Steps Continuum.

Grade 2 Writing focuses this term will include:

- **Information Reports** – Students will understand how to determine fact from fiction by analysing and discussing the features of an information report. Students will apply this understanding by taking notes of the main ideas and presenting their findings in a report format.
- **Scientific Reports** – Students will begin to investigate, read, analyze and create their own reports which reflect their involvement with various scientific experiments. Students will gain a deeper understanding of the scientific method, which is defined as a method of research in which a problem is identified, relevant data is gathered, a hypothesis is formulated from this data, and the hypothesis is tested. Students will be encouraged and supported to be inquirers by becoming scientists through studying new topics and learning new things.
- Students will be supported through the Writing Process of Pre-Planning (using their

Writer's Notebook), Planning (using a range of graphic organisers), Drafting, Revising/Editing, Publishing (both by hand and digitally).

### SPELLING

Spelling will be integrated throughout the reading and writing program, with the teacher introducing strategies to assist students in becoming familiar with how words work. Students will also be involved in spelling investigations, which search for spelling patterns and word types.

Grade 2 Spelling focuses this term will include:

- Syllables
- Diagraphs
- Blends
- Word Families
- Compound Words
- Prefixes and Suffixes
- Nouns and Pronouns
- Adjectives and Verbs

### SPEAKING AND LISTENING

In Speaking and Listening students will have the opportunity to participate in both individual presentations and group discussions. They will be encouraged to bring in artefacts (items of personal significance from home) relating to our unit of inquiry to present to the grade. Skills associated with oral presentations will be reviewed and practised on a regular basis within the classroom. Strategies for speaking and listening in individual and group situations will include taking conversational turns as speaker and listener, responding to classroom expectations of polite behaviour, and following a series of instructions.

## NUMERACY

In Numeracy, students will be practicing skills in real world authentic problems. Where possible, links will be made with Inquiry and Literacy. They will be taking part in teacher focus groups, individual and small group practice, and open ended tasks, as well as using concrete materials to demonstrate their understandings. Students will also use a range of iPad applications to help practise skills and mental calculations. Students will be using the WMR Numeracy Continuum to set goals.

### NUMBER & ALGEBRA (VICTORIAN CURRICULUM)

In the area of Number, Grade 2 students will focus on:

#### Addition/Subtraction

- Explore the connection between addition and subtraction.
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies.
- Recognise and explain the connection between addition and subtraction.
- Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation.

#### Multiplication/Division

- Recognise and represent multiplication as repeated addition, groups and arrays.
- Recognise and represent division as grouping into equal sets and solve simple problems

- using these representations.
- Recall multiplication facts of two, three, five and ten and related division facts.
- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies.

### STATISTICS AND PROBABILITY (VICTORIAN CURRICULUM)

In the area of Statistics and Probability, Grade 2 students will focus on:

#### Chance

- Identify practical activities and everyday events that involve chance.
- Describe outcomes as 'likely' or 'unlikely'.
- Identify some events as 'certain' or 'impossible'.
- Conduct chance experiments, identify and describe possible outcomes and recognise variation in results.

### MEASUREMENT & GEOMETRY (VICTORIAN CURRICULUM)

In the area of Measurement, Grade 2 students will focus on:



## 2D/3D Shapes

- Describe and draw two-dimensional shapes, with and without digital technologies.
- Describe the features of three-dimensional objects.

## Location/Transformation

- Interpret simple maps of familiar locations and identify the relative positions of key features.
- Investigate the effect of one-step slides and flips with and without digital technologies.
- Identify and describe half and quarter turns.
- Create and interpret simple grid maps to show position and pathways.
- Identify symmetry in the environment.
- Identify and describe slides and turns found in the natural and built environment.

Students will be using their iPads to support their learning within the classroom. All students will have set up 'Seesaw' accounts, which allows students to add to a digital portfolio over time. Students will use other iPad applications such as 'Epic!' to access thousands of online texts that are challenging, engaging and relevant to the current focuses of the classroom.

Please do not hesitate to see your classroom teacher after school if you have any questions or concerns.

Thank you,

**Mark Crossett, Laura Hawes, Allison Gatt, Jai Hayes, Kasey Foster, Mili Nenadic, Hannah Droege, Jessica Stellini, Emily Adamek, Gislaire Bottrell & Georgia Bell.**  
**Grade 2 Team**



## ART

At Level 2, students create visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of arts forms.

This Term in Art, Grade 2 students are learning about famous American artist Georgia O'Keeffe. Students will know of O'Keeffe's most famous Artwork, and understand how she, and artists everywhere were inspired by the natural world around them. Students will be discussing O'Keeffe's famous "Ladder to the Moon" and "Poppies" paintings. Our inquiry is based around the central idea, 'Through the arts, artists use different forms of expression to convey their uniqueness as human beings.'

To demonstrate their understanding of the topic, students will be engaged in learning activities to strengthen their Arts knowledge and vocabulary. Their final art piece will be a mixed media collage, incorporating painting and assembling techniques inspired by some of Georgia O'Keeffe's famous Artworks.

Along with our focus on International Mindedness, the PYP Learner Profile has been incorporated to guide the students to understand how good learners learn and therefore take responsibility for their learning in the Art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

**Miss O'Toole, Miss Hendry, Miss Cicivelli**

## PHYSICAL EDUCATION

At level Two, students participate in a variety of physical activities in a range of environments (indoor, outdoor and aquatic). They explore different actions of the body and begin to understand how these actions affect movement efficiency. They practise basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking, rolling, balancing, twisting and turning and are introduced to more complex skills such as leaping, dodging, the over-arm throw, dribbling and striking

balls, cartwheeling and handstanding.

Students will begin this term participating in a unit on Speedminton. Throughout this unit students will focus on the forehand strike and the serve as well as exploring basic games' tactics; how placement of the speeder in your opponents court can impact your game and score. Students will then move onto a unit on Soccer. During this unit, students will focus on passing, trapping and dribbling. Students will end this unit participating in a soccer tournament focusing on team work and communication. Grade 2 students will participate in a two week swimming program focusing on water safety and basic swimming techniques.

Throughout every PE lesson, students are encouraged to display the PYP learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful to the learning of others. We encourage all students to be risk-takers, inquirers, open-minded, effective communicators, caring and reflective during PE.

At Alamanda College, we aim for maximum participation in PE and ask for students to wear their PE uniform and to bring a drink bottle to all PE classes. If your child cannot participate in a PE lesson, then please send them to their PE teacher with a signed note outlining the reason for their non-participation.

Thank you,  
PE Team

## CHINESE MANDARIN

In Term Two of LOTE, the Grade Two students will focus on the topic of Pet Animals. They will be learning to express what pet animal they have, or would like to have, in Mandarin. Students will be introduced to the two measure words of 只 and 条 that will assist them in making sentences, and will be engaged in a variety of activities to consolidate their understanding of which measure word is used for each animals. Through

an interview activity, they will be guided to discover and record the different preferences of others in their class.

Students will be asked to demonstrate their writing and creativity skills through activities such as playdough, tangrams, and chatterbox. Their understanding of the key sentence structure will be measured through unjumble activities. The final task that students will be engaging in is creating a PicCollage describing the different pets they want. To promote further engagement in the topic, students will have opportunities to share photos of their own pets and introduce them to the class.

In all activities, students are encouraged to inquire, think, communicate, be open-minded, take risks, and reflect on their Chinese learning. The activities are designed to reflect and encourage all of the learner profiles. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are embedded in teaching and learning.

**Miss Wen Men Li, Miss Tiffany Zhang, and Miss Rida Su**

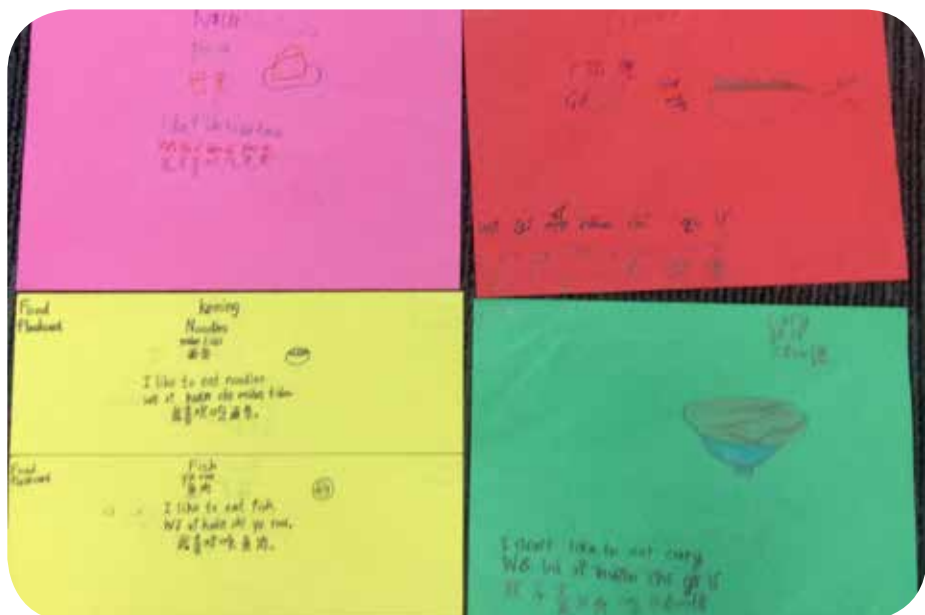
## DRAMA

In Grade Two, students learn about a range of ways artistic elements can be used to communicate experiences,

observations and things imagined. Using ideas and concepts taken from themes, scenarios, narratives and visual stimuli, they experiment with ways of expressing and communicating ideas and feelings to particular audiences or for particular purposes. Students begin to explore Drama elements and conventions such as costumes and props to create a character based on their observation and perception of a character in a story.

Our focus for the first unit will be to explore the elements of Physical Theatre, for students to create their own ensemble performance. To design these performances, we will work creatively to express situations and emotion. Students will develop unique performances based on movement and sound, demonstrating an ability to select, arrange and express new ideas cooperatively. Students will develop knowledge on how to use our bodies to create art and represent artistic concepts.

Students will begin inquiring into the different roles involved in theatre crafting; experimenting with directing other students in the performance making process. Using personal experiences as a stimulus, students will work collaboratively as actors and directors to create a narrative performance. Students will be encouraged to take responsibility when



directing others in how the performance is presented.

The students will be encouraged to develop the PYP Learner Profile attributes of being risk-takers with their learning, approaching new ideas with enthusiasm; and being inquirers, incorporating questioning into their dramatic experiences to enhance units of inquiry.

**Mr. Sean Moran**

## MUSIC

At Level Two, students will develop their ability to communicate with voice and instruments during a 13-week program. In Music, students will learn the importance of music in our lives with our Unit “Why Music Matters”.

Through pitched and non-pitched instruments, movement, games, singing, and rhythmic exploration, students at Level Two will develop their own innate musical talents in a way that is immediately successful and rewarding. To build a sense of belonging, students will collaborate together with movement using ribbons and scarves. Rhythmic skills and co-ordination will be taught as they participate in parachute movement activities and fun games.

Students will understand how rhythm and melody can be used to express thoughts and feelings. Throughout the program, they will collaboratively sing songs in different languages with clear diction, pitch and rhythm. They will also learn how to sing “In The Jungle” with percussion instruments and xylophones. With the use of the Primary Years Program Attitudes, students will learn how to manage impulsivity, and use a growth mindset to achieve personal goals in Music.

**Mrs. King**

## FOOD TECHNOLOGY

Central idea: Human health depends on the choices we make  
Lines of Inquiry: The differences between prepackaged/processed food and homemade options

During this term in Food Technology, The Grade 1/2 students will be inquiring into food packaging and what the list of ingredients actually translates to. This will help develop their awareness of what is and is not healthy to consume. Students will be encouraged to take responsibility for their choices in a healthy balanced diet. They will use ICT throughout the term by creating a presentation on Explain Everything that demonstrates their understanding of pre-packaged/processed foods vs homemade foods. We will look into some additives and delve into the hidden ‘sugars’ in processed food. During every session the students will be required to bring along their iPad as they will be recording their learning each week using Explain Everything and reflecting using Seesaw. These applications allow students greater freedom in how they express themselves and demonstrate their understanding. For example, students can use voice recording, movies, photos and screen pointers to make their presentation more engaging. I strongly encourage students to practice their skills at home, so wherever you can give your child the opportunity to assist in the kitchen. But most importantly ensure that they also clean up afterwards. I encourage experimentation as it helps develop creativity.

**Mrs. Sylaidos**



## IMPORTANT DATES

9th-11th May  
NAPLAN

26th May  
Curriculum Day  
(Report Writing Day)

31st May - 9th of June  
(There will be three groups  
attending Camp in 2017)

12th June  
Public Holiday  
(Queen's Birthday)

23rd June  
Three-Way Conferences

Friday, 30th June  
Last day of Term 2  
(Finish times to follow)

Monday, 17th July  
First day of Term 3

Acting Leading Teacher  
Jaymee Stigwood

3A – Kristin Vanden Houste-Smit

Educational support-Ida Tran

3B – Ed Ezzy

3C – Ellie Sunderman

3D – Emily Gusman

3E – Brooke Danaher

Education support - Anna Pace

3F – Teegan Brown

3G and Acting Leading Teacher –  
Suzi Koneski

Education support - Warren Hasse

3H- Lauren Fleetwood

3I - Fiona Pritchard

3J -Louise Wylaz

Educational support-Lisa Attrill

## YEAR 3 CURRICULUM OVERVIEW TERM 1 2017

Dear Parents and Carers,

After a restful Easter break, the Year Three students have settled well into Term Two. Students and teachers have been working hard to practise for NAPLAN and preparing every student with expectations of how to sit the test. Students will sit the NAPLAN tests on the 9th, 10th and 11th of May.

It has been exciting to reflect on the recently completed Inquiry into responsible online behaviour and we are looking forward to beginning our new Inquiry into Sustainability with the central idea, 'Population Growth Affects Sustainability.' Teachers are currently looking for educational incursions that will closely link with our central idea. Throughout this inquiry student will be encouraged to ask further questions about the impact of population growth in our local community, the role plants play in sustainability, management of natural resources as well as looking into the effects of litter and the impact it has on sustaining our land and resources.

It has been rewarding to speak to students about their personal learning goals and to see the level of engagement students have with their goals. Student successes are continuously celebrated as well as reflected on as each student proudly builds their personal portfolios. Our portfolios will be shared with families at the end of this semester. Each child will welcome their family into their classroom to discuss their learning goals, strategies and achievements during their student lead conference. We look forward to seeing you all there!

### LITERACY

In Literacy, teachers will continue to use the First Steps Continua and other assessment tools to plan and cater for different abilities, as well as track and assess individual students. These tools cover the four areas of reading, writing, spelling, and speaking and listening. Students will also be setting personalised goals to support their individual learning.

With the support of mentor texts, our literacy focus will be:

### READING (VICTORIAN CURRICULUM AND WESTERN AUSTRALIAN FIRST STEPS LEARNING CONTINUUM)

Students will know, understand and be able to:

- Draw connections between personal experiences and the world, and share responses with others
- Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative
- Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose
- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features
- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences)
- Identify the features of online texts that enhance navigation

- Identify the point of view in a text and suggest alternative points of view
- Build literal and inferred meaning to analyse and evaluate texts, for example make inferences about a persons' motivations and intentions consider how this impacts on the audience
- Monitor meaning, for example by note-taking and recording of key information from a range of texts.

In Year 3, your child will be supported in choosing appropriate reading materials, and will also be encouraged to source their texts independently. It is recommended that you read with your child every night for at least 10 minutes. Please take the time to listen to your child read as your personal interest makes their reading experience more rewarding and enjoyable. After reading, ask your child to use the comprehension strategies covered in class, such as making connections, to discuss their book.

### WRITING

In Writing, students will continue to focus on Persuasive and Narrative texts.

Students will know, understand and be able to:

- Understand that paragraphs are a key organisational feature of written texts
- Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense
- Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle
- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
- Reread and edit texts for

- meaning, appropriate structure, grammatical choices and punctuation
- Use quotation marks to correctly signal dialogue, titles or quoted

### SPELLING

Spelling will be integrated throughout the reading and writing program, with the teacher introducing strategies to assist students in becoming familiar with how words work.

Students will know, understand and be able to:

- Use sound/letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion'.

### SPEAKING AND LISTENING

In speaking and listening, students will have the opportunity to participate in both individual presentations and group discussions. Students will be focusing on extended and technical vocabulary and ways of expressing their opinion including modal verbs and adverbs. They will understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations.

## NUMERACY

In Numeracy, the students will be working on key concepts from all strands. Students will be supported with concepts from the NAPLAN tests that proved challenging for the students from previous NAPLAN assessments. Students will be taking part in focus, individual and small group practise, open ended tasks, as well as using concrete materials. Students will also use a range of iPad applications for extra practise and development of skills.

Students will know, understand and be able to:

### Number and Algebra: (Victorian Curriculum)

- Recognise, model, represent and order numbers to at least 10 000 and beyond
- Recall multiplication facts of two, three, five and ten and related division facts
- Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems
- Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9
- Recall multiplication facts up to  $10 \times 10$  and related division facts
- Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation
- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder

### Fraction and decimals: (Victorian Curriculum)

- Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line
- Investigate equivalent fractions used in contexts
- Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation

### Money and Financial Mathematics: (Victorian Curriculum)

- Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies
- Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents

### Measurement and Geometry: (Victorian Curriculum)

- Describe, continue, and create number patterns resulting from performing addition or subtraction
- Tell time to the minute and investigate the relationship between units of time
- Make models of three-dimensional objects and describe key features



## ITC

This term, students will continue to be engaged in new and innovative ways of integrated Information Communication Technology (ICT). Students will continue to explore a range of applications and web – based tools that foster communication. Students will also continue to use Mathletics, Epic, Literacy Planet and Raz Kids to enhance learning both at school and home. We will continue to implement Robotics and Coding in the Year Three team, which is highly engaging when integrated into our learning.

## NAPLAN

NAPLAN will be on 9th of May to the 11th of May. Students have been familiarising themselves with skills to assist with interpreting test questions. The tests include Language Conventions, either a Narrative or Persuasive Writing task, Reading Comprehension and Numeracy. Students will sit practise tests to further familiarise them with the process, the language of questions and reduce the worries of our more anxious students. It has been very rewarding to see the dedication of all students, and we are confident that all students are prepared and will perform to the best of their own abilities.

## HOMEWORK

Similar to term one, homework will continue to be handed out on a Tuesday and will be due back to the classroom on the following Thursday. Students will have to complete and return their homework within a fortnight. Homework is designed to support student learning and extend activities and lessons taught in class. Homework will be posted on Edmodo, however we expect students to record their work in their books.

## CAMP OASIS

Students are very excited about our upcoming Camp. We will like to thank all families for the prompt payments. This allows us to confirm our booking and make safe arrangements for your children.

Please contact your classroom teacher if you have any questions or concerns.

Thank you,  
Year 3 Team  
2017

## ART

At Level 3, students create visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of arts forms.

During Term 2 we will inquire into the wonderful world of Surrealist art, particularly the work of Rene Magritte. Students will begin by engaging in a range of formative assessment pieces designed to allow them to understand this style of art and the idea that not all art needs to be serious, it can be fun and odd and abstract in nature. Our inquiry is based around the central idea, 'Through the arts, artists use different forms of expression to convey their uniqueness as human beings. Students will explore this by creating their own 'Son of Man,' interpretation, using iPads to take portraits of each other in a collaborative setting.

As part of this unit we will also focus on some of his other pieces including 'This is not a pipe,' and the notion that Magritte's work always has a 'trick' that you need to work out. Student will present their understanding through a final summative assessment, designed to demonstrate their knowledge and incorporate the principle of contrast.

Along with our focus on International Mindedness, the PYP Learner Profile has been incorporated to guide the students to understand how good learners learn and therefore take responsibility for their learning in the Art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

**Miss. O'Toole, Miss Hendry, Miss Cicivelli**

## FOOD TECH

Central idea: Human health depends on the choices we make  
Lines of Inquiry: Different cooking methods and the nutritious benefits

During this term in Food Technology, Grade 3/4 students will be developing their understanding of different cooking methods, such as boiling and frying. Students will study the theory behind different cooking methods, then they will follow that with a practical week where they can practice their new skills and create something healthy and yet tasty. They will also begin developing their creativity as they contribute to what recipes they create. They will use a website called Survey Monkey and select which recipes they would prefer to cook the following week. This is in preparation for later years when they independently create their own recipes and order their own ingredients. Additionally, students will learn how to read a recipe and how to follow the instructions. During every session the students will be required to bring along their iPad as they will be recording their learning each week using applications such as Explain Everything. This application allows students greater freedom in how they express themselves and demonstrate their understanding. For example, students can use voice recording, movies, photos and screen pointers to make their presentation more engaging. I strongly encourage students to practice their skills at home, so wherever you can give your child the opportunity to assist in the kitchen. But most importantly ensure that they also clean up afterwards. I encourage experimentation as it helps develop creativity.

## PHYSICAL EDUCATION

At Level 3, students will practice and use complex manipulative and locomotor skills in a range of movement environments, including indoor, outdoor and aquatic. Students will practice and develop competency in a range of complex motor skills such as throwing, catching, athletics and punting. They discuss the performance criteria of motor skills and practice observing and giving feedback on a partner's performance. Students will also begin to apply their skills in sport specific settings. Students participate in a range of activities that promote health-related fitness components and explore the link between health related fitness and lifestyle activities.

Students will begin this term participating in a unit on Life Long Sports. During this unit students will participate in a range of sports which are able to be played throughout ones lifespan. Students will recap skills learnt throughout their years at Alamanda; underarm throw, 2 handed strike and the forehand strike. Students will discuss team strategies and ways in which they can improve their performance. Students then move onto a unit on Soccer. They explore basic games' tactics such as: trapping, kick and passing, introducing the concepts of attack and defence and following the rules of the game. They begin to work with others to set and achieve goals in both cooperative and competitive games' settings. Teamwork is also a major aspect of this unit, requiring students to work with others and communicate proficiently.

Throughout every PE lesson, students are encouraged to display the PYP learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful to the learning of others. We encourage all students to be risk-takers, inquirers, open-minded, effective communicators, caring and reflective during PE.

At Alamanda College, we aim for maximum participation in PE and ask for students to wear their PE uniform and to bring a drink bottle to all PE classes. If your child cannot participate in a PE lesson, then please send them to their PE teacher with a signed note outlining the reason for their non-participation.

**P.E. Team**

## CHINESE MANDARIN

In Term 2 of LOTE, students will take a cultural focus and look at Chinese inventions. They will be encouraged to firstly brainstorm important inventions that changed people's life and then investigate what inventions originated in China. They will be provided with lots of resources introducing some of the important Chinese inventions, such as gunpowder, compass, paper-making, and seismograph. Accessing the knowledge they acquired, students will think about whether the invention was important, and how its invention has affected history. Students will be challenged to work collaboratively to create a simple compass using a hairpin and leaf with a cup of water. Towards the end of Term 2, they will be researching a Chinese invention of their choice, and create a digital presentation displaying what they have learnt. They will be encouraged to think critically about the importance of the invention, its impact upon the world, and how it may change over time.

During LOTE classes, students are provided with tasks that will challenge them to develop and increase their confidence, and other positive attitudes of learning and the learner profile. Activities encourage students to inquire, think critically, reflect, communicate, take risks, and cooperate. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are embedded in teaching and learning.

## MUSIC

At Level Three, students will develop their ability to communicate with voice and instruments during a 13-week program. In Music, students will learn the importance of music in our lives with our Unit "Why Music Matters".

Through pitched and non-pitched instruments, movement, games, singing, and rhythmic exploration, students at Level Four will develop their own innate musical talents in a way that is immediately successful and rewarding. To build a sense of belonging, students will collaborate together with voice and movement using ribbons and scarves. Rhythmic skills and co-ordination will be taught as they participate in parachute movement

activities and fun games.

Students will understand how rhythm and melody can be used to express thoughts and feelings. Throughout the program, they will collaboratively learn how to sing "True Colours" and "In The Jungle" with percussion instruments, ukuleles, and xylophones. With the use of the Primary Years Program Attitudes, students will learn how to manage impulsivity, and use a growth mindset to achieve personal goals in Music.

## DRAMA

In Grade Three, students apply and develop their arts knowledge by exploring arts processes and ways to communicate concepts arising from their personal experiences and from the world around them. Students discuss the possibilities of communicating without words, and create performances based on images, music or concepts.

Our focus for the first unit will be looking at how to create atmosphere in a performance. We will be discussing how the use of tension and suspense can manipulate a story and evoke emotions from an audience. Students will show their understanding by developing their own ensemble performance based on the children's book "Jumanji" by Chris Van Allsburg. As part of this process children will be guided to understand negotiation skills and an ability to work cooperatively in small groups.

Students will begin inquiring into the different roles involved in theatre crafting; experimenting with directing other students in the performance making process. Using personal experiences as a stimulus, students will work collaboratively as actors and directors to create a narrative performance. Students will be encouraged to take responsibility when directing others in how the performance is presented.

We will be using the PYP Learner Profiles in class to guide the students understanding of how a good learner involved themselves in their learning, and therefore take responsibility for their learning in the classroom. The students will be encouraged to develop the PYP Learner Profile attributes of being risk-takers with their learning, approaching new ideas with enthusiasm and curiosity.