



YEAR 4 CURRICULUM OVERVIEW TERM 3 2017

Dear Parents/Caregivers,

After a well-earned holiday, the Year Four students have returned to school with a fantastic sense of enthusiasm for what the term holds, including a new Unit of Inquiry, our city camp and book week. Although Term Three is often thought of as 'the quiet term', it certainly doesn't feel that way as we jump into our first Unit of Inquiry, Mathematics and Literacy.

Introducing our team:

Jackie Daniali – Assistant Principal

4A - **Rachael Cunningham**

4B - **Lauren McDonald**

4C - **Sarah Grenfell**

4D - **Sam Bates**

4E - **Melissa Fragiotta**

4F - **Deanna Kotevski**

4G - **Danielle Colling**

4H - **Shannon Sebek**

IMPORTANT DATES

Life Education Session

8th August - 4F, 4A and 4D

9th August - 4E, 4B and 4H

10th August - 4C and 4G

Year 4 Camp

14th-15th August

Book Day

25th August

Friday 30th June

Last Day of Term 2

Last Day of Term 3

22nd September

First Day of Term 4

9th October

Communication:

Please make your child's teacher your first point of call should you require clarification or have concerns. Contact can be made in person or phone call. Please note that should you wish to speak to your child's teacher face to face, you will need to do this **before 8:30am** or **after 2:50pm**.

School Hours:

Classroom doors open at **8:30am**, ready for the students to learn at **8:40am sharp**. Please ensure that your child arrives on time for their learning so that they do not miss valuable instructions or disrupt the learning of others. In order to foster self-management, students are expected to come in by themselves and follow the set class routine. The school day concludes at 2:50pm.

Early Departures:

If you need to collect your child before the end of the day, you will need to sign them out at the office before you collect them from their classroom. Teachers will be unable to release your child without a 'sign out' slip from the office.

Absences:

Please notify the school of any absences by a note, phone call or email to the office. Please ensure that your child is only absent for an important reason. When students miss key concepts or assessment pieces, it can be extremely difficult and at times impossible to catch them up on what they have missed.

Homework:

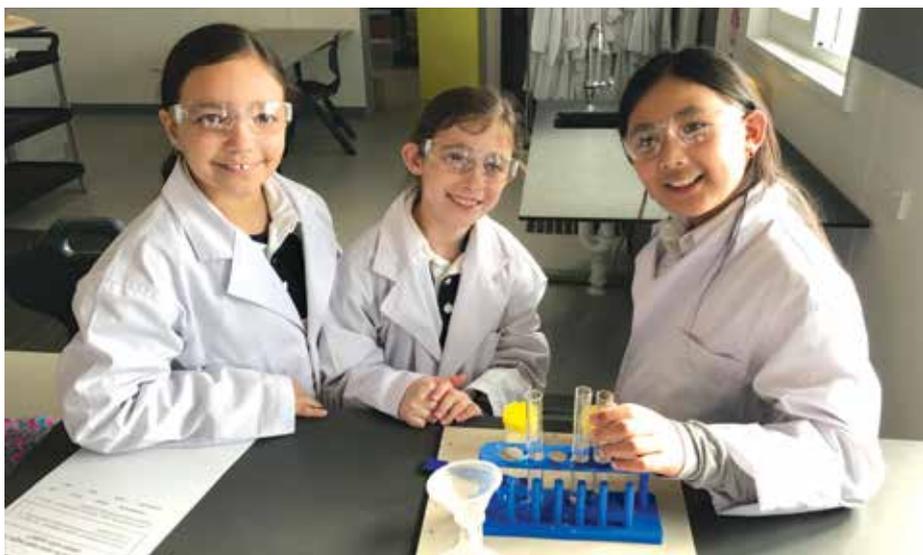
In Year 4, the students will continue to complete homework. We recommend students in Year 4 complete equivalent to 30 minutes of homework, 5 times in a homework cycle, as well as 20 minutes of daily reading. The students are given 9 days to complete the literacy and numeracy tasks. Homework will continue to be given out on a Tuesday and will be due the following Thursday. The homework will be posted on Seesaw or Edmodo, with hard copies available upon request.

iPads:

iPads are an important resource within our classrooms and will continue to be used regularly to support the curriculum. They

Timetable/Assembly/Specialist Lessons

Class/ Timetable	Recess	Lunch	Assembly	Specialist Lessons Monday	Specialist Lessons Thursday	Specialist Lessons Friday
4A Timetable A	9:40am- 10:00am	11:30am- 12:10pm	Wed 8:40 -9:40am		PE Food Tech LOTE	Art
4B Timetable A	9:40am- 10:00am	11:30am- 12:10pm	Wed 8:40 -9:40am		LOTE Art PE	Food Tech
4C Timetable A	9:40am- 10:00am	11:30am- 12:10pm	Wed 8:40 -9:40am		Art PE Food Tech	LOTE
4D Timetable B	10:10am- 10:30am	12:10pm- 12:50pm	Wed 11am -12nn	Drama LOTE	Art	PE
4E Timetable B	10:10am- 10:30am	12:10pm- 12:50pm	Wed 11am -12nn	Art PE	Drama	LOTE
4F Timetable B	11:10am- 11:30am	1:10pm- 1:50pm	Wed 11am -12nn	PE Drama	LOTE	Art
4G Timetable C	11:10am- 11:30am	1:10pm- 1:50pm	Wed 1:50 -2:50pm		LOTE PE	Art, Music
4H Timetable C	11:10am- 11:30am	1:10pm- 1:50pm	Wed 1:50 -2:50pm		LOTE PE	Art, Music



need to be brought to school fully charged, every day and will be the responsibility of the student. Students need to have their own iPad.

If possible, it would be ideal if you could purchase for your child their own headphones or earphones for class (they **do not** need to be expensive). During inquiry investigations, the students often need to view documentaries and news reports from sites such as 'Behind the News'. They also need to view tutorials when working on their personal learning goals or during Numeracy or Literacy rotations.

City Camp:

Monday-Wednesday 1st-3rd August:
We are extremely excited about our upcoming city adventure! The camp activities have been finalised. Students will receive a final note closer to the date of camp to provide final reminders.

Students will be participating in the following activities:

- Polly Woodside Tall Ship
- Walking Tour of Melbourne
- MSG Tour
- National Sports Museum
- Game on Interactive Sports
- Ice Skating
- Melbourne Star Observation Wheel
- Striking bowling and Arcade Games
- Evening Disco, Trivia and team game
- Movie at Village Cinemas

Year 4 clubs:

The Year 4 clubs will commence in week 3. Students will have an

opportunity to participate in various clubs. The clubs will be an hour session held every Tuesday, fortnightly. They have selected from clubs such as woodwork, textiles, psychology, social studies, dance, sustainability, STEM (Science, Technology, Engineering and Mathematics), sport, games and photography. This will allow students to make new friendships and work with their friends from other timetables.

Personal Learning Goals in Year Four:

To meet the needs of our students and extend their learning, students at Alamanda have their own personal learning goals. This means that they are being challenged at whatever level they are ready for. For example, in Numeracy, the Year Four teachers work together to run lessons/workshops that address goals to students needs. Students are also given time to independently pursue their goals through inquiry based investigations. The students have their own personal learning goals in Numeracy, Writing, Spelling and Reading and are expected to be working on these not only in specially organised sessions but also in their everyday activities. Students will continue to select personal learning goals through the use of the WA First Steps Continuum.

TERM THREE
LEARNING

UNIT OF INQUIRY 4

Transdisciplinary Theme: Where we are in Place and Time

Central idea: Modern Architecture reflects ancient innovation

Lines of inquiry:

- Ancient innovations;
- Architecture and building designs;
- Similarities and differences between present and past designs;
- Change in design overtime that will shape future architecture;

Assessment Task: Students will be required to design a city or building that reflects ancient innovation.

LITERACY

BOOK CLUB

In Term 3 students will be participating in weekly book clubs. During these sessions students will be gathered in small groups to have respectful discussions about a text of interest. They will gain

an understanding of how our thinking when reading helps to comprehend our reading, and allows us to become more confident and knowledgeable readers. Students will practise analysing a text by applying the prediction, questions, clarifying and summarising strategies.

AUTHOR STUDY

The Year 4 students this term will be involved in an author study of 'Jeannie Baker'. Each week or two we will 'unpack' a different mentor text by this author, using SOLO Taxonomy. SOLO Taxonomy is a framework within which the students work through levelled questions or tasks based around the given topic. The use of SOLO allows us to upgrade the cognitive demand of the questions we ask and to scaffold students into deeper thinking and metacognition.

NARRATIVES

In Literacy, students will participate in whole class, small group and individual reading and writing experiences based on their needs, crucial reading and writing strategies. The Year Four students will be studying narratives as a text type. With the support of mentor texts, students will gain the understanding that the purpose of a narrative is to entertain and that writers manipulate language in order to engage the reader.

Students will Know:

- How to structure a narrative that flows cohesively; including an orientation, problem, climax and solution.

- To use figurative language, show don't tell and narrative leads to orient, engage and affect the reader
- How to elaborate on ideas to skilfully develop their storyline, which is set out into thoughtful paragraphs incorporating complex sentences.
- To maintain a sense of setting and atmosphere throughout their writing
- To develop their character/s by adding descriptions about their feelings, speech and actions.
- Using revising strategies to enhance their writing through precise and effective word choice.
- To use basic punctuation and spelling knowledge to ensure the reader is able to read smoothly and efficiently.
- To attempt to use more complex words to enhance their vocabulary.

Students will be able to:

- Plan, draft and publish a narrative by developing a storyline, characters and setting.
- Revise and edit a narrative to correct punctuation and spelling so the reader is able to read it smoothly and efficiently.
- Make deliberate language choices in order to entertain the reader and effectively convey their message.

SPELLING

Spelling includes the explicit teaching of spelling strategies as well as spelling investigations. Time is given to work on personal spelling goals and lists. The Year Four Spelling Program is planned around the needs of the students but includes the development of Phonological (sounds), Visual (the way words and letter combinations look), Morphemic (meaning) and Etymological (word origins) knowledge. As well as this, spelling is naturally integrated throughout the reading and writing program throughout the day. The Year Four teachers strive to seize teaching/learning opportunities to address needs that come to light in the course of other learning experiences.

HANDWRITING

The Year Four students have regular, explicitly modeled handwriting sessions. We have begun with revision of correct letter formation, entries and exits. Students self assess their own letter

spacing and size, the spacing between words and slope. Cursive writing is beginning to be introduced to those students who are ready.

ORAL LANGUAGE

Students will have the opportunity to participate in both individual presentations and group discussions. They will be encouraged to use tone, volume, pace, intonation, eye contact and gesture to enhance meaning. In our Units of Inquiry, students will be required to perform oral presentations.

NUMERACY

This term in Numeracy, the Year Four teachers will be working on key concepts from all strands. Teachers will strive to support the specific areas of need for each student. The following concepts will be addressed in Term Three:

NUMBER AND ALGEBRA

- Investigate number sequence involving multiples of 3, 4, 6, 7, 8 and 9.
- Recall multiplication facts up to 10×10 and related division facts
- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder.
- Explore and describe number patterns resulting from performing multiplication.
- Solve word problems using number sentences involving multiplication or division where there is no remainder.
- Use equivalent number sentences involving addition and subtraction to find unknown quantities.

MEASUREMENT AND GEOMETRY

- Use simple scales, legends and directions to interpret information contained in basic maps.
- Compare angles and classify them as equal to, greater than or less than a right angle.

If you have any questions, queries or concerns, please do not hesitate to contact your child's classroom teacher.

Thank you,

**Deanna Kotevski, Lauren McDonald,
Rachael Cunningham,
Shannon Sebek, Sarah Grenfell, Melissa
Fragiotta, Sam Bates,
Danielle Colling**

Working towards 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.

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 telling the story. Grade 4 students will be inspired by the book, 'The boy who just kept drawing' by Kay Haring.

Students will understand the effect his work had on the art scene, particularly in the New York subways and the way a simple design can express such emotion with only a few simple line drawings.

In doing so students will build upon their art knowledge and understand, that Art can be accessible and doesn't have to conform.

To demonstrate their understanding of how authors, use Illustrations to help create a narrative in picture story books, students will interpret their understanding of Keith's work by developing their own figurative language and display their final artwork as a large-scale image.

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 Ciccivelli

P.E.

CHINESE – MANDARIN



At Level 4, students perform a broad range of complex motor skills. They demonstrate a wide variety of motor skills and apply them to basic sport specific situations. They create and perform coordinated movement sequences that contain a variety of motor skills and movement patterns. They participate regularly in physical activities for the purpose of improving skill and health, and identify and describe the components of health-related fitness. They begin to use basic games' tactics. They work with others to achieve goals in both cooperative and competitive sporting and games' situations, explain the concept of fair play, and respect the roles of officials. Students follow safety principles in games and activities.

Students will begin Term 3 participating in a unit on Soccer. Students will learn about the correct positioning of their feet and legs when dribbling the soccer ball, working to increase the accuracy and speed of this skill. They will practise using the inside, outside and the front of their feet to control the ball, and kicking accurately to targets at increased distances. Students will be learning to juggle the ball using their feet and knees and trap the ball using different body parts. There will be a focus on building confidence when playing around the goal area, using effective striking techniques and undertaking duties of a goalkeeper. Students will practise using space to get the ball from their teammates, and work on stealing the ball from their opponent using a range of defensive techniques. Throughout the unit, students will continue to

build upon essential skills to maximise teamwork and sportsmanship.

Later in the Term, students will be completing 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 challenge, 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 expected 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

At Level 4, students discover the distinctive features of the spoken language and begin to use Pinyin and tone marks to practise syllables and tones they encounter in new words. Students use Pinyin to write, knowing that characters represent the real form of writing in Chinese. They notice similarities and differences between the patterns of the Chinese language and those of English and other familiar languages.

In Term 3, students will be learning about Sports, as part of the Transdisciplinary Theme "How we express ourselves". A range of common sports, such as 足球(soccer), 排球(volleyball), 篮球(basketball), 游泳(swimming), and 体操(gymnastics), will be introduced to Grade 4 students. They will apply the focused vocabulary to explain what they like and dislike, what they can and cannot play in regards to sports in Chinese, this will be attempted both verbally and written. Students will be encouraged to apply the Chinese sentence patterns to conduct a self-introduction about sports using the Application Toontastic or iMovie.

In learning and consolidating the topic, students will practise speaking and reasoning skills whilst learning how to name different sports in Chinese and distinguish the difference between 打(play via hands) and 踢(kick). They will have opportunities to participate in group learning, whole class games, as well as pairing up activities. They will also work independently to practise listening, reading, writing and speaking in Chinese.

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 Four, 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.

Throughout the program, students will be exposed to a wide variety of sources to generate creative ideas. Our focus for the first unit is traditional Greek Theatre and Greek Mythology. Students will be inquiring into the history of theatre in Ancient Greece, and create their own ensemble performances based on different stories of Greek Mythology. Children will use the traditional stories to explore character and dramatic representations of a story. As part of this process children will be guided to understand negotiation skills and an ability to negotiate with others.

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.

Mr. Sean Moran

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 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.

Mrs. Sylaidos



YEAR 5 CURRICULUM OVERVIEW

TERM 3 2017

Dear Year 5 Parents/Caregivers,

After a much needed holiday break we've made it to Term 3 and hit the ground running.

Knowing Alamanda College, Term 3 is sure to be action packed! Some of the events coming up include a fantastic Science incursion; Book Parade Day and a mini Science exhibition that we will present at the conclusion of our Unit of Inquiry.

IMPORTANT DATES

Life Education Session

14th August - 5A
16th August - 5C and 5E
17th August - 5D, 5B, and 5F

Fizzics Science Show Incursio
4th August

Book Fair/Character Day
25th August

Year 5 Mini Science Exhibition
At conclusion of unit - TBA

Last Day of Term 3
22nd September

First Day of Term 4
9th October

CURRENT UNIT OF INQUIRY

Transdisciplinary Theme: How the world works

An inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific and technological advances on society and on the environment.

Our Central Idea:

Scientific understanding develops through questioning and discoveries.

Within this unit:

Students will UNDERSTAND:

- That our scientific understanding develops through questioning and discoveries.
- The PYP Inquiry Cycle.
- The Key Concepts 'Form', 'Function' and 'Change' and how these relate to particular scientific topics.

Students will KNOW:

- About scientific knowledge, processes and discoveries.
- What is meant by 'Scientific method'.
- About the different ways of representing scientific findings.
- About the communication and validation of scientific principles.
- How to use our scientific understanding to take action.
- About the PYP Inquiry Cycle.

Students will BE ABLE TO:

- Write their own Central Idea linked to the overarching Central Idea: 'Scientific understanding develops through questioning and discoveries'. Their Central Idea will focus on an aspect taken from one of the four areas of Science from the Science scope and sequence overview in the Australian Curriculum.
- Write an explanatory text or information report based on their Central Idea.

- Communicate and present their learning from throughout the unit at a mini exhibition for the school community.
- Demonstrate their understanding of the PYP Inquiry Cycle through a presentation of their learning at a mini exhibition for the school community.

LITERACY

In Literacy sessions, students participate in whole class, small group and individual reading and writing experiences based on their needs, crucial reading and writing strategies and the concepts involved in each unit. Mentor texts play a key role in the teaching of both reading and writing at Alamanda College. These texts serve as writing exemplars to study and learn from.

Informational Texts:

In Term Three, the students will be reading and writing informational texts. In particular, explanatory texts and information reports. In line with the Australian Curriculum and First Steps Writing Continua:

Students will UNDERSTAND that:

- An explanatory text is used to explain (describe) how or why a process occurs.
- Information texts provide readers with detailed information on a chosen topic.

Students will KNOW that:

- Explanations begin with a title, a strong definition or statement about the phenomenon/topic, followed by a logically sequenced description of the process and a conclusion.
- Explanatory texts may include subtitles.
- Information texts begin with a title, an introduction, subtitles, paragraphs and a conclusion.
- Logically sequenced, detailed paragraphs are used in both text types.
- Visuals such as labelled diagrams or photographs are used to further illustrate an aspect described in the text or to fully demonstrate an

- entire section of the process/topic.
- Both text types use formal, subject specific vocabulary such as evaporation, degradation etc.
 - Cause and effect linking words are used, such as 'because of', 'due to', 'therefore', 'as a result' etc.
 - In explanatory texts, the use of time connectives are included, such as 'after that', 'then', 'next' etc.
 - Both text types are written in third person and in present tense.
 - References/bibliography should be included to acknowledge the sources used to gather information.
 - A glossary should be included if technical language has been included.

Students will BE ABLE TO:

- Write an explanatory or informational text following the correct text structure and using appropriate language features.

The key goals associated with writing informational texts are:

PHASE 4: Use a variety of simple, compound and extended sentences; Group sentences containing related information into paragraphs; Demonstrate the ability to develop a topic; Organise the structure of writing more effectively; Use a variety of linking words such as so, because, if, next, after, before, first; Select vocabulary according to the demands of the audience and purpose ie subject specific vocabulary; Punctuate simple sentences correctly.

PHASE 5: Use a variety of simple, compound and complex sentences; Organise paragraphs logically to form a cohesive text; Conduct research effectively in order to select appropriate information; Develop a topic fully; Sustain coherence and cohesion throughout; Use a range of linking words (thus, furthermore, in addition); Signal cause and effect (if, then, because, so, since, results in, brings about, hence, consequently, subsequently); Use a range of words that clearly and precisely convey meaning; Sustain appropriate language throughout; Demonstrate accurate use of punctuation.

PHASE 6: Generate, explore and develop topics and ideas; Deliberately structure sentences to enhance a text according to audience and purpose; Develop ideas and

information clearly, sustaining coherence throughout; Select and manipulate words for their shades of meaning and impact; Evaluate and synthesise information from a variety of sources to support view.

Reading Strategies:

For independent reading and reading groups/book clubs, students read texts provided by their teacher or on their iPads and laptops using apps such as 'Epic', 'Literacy Planet' and 'iBooks'. They also have access to year level libraries for their learning.

Within Reading:

Students will UNDERSTAND that:

- The purpose of non-fiction texts such as explanations and information reports is to provide factual information about a particular topic.
- We can use our knowledge of text structure to locate and understand the information provided.
- Note taking, paraphrasing and summarising are crucial skills when researching for our own factual texts.

Students will KNOW:

- Effective readers actively read for meaning throughout the entire text. This includes activating prior knowledge; making predictions; identifying the main idea of a text; using their knowledge of the text structure to find/return to information; clarifying unknown words/information; asking questions; making connections; and summarising.
- That non-fiction texts usually include: a title, introduction, subtitles, paragraphs, conclusion and visuals such as labelled diagrams and photographs. Depending on the purpose of a particular text they may also include a contents page, index, glossary and references/bibliography.
- What it means to summarise and paraphrase.
- How to locate directly and indirectly stated information.
- How to identify key points and take notes and sketches for a purpose (Cornell Note Taking).

Students will BE ABLE TO:

PHASE 4: Select appropriate material and adjust reading strategies for different

texts and different purposes, i.e. skimming for particular facts, scanning for a key word; Use a range of strategies effectively to find relevant information in texts - eg: a contents page or index.

PHASE 5: Return purposefully to make connections between widely separated sections of a text; Apply basic research skills effectively such as identifying informational needs, using knowledge of text organisation and extracting relevant information from a data base, catalogue or book.

PHASE 6: Identify and integrate layers of facts and concepts within a text; Synthesise information within and across texts; Select key information and ignore irrelevant information; Apply understanding of text structure to the acquisition, organisation and application of information; Formulate and apply research strategies.

AUTHOR STUDY, MENTOR TEXTS AND SOLO TAXONOMY

This term, the Year Five students are undertaking an author study on 'Nicola Davies. Every 1-3 weeks we will 'unpack' a different mentor text by this author, using SOLO Taxonomy. SOLO Taxonomy is a framework within which the students work through levelled questions or tasks based around the given text. The use of SOLO allows us to upgrade the cognitive demand of the tasks we undertake and to scaffold students into deeper thinking and metacognition.

SOLO TAXONOMY LEVELS

Lower-Order Thinking Skills – These tasks test students' surface thinking:

Uni-structural – the students can identify one idea.

Multi-structural – the students are able to identify a number of ideas, but are not yet able to see the connections between these ideas.

Higher Order Thinking Skills – These tasks test deep thinking

Relational – the student sees the significance of how various pieces of information relate to one another.

Extended abstract – the student conceptualises at a level extending beyond the text. They are able to transfer their understanding to new situations and concepts.



To begin with, the Year 5 team are beginning to unpack the text 'Just Ducks' by Nicola Davies. We will use this as a mentor text for note taking and as a springboard to continue our researching skills when learning about ducks. We will identify the descriptive language within the text, manipulating this language into a free verse poem. In addition, we will be completing our SOLO tasks on the text.

LITERACY GOALS

In Literacy, the classes set whole group reading and writing goals based on the text type/s being studied, however, the students also have additional personal goals of their own.

Students are expected to be working on their goals throughout the day (where appropriate) and will be given time to independently work on them through inquiry based investigations. They are also encouraged to develop their Literacy skills and achieve their learning goals by using apps such as Literacy Planet.

SPELLING

Spelling is an important focus for the Year Five team. Our spelling program runs regularly and includes the explicit teaching of spelling strategies as well as spelling investigations. Time is given to work on personal spelling goals. The Year Five Spelling Program is planned around the needs of the students but includes the development of Phonological (sounds), Visual (the way words and letter combinations look), Morphemic (meaning) and Etymological (word origins) knowledge.

As well as this, spelling is naturally integrated throughout the reading and writing program each day. The Year Five

teachers strive to seize teaching/learning opportunities to address needs that come to light in the course of other learning experiences.

WRITER'S NOTEBOOK

Wherever possible, we will continue to provide the students opportunities to develop their writing skills through their 'Writer's Notebook'. A writer's notebook is a special book where the students are able to react to the world around them. In this notebook, they can record their observations, wonderings, thoughts, feelings, experiences and ideas. These begin as 'seeds' that can serve as stimuli for more formal writing. The writer's notebook is a safe place in which the writer may develop his or her writing skills by taking risks and experimenting with language.

NUMERACY

With the use of assessment data, the Year Five teachers develop an understanding of their students' abilities and understanding of mathematical concepts. This data is used to support the students in selecting personal learning goals from each strand (Number and Algebra, Measurement and Geometry and Statistics and Probability). The teachers then plan and run fluid workshops, within and across classes to best meet the needs of every student. Throughout this term, we will provide workshops including the following areas, as needed:

Number and Algebra:

- The accurate and rapid recall of addition, subtraction, multiplication and division number facts (time will be given for daily practise);

- Strategies for solving worded number problems.
- Money and financial mathematics.
- Revision of addition, subtraction, multiplication and division operations;
- Representing and ordering numbers to the hundreds of thousands and beyond;
- Comparing, ordering, adding and subtracting fractions;
- Comparing, ordering and representing decimals.

Measurement and Geometry:

- Units of measurement – length, area, volume, capacity, mass.
- Time.
- Mapping.
- Angles.

Statistics and Probability:

- Chance and probability.
- Data representation and interpretation.

The students will also be given time to work on their goals independently or with other students with the same goals. Students are encouraged to use sites/apps/programs such as Mathletics, Alamanda Maths, Khan Academy and Math Antics to develop their mathematical understanding and achieve their goals.

A new focus this term is the introduction of an Advanced Senior School Math group (Math Extension). During this time, the other students attend workshops across the year level, depending on their personal learning goals.

YEAR FIVE AND SIX SPORT/OUTDOOR GAMES

Each Friday, the Grade 5/6 students come together for an outdoor sport session or game. The students are divided into their house groups, and rotate through four activities for the term. Each house every week is scored based on effort, teamwork, sportsmanship and behaviour. The sports for this term are: Continuous Kickball, Newcomb/Tunnel Ball, Speed Ball and Medical Warfare. Please ensure that students are wearing their sports uniform on Fridays!

COMMUNICATION

Please make your child's teacher your first point of call should you require clarification or have concerns. Contact

can be made in person or by a note, email or phone call. Please note that should you wish to speak to your child's teacher face to face, you will need to do this **before 8:30am or after 2:50pm**. You will need to pre-book a time if you feel you will need longer than a few minutes.

SCHOOL HOURS

Classroom doors open at **8:30am**, ready for the students to learn at **8:40am sharp**. Please note that students who arrive after 8:40am are marked as late on the roll. Please ensure that your child arrives on time for their learning so that they do not miss valuable instructions or disrupt the learning of others. In order to foster self-management, students are expected to come in by themselves and follow the set class routine. The school day concludes at 2:50pm

EARLY DEPARTURES

If you need to collect your child before the end of the day, you will need to sign them out at the office before you collect them from their classroom. Teachers will be unable to release your child without a 'sign out' slip from the office.

ABSENCES

Please notify the school of any absences by a note, phone call or email to the office. Please ensure that your child is only absent for an important reason. When students miss key concepts or assessment pieces, it can be extremely difficult and at times impossible to catch them up on what they have missed.

HOMEWORK

Year 5 homework is handed out on a set day each week (this day may vary from class to class) and the students will have one week to complete it. The weekly homework will continue to include a Unit of Inquiry activity/ investigation, daily reading, and maths and spelling tasks related to the class focus or personal student goals from their continuums. Optional extension homework suggestions will continue to be included.

TIMETABLES/ASSEMBLY/SPECIALIST LESSONS:

Class/ Timetable	Recess	Lunch	Assembly	Specialist Lessons
5A - Timetable A	9:40am- 10:00am	11:30am- 12:10pm	Wednesday 8:40am	Food Tech -Thursday Art, LOTE, PE - Friday
5B - Timetable A	9:40am- 10:00am	11:30am- 12:10pm	Wednesday 8:40am	Art-Thursday Food Tech, PE, LOTE - Friday
5C - Timetable B	10:10am- 10:30am	12:10pm- 12:50pm	Wednesday 11:00am	PE, LOTE - Wednesday Drama - Thursday Art - Friday
5D- Timetable A	10:10am- 10:30am	12:10pm- 12:50pm	Wednesday 11:00am	Art- Monday LOTE, PE-Wednesday Drama - Friday
5E - Timetable C	11:10am- 11:30am	1:10pm- 1:50pm	Wednesday 1:50pm	Art-Monday LOTE, PE - Wednesday Music-Friday
5F - Timetable C	11:10am- 11:30am	1:10pm- 1:50pm	Wednesday 1:50pm	Music-Monday LOTE, PE - Wednesday Art-Friday

LAPTOPS AND IPADS

Laptops and iPads are an important resource within our classrooms and will continue to be used regularly to support the curriculum. They need to be brought to school fully charged, every day and will be the responsibility of the student. Students need to have their own Laptop or iPad.

We also request that you purchase a set of headphones or earphones for your child (they do not need to be expensive). During inquiry investigations, the students often need to view documentaries and news reports from sites such as 'Behind the News'. They also need to view tutorials or listen to texts when working on their personal learning goals or during Numeracy or Literacy rotations. Thank you!

If you have any questions, queries or concerns, please do not hesitate to contact your child's classroom teacher.

Kind Regards,

Kate Franco, Ben Leitch, Callum Hickson, Chris Reardon, Ashlea Childs and David McGill.

The Year 5 Team

Jackie Daniali

Assistant Principal Years 4-6 moj@alamandacollege.vic.edu.au

5A - **Kate Franco**

frk@alamandacollege.vic.edu.au

5B - **Ben Leitch**

lei@alamandacollege.vic.edu.au

5C - **Callum Hickson**

hic@alamandacollege.vic.edu.au

5D - **Chris Reardon**

rec@alamandacollege.vic.edu.au

5E - **Ashlea Childs**

cha@alamandacollege.vic.edu.au

5F - **David McGill**

mda@alamandacollege.vic.edu.au

ART

Working towards Level 6, students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks. Students use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks. Students describe the influences of artworks and practices places on their art making. They describe how artworks that they make and view can be displayed to express and enhance meaning. Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts.

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 telling the story. Grade 5 students will be inspired by a series of books created by Jackie French and Bruce Whatley. The series is based on natural disasters that have occurred within Australia and depicts the impact they have had on the environment and the people living in the areas affected.

To demonstrate their understanding of how authors, use Illustrations to help create a narrative in picture story books, students will interpret their understanding of the 3 different books by completing a series of artworks. This unit is designed to build on the student's ability to interpret the images presented as well as the processes used when creating an artwork.

Students will present 2 finished pieces, representing natural disasters through the use of paints and inks and a special paper that allows for movement in the medium, called Yupo paper.

Along with their PYP inquiry topic, the PYP Learner Profile will be used to guide the children 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 5, students will be refining and expanding their range of skills, and performing them with increasing precision, accuracy and control. They continue to work collaboratively in groups; designing and modifying games and sharing responsibilities within a team structure. Students begin to observe and give constructive feedback of skill performance to their peers, using checklists and video analysis.

Students will begin this Term with a Gymnastics Unit, as they practise and refine their strength, flexibility and coordination skills through balances, rotations, jumping and landing and floor exercises. Students are encouraged to be risk takers by challenging themselves to perform new and unfamiliar skills. They will be given the opportunity to showcase their creativity by developing and performing their own gymnastics routine. Thereafter students will commence a Basketball unit, applying their skills in complex game scenarios.

Students are encouraged to be thinkers and inquirers as they seek to develop and implement their own strategies in competitive situations.

Throughout every PE lesson, students are expected 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 bring suitable footwear, a jumper and 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.

PE Team

CHINESE-MANDARIN

At level 5, students will begin to expand their social networks, experiences, and communication skills in their first language and in Chinese. Through teacher modelling and guidance, students are supported to participate in tasks that recycle and extend Chinese knowledge. Students are working towards identifying and recognising how relationships and context can affect interactions, and that variations exist within the Chinese spoken and written language.

During Term 3, students will learn about occupations, as part of the Transdisciplinary Theme "How the world works". They will learn how to name some common occupations in Chinese. They will practise naming the focused vocabulary in Chinese with accurate tones and intonations. Students will also be introduced to the sentence structure "我想要做一位。。。", to express what they wish to be in the future. Linked to the topic of Family, they will practise explaining their parents'/ careers' occupations verbally or by writing it in Chinese. Towards the end of Term 3, students will acquire knowledge of the Mid-Autumn Festival (also known as the Moon Festival), which occurs in October this year. After learning about

this cultural topic, students will be able to explain the origin of the festival and the meaning behind the celebration.

In learning and consolidating this topic, students will practise speaking and reasoning skills when they are learning as a whole class and working in teams. Students will have opportunities to participate in group learning, whole class games, as well as pairing up activities. They will also work independently with or without digital technology to practise listening, reading, writing and speaking in Chinese.

Students are encouraged to inquire, think, reflect, communicate, and cooperate. Slightly challenging tasks will be assigned to students in order to build up confidence and positive attitudes when learning. 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 Teachers

FOOD TECHNOLOGY

Central idea: Human health depends on the choices we make

Lines of Inquiry: Different cooking skills and flavour combinations – the nutritious value

During this term in Food Technology, the Grade 5/6 students will be developing their knife skills alongside of building their understanding of flavour combinations. The students will learn a technique one week and then the following week they will apply their understanding by preparing a dish that demonstrates their understanding. 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 great 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. At this stage the students will be encouraged to evaluate their learning and decide on what flavour combinations work, where and why.

Towards the end of the Term the students will have the opportunity to create their own recipe design. Throughout the Term, students will be encouraged to participate in conversations around healthy balanced choices. And that all foods are to be consumed in moderation, as too much of a good thing can sometimes have negative consequences. The aim is to also prepare students for Secondary School as they use a design based program there. I strongly encourage students to practise 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

DRAMA

In Grade Five, students apply and develop their arts knowledge by exploring processes and ways to communicate concepts arising from their personal experiences and from the world around them. Students consider the purpose and audiences of their arts works as they experiment with various ways of presenting works in a range of arts forms, and begin to evaluate and refine their work in response to feedback. Students discuss the possibilities of communicating without words then create performances based on image, to suggest what may have happened before and after what is depicted in the image.

During our first focus for the program, students will be creating their own commercials; incorporating both dramatic and persuasive elements. Students will be researching how different commercials sell their product, and use the process of script writing, rehearsal and performing to produce a film on their iPads. To create the commercials students will work cooperatively and confidently to express ideas. Students will work in

both small groups and as a whole class to collaborate, and give constructive feedback to one another.

Later this year, the Grade Five students will have the opportunity to participate in the Middle Years Musical of 'Dr Seussical, The Musical'. Students will be able to experience theatre crafting, ensemble rehearsal and perform for the greater College community in the Alamanda College Theatre.

The students will continue to be encouraged to develop the PYP Learner Profile attributes of being risk-takers; approaching new ideas confidently and creatively; and being inquirers, enjoying their learning and being naturally curious about the activities they are undertaking.

Mr. Sean Moran

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. Donna King

YEAR 6 CURRICULUM OVERVIEW

TERM 3 2017

Dear Parents/Caregivers,

The main focus for Term 3 is our Grade 6 exhibition which will take place for the first 6 week of the term with the final presentation for the community ending their journey. Students will then lead into the Year 6 camp heading to Tasmania.

Furthermore, the students will continue their involvement in the leadership groups which occur every Tuesday afternoon. During these sessions, students are being taught the necessary skills in order to become a leader in their chosen field.

Assistant Principal for Year 6

Jackie Daniali

6A classroom teacher:

Mr Matt Dean

6B classroom teacher:

Mr Michael Nicolaidis

6C classroom teacher:

Ms Connie Vakaloudis

6D classroom teacher:

Mr Patrick Nelson

6E classroom teacher:

Ms Leisa Hockley

Art teachers

Timetable A - Amy Cicivelli

Timetable B - Kyra Hendry

Timetable C - Caili O'Toole

LOTE teachers:

Timetable A = Tiffany Zhang

Timetable B = Rida Su

Timetable C = Wen Men Li

Food Technology teacher:

Niki Sylaidos

Sports teachers

Timetable A = Daniel Grey

Timetable B = Danni Livori

Timetable C = Jaimee Plumb

Drama teacher: Sean Moran

Music teacher: Donna King

6A SPECIALIST TIMETABLE

Wednesday: LOTE

Thursday: PE

Friday: ART & FOOD (MUSIC)

6B SPECIALIST TIMETABLE

Wednesday: DRAMA (FOOD)
& ART

Friday: LOTE & PE

6C SPECIALIST TIMETABLE

Wednesday: ART & DRAMA
(FOOD)

Friday: PE & LOTE

6D SPECIALIST TIMETABLE

Wednesday: MUSIC (DRAMA)

Thursday: ART

Friday: LOTE & PE

6E SPECIALIST TIMETABLE

Wednesday: ART

Thursday: MUSIC (DRAMA)

Friday: LOTE & PE

Students are allowed to wear their sports uniform on designated PE Class and Friday School Sport.

Students are also allowed to wear the Grade 6 Polo ONLY on a Tuesday

UNITS OF INQUIRY

Transdisciplinary Theme: How The World Works

Within this inquiry, students will be participating in the grade 6 Exhibition, where they will be concluding and showcasing their PYP learning as their primary school journey comes to an end.

Throughout the Exhibition process, students will be grouped based on their areas of interest exploring topics relating to medical science, production, communication, transport and natural laws.

Students will create their own Central Ideas as well as develop their own lines of inquiry, while also selecting a key concept to focus their inquiry perspective on. Students will follow their investigations through the inquiry cycle, finding out new

IMPORTANT DATES

Community Exhibition Presentation

23rd August

Book Day

25th August

Grade 6 Camp Group 1

27th – 30th August, 2017

Grade 6 Camp Group 2

29th – 1st September, 2017

Last Day of Term 3

22nd September, 2017

First Day of Term 4

9th October, 2017

things, going further with their knowledge and taking action by thinking global and acting local.

The Exhibition will come to a close on Wednesday the 23rd of August, where the school will be open to parents and the community to come and view the students learning, and celebrate in their successes as a PYP learner.

Transdisciplinary Theme: Where We Are In Place And Time

The relationships between and the Interconnectedness of individuals and civilizations, from local and global perspectives.

Central Idea:

Colonisation contributes to the form of a nation.

Lines of Inquiry:

Australia's convict history

The development of Australia as a nation (timeline)

The relationship between Australia's indigenous people and first settlers
Social, economic & political factors leading to colonisation

Key Concepts:

Causation and Reflection

LITERACY

To link with our Unit of Inquiry, our Reading and Writing focus will be on the skills and knowledge needed to best demonstrate an understanding of the Central Idea. Goals from WA First Steps continuums are set and students will be teamed up according to their reading interests and goals, to work with teachers in small groups. Goals will be reassessed during student-teacher conferences and reflected upon daily.

Reading and Writing EXTENDED RETELL

Throughout this Unit of Inquiry, students will be focusing on Extending Retells through the author study of Shaun Tan. Students will be expected to **UNDERSTAND** that texts can involve altering/extending the beginning or ending using narrative writing techniques. We want our students to **KNOW** the strategies for summarising content within a text, the structure for narrative writing, the correct use of language features such as show - don't tell, and dialogue and captivating leads. As part of the **DO** process we expect them to read and summarise a text with concise details, including relevant information and ignoring irrelevant content. Students need to create different beginnings/endings for a text, or extend the ending beyond the author's writing.

Reading and Writing – INFORMATIONAL WRITING

During writing sessions, students will be working individually to complete either Informational Texts or Informational Reports to link in with their Line of Inquiry for their Exhibition. Throughout this process we expect our students to **UNDERSTAND** that the purpose of Informational Writing is to inform an audience about a specific topic through factual evidence. We want our students to **KNOW** the difference between an

Informational Report and Informational Text, the correct structure for Information Reports and Text (glossaries, sub-headings, topic sentences, captions and table of contents. They will be required to **KNOW** the associated language features for Informational Text along with knowing how to inform an audience. As part of the **DO** process we expect them to construct an Informational piece of writing in the form of a text or report, applying the correct structure and language features in order to inform an audience.

NUMERACY

During numeracy lessons, students will work with their teachers to set individual goals from the Victorian Curriculum. Students will work on these goals in teacher-led focus groups and when making use of a wide range of digital resources. Students will work independently and collaboratively in small groups to enhance and share their learning. This term we will begin with a learning focus on chance, before later focussing on location. Our units on chance and location and transformation also provide students with an opportunity to practise their general number skills. Throughout these learning experiences, students will continue to build their arithmetic skills and their understandings of fractions, decimals and percentages and negative numbers in the authentic contexts of solving problems related to chance and location.

CHANCE

When learning about chance, students will **UNDERSTAND** that likelihoods can be quantified as a value between zero and one and that observed data can

be used to predict what may happen. Students will **KNOW** the correct terminology for describing probability, the different ways that probability can be expressed and the difference between observed and theoretical probability. Students **WILL BE ABLE TO** conduct chance experiments and describe the expected probability of their possible outcomes, they will also be able to express probability values as fractions, decimals and percentages and describe relational probability.

LOCATION

When learning about location, students will **UNDERSTAND** that location can be precisely described on a two-dimensional plane and that points and shapes can be transformed according to certain rules. Students will **KNOW** how to use a Cartesian plane and coordinates and the correct terminology for describing symmetry, reflections, rotations and enlargements. Students **WILL BE ABLE TO** place points on a Cartesian plane according to precise directions, apply transformations of shapes on a Cartesian plane and use appropriate terminology to describe these transformations.

NUMBER

Through their learning about the concepts above, students will simultaneously be focussed on their constant practise and development of their number skills. In particular, students will require practise with fractions, decimals and percentages when working with chance and a strong understanding of negative numbers when working with cartesian planes. At all times, students will be making use of and developing their skills with addition, subtraction, multiplication and division



HOMEWORK

Homework is set for students to practice a new skill, or develop their understanding of the content that is being taught within the classroom. Short, quality, purposeful homework tasks make a difference to fostering good lifelong learning and study habits. Students are encouraged to identify people within their home or family that can be their homework helpers, and plan out their weekly homework tasks in order to manage their time effectively throughout the week. Students should create a timetable to help with balancing their time spent on extra-curricular activities, with time spent on homework tasks, which can be referred to regularly by teachers and parents in order to monitor progress and provide help when needed.

RESTORATIVE PRACTICES

Alamanda College is committed to the process of Restorative Practices, which assists teachers, students and parents with building, maintaining and restoring relationships. Restorative Practices helps to build capacity to enable students to self regulate their behaviour, and contributes to the overall improvement of learning outcomes across the school. Within the classroom, students are maintaining healthy relationships with each other and with their teachers through mutual understanding and respect. When conflict or issues arise, students are encouraged to communicate and express their concerns, while reflecting on their actions and how they can improve the situation for themselves and others. These practices will be reflected in classroom Essential Agreements, and be referred to throughout the year.

ROBOTICS

Robotics provides a highly engaging medium for creativity, critical thinking, collaboration and communication through the four essential skills for learning and ICT within a curriculum context. This inclusion of robotics promotes independent learning through an inquiry-based approach where our students are encouraged to



collaborate and be creative in solving open ended challenges.

Through the use of robotics in the classroom our students are:

- Learning the basic features of all the different types of robots and programming software,
- Building and or using a basic robot and participating in guided and open ended robotics challenges,
- Documenting solutions to challenges and reflecting upon them.

Alamanda College is committed to ensuring that our students are exposed to the new state of the art equipment and technology. This means that we have all different types of coding and robotic technology being distributed through classrooms on assigned timetables.

The coding and robotic technology for the Year 6 cohort are the Lego EV3 Mindstorm.

If students are not interested in what they are doing, they will never develop the intrinsic motivation needed to push their learning. Students will work towards the minimum unless they are engaged and challenged. Teaching robotics provides the perfect platform to accomplish this goal and create a learning environment in which students are receiving individual acceleration and enrichment.

IPADS/MACBOOKS

iPads and Macbooks are an integral part of the classroom program, as they strongly support individual goal setting, and research. Please ensure that iPads and Macbooks are charged overnight, as due to healthy and safety students are unable to charge their devices at school.

Please note that staff have 48 hours to reply to an email.

A friendly reminder about bringing in a box of tissues for the classroom – your support is very much appreciated!

Terms 2 and 3 school hats are not compulsory. Students are to wear a winter school uniform. We encourage your child to bring a water bottle daily which is to be placed on their school desks.

We look forward to seeing you at the three way conferences where your child will present their digital portfolio.

NOTES

As of this Term, ALL notes must be sent through to the classroom teacher and these will then be passed on to the office. It is important that classroom teachers are handed notes directly so that they can be checked off as they are returned.

If you have any concerns, please do not hesitate to contact your child's classroom teacher.

Matt Dean = **dem@alamandacollege.vic.edu.au**

Michael Nicolaidis = **nic@alamandacollege.vic.edu.au**

Leisa Hockley = **hol@alamandacollege.vic.edu.au**

Patrick Nelson = **nep@alamandacollege.vic.edu.au**

Connie Vakaloudis = **vak@alamandacollege.vic.edu.au**

Kind regards,

Michael Nicolaidis, Leisa Hockley, Matt Dean, Patrick Nelson and Connie Vakaloudis.

ART



Working towards Level 6, students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks. Students use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks. Students describe the influences of artworks and practices places on their art making. They describe how artworks that they make and view can be displayed to express and enhance meaning. Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts.

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 telling the story. Grade 6 students will be inspired by a range of books and comics depicting the art of Manga and Anime. Series and comics such as Pokémon and Dragon Balls Z, will demonstrate the style and unique images that make up the Manga phenomenon.

To demonstrate their understanding of the distinctive style of Manga Art and its origins, students will be presented with a design brief, much like if they were working with a client and they were the designer. In doing so, students will develop their drawing skills through a series of developmental activities with the objective being to design their own Anime character.

Students will present a final character drawing and be encouraged to challenge

themselves by also presenting it using technology where possible.

Along with their PYP inquiry topic, the PYP Learner Profile will be used to guide the children 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 6, students will be refining and expanding their range of skills, and performing them with increasing precision, accuracy and control. They continue to work collaboratively in groups; designing and modifying games and sharing responsibilities within a team structure. Students begin to observe and give constructive feedback of skill performance to their peers, using checklists and video analysis.

Students will begin this Term exploring the rules, skills and strategies used in the sport of European Handball. Students will refine their skills and develop and implement their own strategies through a series of minor game activities. Students are encouraged to be open-minded as they explore a new and unfamiliar sport and to be knowledgeable as they transfer their skills from similar sports to improve their performance.

Thereafter, students will commence a health-related fitness unit. Students will inquire into the different types of fitness, methods for assessing fitness and strategies to improve fitness levels. They will reflect on how improved fitness can benefit our lives and participate in a series of activities aimed to improve their fitness levels.

Throughout every PE lesson, students are expected 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 bring suitable attire, a jumper and 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

At Level 6, students describe and give information about themselves, their preferences and interests. They use simple questions and seek clarification, Through teacher modelling and guidance, they produce short informative texts about themselves. They recognise the features of the Chinese writing system and apply their knowledge of the formation of characters in their own writing.

During Term 3, students will inquire into the unit "Identity". A range of topics, including their name, age, family, nationality, language spoken at home, and interests, will be embedded into the unit. They will create a name tag displaying their Chinese name and will use their Chinese name frequently throughout the unit. Students will participate in various learning games, such as "Taking over the World" to practise naming country names in Chinese, and "Do We Have the Same Interests?" to translate the common English words into Chinese. They will be encouraged to explore how to look up new words and phrases in the Chinese dictionary online, to cater for their different learning focuses. Students will be exposed to a series of video clips to reinforce the use of simple questions to ask people's name, age, nationality, etc.

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 will encourage students to inquire, think critically, reflect, communicate, take risks and cooperate. The PYP attitudes of curiosity, commitment, open-mindedness, and enthusiasm are embedded in teaching and learning.

LOTE Team

MUSIC

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

Students will learn how to play various percussion instruments and play basic chords and melodies with ukulele and keyboards. They will rehearse in small groups to perform varied arrangements of “Play That Song” and “Can’t Stop The Feeling” and will present their items to active peer audiences. Throughout the program, students will interpret performances and evaluate the skills of their peers in a caring and respectful manner.

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. Students at Level Five will develop their skills with a cooperative and balanced attitude and a strong work ethic.

Mrs. King

DRAMA

In Grade Six, students apply and develop their arts knowledge by exploring processes and ways to communicate concepts arising from their personal experiences and from the world around them. Students consider the purpose and audiences of their arts works as they experiment with various ways of presenting works in a range of arts forms, and begin to evaluate and refine their work in response to feedback. Students discuss the possibilities of communicating without words then create performances based on image, to suggest what may have happened before and after what is depicted in the image.

During our first focus for the program, students will be creating their own commercials; incorporating both dramatic and persuasive elements. Students will be researching how different commercials sell their product, and use the process of script writing, rehearsal

and performing to produce a film on their iPads. To create the commercials students will work cooperatively and confidently to express ideas. Students will work in both small groups and as a whole class to collaborate, and give constructive feedback to one another.

Later this year, the Grade Six students will have the opportunity to participate in the Middle Years Musical of ‘Dr Seussical, The Musical’. Students will be able to experience theatre crafting, ensemble rehearsal and perform for the greater College community in the Alamanda College Theatre.

The students will continue to be encouraged to develop the PYP Learner Profile attributes of being risk-takers; approaching new ideas confidently and creatively; and being inquirers, enjoying their learning and being naturally curious about the activities they are undertaking.

Mr. Sean Moran

FOOD TECHNOLOGY

Central idea: Human health depends on the choices we make

Lines of Inquiry: Different cooking skills and flavour combinations – the nutritious value

During this term in Food Technology, the Grade 5/6 students will be developing their knife skills alongside of building their understanding of flavour combinations. The students will learn a technique one week and then the following week they

will apply their understanding by preparing a dish that demonstrates their understanding. 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 great 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. At this stage the students will be encouraged to evaluate their learning and decide on what flavour combinations work, where and why. Towards the end of the term the students will have the opportunity to create their own recipe design.

Throughout the term, students will be encouraged to participate in conversations around healthy balanced choices. And that all foods are to be consumed in moderation, as too much of a good thing can sometimes have negative consequences. The aim is to also prepare students for Secondary School as they use a design based program there. I strongly encourage students to practise 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

