



IMPORTANT DATES

Life Education Van Visit

27 July - 2F, 2A and 2D
27 July - 2G, 2B and 2H
31 July - 2J, 2C, and 2I
1 August - 2E

Book Day

25 August

Last day of Term

22 September

Start of Term 4

9 October

YEAR 2 CURRICULUM OVERVIEW TERM 3 2017

Dear Parents/Guardians,

The Grade Two team hopes students and their families had a restful and safe holiday break. Students have now settled back into routines and have commenced Semester 2 with a positive attitude towards their learning.

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, Georgia Bell**

During Term Three, we will be commencing our Unit of Inquiry based on the Transdisciplinary Theme How We Express Ourselves (Central Idea: The Arts allow us to express and interpret our creativity, feelings and beliefs.). This Unit of Inquiry will enable students to explore and be submersed into the following Lines of Inquiry:

- The Arts are represented in different ways
- There are many artistic techniques that are used to express creativity and ideas
- Perspective plays a role in how art is interpreted
- The Arts can enable communication on a global scale

In Literacy, our focus will be developing a variety of Narratives through the use of Mentor Texts and also the use of the Writer's notebook to develop student voice and

fluency within writing. Students will focus on making text connections (text to self, text to text and text to world) along with strategy of 'Identifying similarities and differences' from the 'Classroom Instruction That Works' framework. This encourages students to extend and apply their knowledge. Students will also continue to work on Question-Answer-Relationship or 'QAR' strategies to locate information within a text and in turn, develop a deeper understanding and comprehension of what has been read. In Numeracy, we will be looking at a range of topics including money and data collection.

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 selected from the library as well as iPad/online resources such as EPIC! Students will also have the opportunity to participate in reciprocal reading groups and book clubs to further enhance cooperative learning within the classroom. 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:



Identifying Similarities and Differences

- Students learn to compare and classify texts.
- Students learn to recognize and create metaphors to compare texts.
- Students investigate analogies to compare the relationships within the texts.
- Students make text to text, text to self and text to world connections.

QAR

Question answer relationships is a strategy that teaches students how to decipher what types of questions they are being asked and where to find the answers. Four types of questions are examined in the QAR which include:

1. 'Right there' questions
2. 'Think and search' questions
3. 'Author and me' questions
4. 'On my own' questions

Reciprocal Reading

Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies:

- Making predictions – what will happen in the text? What will happen next?
- Generating questions – what do you want to know more about?
- Clarifying – what part did you not

understand? Are there any words you need to define?

- Summarising – what are the main or important parts of the text?

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 narratives and using mentor texts to develop student voice and writing fluency. 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:

Narratives

Students will have knowledge of:

- How to write in 1st, 2nd and 3rd person.

- The correct structure and elements (beginning, middle, end, orientation, problem, solution, characters, setting).
- Dialogue can enhance character and story development.
- How to identify language features i.e. nouns, adverbs and adjectives also using correct tense.
- How to follow the writing process.
- How to differentiate between past, present and future tense.

Students will have a deeper understanding of:

- Writers write from their own life experiences.
- Personal experiences can be shared or expressed through a variety of ways (written, spoken, drawings).
- Writers need to use the essential elements of the writing process (plan, draft, edit, revise, publish).
- Writers use voice to enrich their writing.
- Writers can apply different crafts to enrich their writing.

Students will be able to:

- Use dialogue to convey conversations between characters.
- Use appropriate language to engage the audience and convey a message.
- Use the writing process and writer's notebook to develop a narrative.
- Write and maintain the correct tense.

The Writing Process

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, 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 Numeracy Continuum to set goals.

Number & Algebra (Victorian Curriculum)

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

Money

- Count and order small collections of Australian coins and notes according to their value.
- Represent money values in multiple ways.
- Count the change required for simple transactions to the nearest five cents.

Statistics and Probability (Victorian Curriculum)

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

Data

- Identify a question of interest based on one categorical variable.
- Gather data relevant to the question.
- Collect, check and classify data.
- Create displays of data using lists, table and picture graphs and interpret them

ICT

Students will be using their iPads to support their learning within the classroom. All students will have set up 'Seesaw' accounts, which allows students

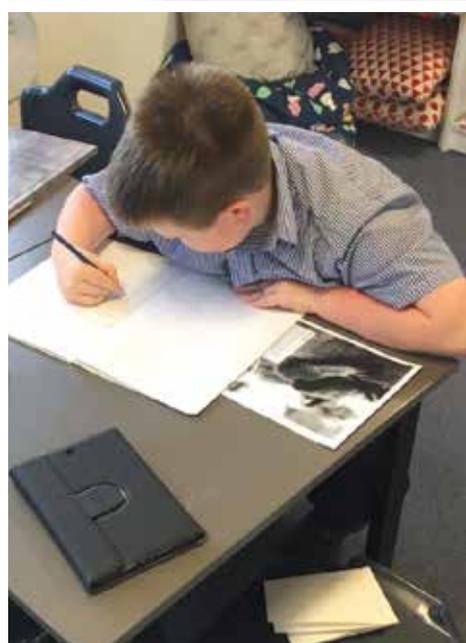
to add to a digital portfolio over time. Students will use other iPad applications such as 'Epic!' to access thousands of online texts that are challenging, engaging and relevant to the current focuses of the classroom.

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, Gislaine Bottrell & Georgia Bell.

Grade 2 Team



ART

Working towards Level 2, students make artworks using different materials, techniques and processes to express their ideas, observations and imagination. Students describe artworks they make and view, including where and why artworks are made and viewed.

Students explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create. By experimenting with different materials, techniques and processes students make artworks in a range of art forms.

This Term in Art, we celebrate Book Day by choosing a book for each year level, focusing on the illustrations and the effect that artwork has on the telling of a story. Grade 2 students will be inspired by the book, 'Fish is Fish' by Leo Leoni. Students will have the opportunity to build upon their drawing skills whilst expressing their creativity, when designing their own imaginative fish.

In doing so students will further develop their art skills by representing their ideas through drawing. As they progress through the design process, student will make decisions based on the learning objective to complete their final artworks.

To demonstrate their understanding of how authors, use Illustrations to help create a narrative in picture story books, student will interpret their understanding of the story through their final presentation.

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 hand standing.

Term 3 will commence with a unit on Team work and communication. Students will explore this topic focusing on how cooperation and collaboration are essential within PE and sport. Students will participate in a range of activities designed to encourage positive communication, strategizing and collaboration to achieve a common goal. Throughout this unit students will have the opportunity to work in a range of different groups to enable them to appreciate the different values, opinions and ideas of others.

Students will then move onto a unit focusing on Athletics and all the events involved in such an event. This will be in preparation for the Prep to Grade 4 Athletics carnival at the end of this Term. Students will have the chance to participate in events such as the 100m sprint, 200m sprint, throwing events, hurdles and many more. Students will be taught the correct technique for each of these events giving them the best opportunity to succeed to the best of their ability. Students will also be able to identify which parts of their body are being used during each event.

Throughout every PE lesson, students are encouraged to display the PYP Learner Profile 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 working towards the Level 2 standards, students continue to build their understanding and awareness of the elements involved in Chinese language. Students are able to use pinyin to assist them when learning to read and to write. Through strategies such as imitation and teacher-modelled exchanges, they are able to communicate with one another through spoken and written language. They are exposed to a range of texts and resources to supplement and consolidate their learning.

During Term 3, Grade 2 students will focus on learning about different kinds of food. The vocabulary includes food that students are familiar with to allow them to make connections with their everyday lives, such as: burger 汉堡包, bread 面包, salad 沙拉, pizza 比萨饼, fries 薯条, lollies 糖果 etc. Students will gain an understanding of 'loan words', and that Chinese words can sometimes bare similarities to their English pronunciation.

Students will participate in language games and activities designed to assist students to learn to read, write, pronounce, and understand the vocabulary, such as packing a picnic basket using supermarket catalogues, creating food out of playdough, interviewing their classmates, and interactive quizzes. They will be introduced to sentence patterns in order to ask what kinds of food they like (喜欢) and dislike (不喜欢) eating, and how to answer these. To demonstrate their learning and understanding of the topic, students will practise using the Chinese Pinyin keyboard on their iPad to introduce some of the different foods they eat.

Throughout LOTE lessons, students are encouraged and supported to inquire, think, communicate, and cooperate

respectfully. The Learner Profile and Attitudes are embedded in the teaching and learning activities in order to support students to become risk-takers and responsible learners.

LOTE Team

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 pre-packaged/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



YEAR 3 CURRICULUM OVERVIEW

TERM 3 2017

IMPORTANT DATES

Life Ed Van

10 August - 3E
11 August - 3J, 3A and 3I
15 August - 3H, 3G and 3C
16 August - 3D

Book Day

Friday, 25 August

Premiers Reading Challenge Ends

Friday, 8 September

Swimming Program

Monday 11th September to
Friday 22nd September (last two
weeks of term)

Last Day of Term

22nd of September

Term 4 begins

9th of October

Acting Leading Teacher
Jaymee Stigwood
Suzi Koneski

3A – Kristin Vanden Houde-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

Dear Parents and Carers,

Welcome back! We are very excited to start another cold term but exciting term. Please note, full Winter uniform is to be worn throughout Term Three. Students have settled back into their classroom routines, and students and teachers are setting new goals using the Western Australian First Steps Learning Continuum to plan, cater for different abilities, and track and assess individual students. With the beginning of our new Unit of Inquiry, under the transdisciplinary theme; 'How we organise ourselves' students have started making decisions, beginning to develop their understanding of the concepts of roles and responsibility. Students have been very much involved with tracking their own learning through their goal setting and are enjoying this responsibility.

Among all the rich inquiry-based learning, we also have a few extra-curricular activities to look forward to this term. We are excited to attend the Life Education Van in August and learn more about ourselves and how we can communicate with others. We are also attending a two week swimming program later this term, and we would like to encourage all families to consider sending their child to this program as swimming is a vital life skill.

Book Day is also fast approaching, so please start thinking about which book character you could dress up as to join in on the fun.

INQUIRY-BASED LEARNING

INQUIRY 4: HOW WE ORGANISE OURSELVES

We have enthusiastically begun Term Three with our fourth inquiry of the year, which will run for the first six weeks of the term. The details for the inquiry are:

Transdisciplinary Theme: How we organise ourselves

Central Idea: Societies have different structures for making decisions

Key Concepts: Function (How does it work?) and Responsibility (What is our responsibility?)

Lines of inquiry:

- Forming opinions and making decisions
- The key features of a democracy
- Levels of Government and their responsibilities

Throughout this inquiry students will be covering content from the Victorian Curriculum in the areas of Civics and Citizenship, as well as the Capabilities (Ethical, Intercultural, Personal and Social and Critical and Creative Thinking). They will be inquiring into democratic values, how decisions are made in a democracy, the differences between rules and laws, the levels of government in Australia (as well as the structure of other governments around the world) and the roles and responsibilities at different levels of government. We encourage all students to discuss these ideas and concepts at home with their families, watch the news and read the newspaper and bring in artefacts that show their connection to the inquiry to strengthen the work we are doing in the classroom. If any parents have any connections to our inquiry, we would love to hear from you as well.

INQUIRY 5: HOW THE WORLD WORKS

Later this term, students will explore our next inquiry and look into forces and how they can and have been used by people to make their life and work easier. From week 7 of the term, they will conduct experiments and explore the reasoning behind complex machines, identifying the simpler machines within them. This inquiry will continue over to Term Four.

MATHEMATICS

In Mathematics, links will be made with the Inquiry units. Students will continue to take part in small focus groups, individual and small group practice, open-ended tasks as well as using concrete materials to support their understanding.

This term our focuses for Number will be the operations addition and subtraction, as well as looking further into place value into the tenths and hundredths. We will also continue to explore data representation and interpretation throughout our inquiry into democracy as we look into the democratic process of voting, and later in the term we will link our inquiry into science and forces into the measurement strand.

The following statements from the Victorian Curriculum will guide our teaching and learning:

Number and Algebra:

- Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation(VCMNA133)
- Explore the connection between addition and subtraction (VCMNA106)
- Describe, continue, and create number patterns resulting from performing addition or subtraction(VCMNA138) Use equivalent number sentences involving addition and subtraction to find unknown quantities(VCMNA163)
- Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (VCMNA159)
- Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator (VCMNA188)
- Use efficient mental and written strategies and apply appropriate digital technologies to solve problems(VCMNA185)
- Recognise that the place value

system can be extended beyond hundredths (VCMNA189)

- Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers (VCMNA214)

Statistics and Probability:

- Select and trial methods for data collection, including survey questions and recording sheets (VCMSP178)
- Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (VCMSP148)

Measurement and Geometry:

- Measure, order and compare objects using familiar metric units of length, area, mass and capacity(VCMMG140)
- Use scaled instruments to measure and compare lengths, masses, capacities and temperatures(VCMMG165)
- Compare objects using familiar metric units of area and volume (VCMMG166)

ENGLISH

As with mathematics, our English teaching and learning will assist students to better understand our unit of inquiry. Students will utilise mentor texts and learn as much as they can from the experts - published authors! We will also be scaffolding the students to become more independent with their learning, and to be able to 'think aloud', which means to explain their thinking and justify

their thoughts. Students will be working through whole class and individual goals in their First Steps continua in both Reading and Writing.

READING

With the support of mentor texts and nonfiction texts, our literary focus will be to continue to develop students comprehension skills better understand a text by predicting, questioning, clarifying, summarising, visualising and inferring. We will be exposing the students to reciprocal teaching, one way to work in book groups to discuss and unpack our understanding of a text. The following statements from the Victorian Curriculum will guide our teaching and learning:

- 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
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts
- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources

We will further unpack these statements through setting goals using the 'First Steps' Reading continuum:

- Use a range of strategies effectively to find relevant information in texts.
- Make inferences and predictions based on information that is both explicit and implicit in a text.
- Talk about character in a book



using picture clues, personal experiences and the text to make inferences

- Can justify own interpretation of a text
- Reflects and discuss issues and topics when reading and viewing
- Organise logical responses to a text

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 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 to discuss their book.

WRITING

Students will begin Term Three by exploring writing descriptive texts, eventually being able to describe a democracy and the different levels of government in Australia. They will inquire into the language features and structures of a description through the use of mentor texts. We encourage students to bring into class any texts they find at home that describe, to add to our description walls in our classrooms.

The following statements from the Victorian Curriculum will guide our teaching and learning:

- 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
- Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense(VCELA262)
- Understand that the meaning of sentences can be enriched through the use of noun groups/ phrases and verb groups/

phrases and prepositional phrases(VCELA292)

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299)
- Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)

We will further unpack these statements through setting goals using the 'First Steps' Writing continuum:

- Group sentences containing related information into paragraphs
- Write a topic sentence and include relevant information
- Develops a topic fully
- creating more complex sentences
- using subject-specific vocabulary appropriately
- planning my writing using lists diagrams or other relevant information

ICT & DESIGN AND TECHNOLOGIES

All students will have Edmodo and Seesaw accounts to connect, share ideas, ask questions, complete homework and showcase their achievements. Both students and parents will be able to give feedback to each other and discuss their learning. Students will continue to use learning apps such as Mathletics and Raz Kids to support their learning both at school and home.

Grade 3 students will be introduced to the Sphero during robotics and coding throughout Semester Two. Coding helps students to be thinkers by problem solving and exploring their creative, innovative and imaginative ideas, linking in strongly with the Critical and Creative Thinking Capability in the Victorian Curriculum. Coding within the classroom promotes cooperative learning amongst peers as they collaborate and grow their ideas in teams. It will link into all areas of learning to assist with the development of literacy and numeracy skills also. This will allow students to inquire further into robotics and develop their thinking and communication skills through the use of robots.

HOMEWORK

Homework will remain the same as Term One and Two. Students will be taking home activities to further support their learning in class. Please feel free to speak to classroom teachers about homework or the challenges your child might have with their homework.

Once again, please feel free to speak to your child's classroom teacher if there are any concerns or if you would like to know more about our program for the upcoming term. The Grade 3 Team will continue to work in partnership with parents and carers to ensure all learning needs and other student needs are met and are carefully dealt with.

We look forward to working with you all this term.

Thank you,



ART

Working towards the end of Level 4, students plan and make artworks that are inspired by artworks they experience. They use materials, visual conventions, techniques and processes to express their ideas in artworks. Students discuss how artist's express ideas and use materials, techniques and visual conventions in artworks from a range of places, times and cultures.

They also discuss and evaluate the art making processes, materials and techniques they use to express their ideas.

During Term Three, students are creating artworks for our school wide 'Book Day' which will celebrate children's books. Grade Three are using the book 'Blue Sky, Yellow Kite' by Janet A. Holmes to inspire their artwork. Students will be engaged in collaborative and independent activities as we unpack the connections we make to the story.

As we aspire to be internationally minded, students will make a connection with Japanese culture through 'Koi No Bori' (carp fish) kites which are displayed in honour of Children's Day on the 5th May each year. Students will be involved in group discussions and engaging activities to look closely at Jonathon Bentley's illustrations. They will be guided to learn and practise basic water colour and oil pastel techniques. To demonstrate their understanding, students will recreate an element from the story by creating a Koi No Bori, applying watercolour and oil pastel techniques.

Along with their PYP inquiry topic, 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. Cicivelli & Miss Hendry

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 Basketball. During this unit, students will inquire into the many different skills involved in a basketball match through game based activities, modified games and match play. Students will practise the correct techniques of dribbling and passing the basketball to maintain control. There will be a focus in building confidence in shooting, using set shots, layups and progressing to a jump shot. Students will be able to explain the importance of the 'triple threat' position, and be able to demonstrate this in a game situation. Students will develop greater spacial awareness and offensive tactics during match play, as well as the defensive stance and moves that can be used from this position.

Later in the Term, students will complete an athletics unit, which will lead up to the athletics carnival that is taking place at the end of the Term. Students will participate in track events such as the 100m and 200m sprint, and progress to 400m race and relays. They will also participate in field events such as shotput and discus. There will be a strong focus on minor teamwork challenges, requiring students to show cooperation and commitment in their groups, using effective communication to achieve the best results for their team.

Throughout every PE lesson, students are encouraged to display the PYP Learner Profile 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 Level 3, students use spoken and written Chinese in simple personal interactions to talk about places and school life. They use appropriate pronunciation, tone, gesture and movement to express themselves in conversations. They create short sentences in Chinese, following the basic subject-verb-object structure. They also use familiar words in Pinyin, or presented in characters in texts.

During Term 3, students will focus on School Places and Facilities. They will know how to name some common school places in Chinese, such as 教室(classroom), 图书馆(library), 医务室(sickbay) and 餐厅(canteen). They will practise pronouncing the Chinese vocabulary by playing language games, such as Pictionary, Fly Swat, and Twister. They will understand that every Chinese word has a meaning and therefore can be used and combined with another word to make different phrases and expressions. For example, the Chinese character 室 means indoor places, so 室 can be used in the word 教室(classroom), 办公室(office) and 医务室(sickbay). Students will create Chinese labels for the school facilities. They will also work in pairs to create an iMovie video to ask where a school place is and provide the answer in Chinese.

Throughout this Term, students will practise their comprehension skills in this topic, such as speaking, reading, listening and writing. Students will participate in class discussions, group activities and individual learning tasks to further enhance their overall skills.



Students are encouraged to inquire, think, reflect, communicate, and cooperate. In class, the activities will reflect the attributes of Learner Profile. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are incorporated in teaching and learning.

LOTE Team

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.

MUSIC

At Level Four, 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.

Mrs. King

FOOD TECHNOLOGY

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.

Mrs. Sylaidos