

HASS

Humanities & Social Sciences - Junior Primary

We will continue studying History. Our focus will be on families, remembering the past and stories from the past.

Through these topics we will aim to develop historical skills such as:

- Sequence familiar objects and events
- Distinguish between the past, the present and the future
- Pose questions about the past using sources provided
- Explore a range of sources about the past
- Identify and compare features of objects from the past and present
- Explore a point of view
- Develop a narrative about the past
- Use a range of communication forms

Renee Winn



Performing Arts Overview Term 2

Year 3/4 classes will explore music and dance concepts through the use of "In the Hall of the Mountain King". They will develop their sense of beat, understand the structure and form of the piece, develop simple to complex body percussion patterns and create movement pieces in groups .

Learning outcomes may include:

- Discuss how they and others use the elements of arts in performance
- Develop a deeper understanding of the elements of the arts
- Perform simple and complex rhythmic patterns
- Create movement sequences using form and structure

Year 5 & 7 classes will explore music and dance concepts using the song "Thunder". They will develop their individuality while performing, explore movement in a variety of ways, creating dance routines using formation, pathways and levels, learn solfege hand signs and play tuned percussion.

Learning outcomes may include:

- Developing movement skills individually and within a group
- Create dance sequences using formation, pathways and levels
- Discuss how they and others use the element of arts in performances
- Develop an understanding of the solfege hand signs
- Play melodic percussion with accuracy

Year 6 classes will finish exploring music concepts using the song "Thunder". They will develop their understanding of solfege hand signs and play tuned percussion. They will then explore the use of xylobars using skills within both music and technologies. They will develop their musicianship, composition, aural perception and notation skills.

Learning outcomes may include:

- Develop an understanding of the solfege hand signs
- Play melodic percussion with accuracy
- Work within groups to create simple melodic patterns
- Develop aural skills to recreate melodic patterns
- Notate simple melodic and rhythmic patterns
- Understand digital technology concepts

Michael McConnochie

Term 2 Physical Education 2018

During lessons we will focus on the key values of:

Fun – Enjoying challenging ourselves, and our skills.

Fitness – Improving our health by being active.

Friendships – Cooperation and teamwork.

Honesty – Attitude, trust and sportsmanship.

Throughout the term we'll cover the following skills/sports:

Year 6/7 - Soccer, Touch Football, Hockey, indoor and outdoor games.

Year 3/4/5 - Focus on overarm, underarm throwing games, King & Queens, Lunatic, Block attack, Underarm and Skittles

Years 1/2 - Kicking, striking, throwing (overarm/underarm), cooperation games such as Cross the River, Moon Ball, Wood Choppers, Turtles, Mud Monsters, Poison Ball, etc. All these games practice specific skills.

Reception - Here we will introduce students to a variety of equipment, understanding rules for games and what are boundaries. We will also play a mixture of GLO's, games of low organisation with simple rules. We will develop locomotion skills, balance, and awareness.

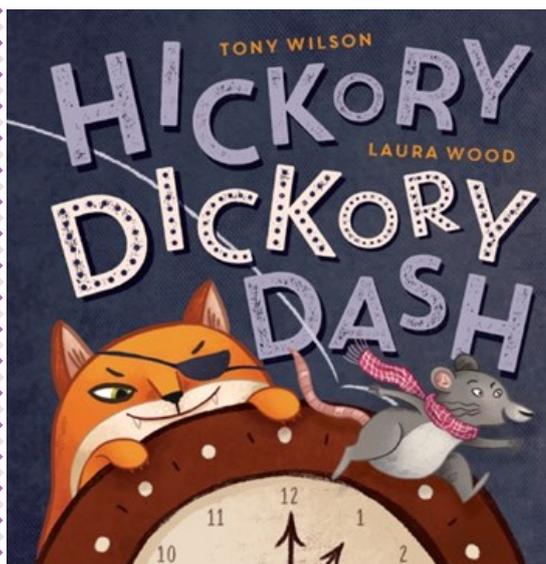
This term students from Year 5 to 7 will also have a chance to be involved in four SAPSASA sports: Soccer, Cross Country, Boys Football and Touch.

My belief is in maximum participation and lots of movement as well as all the attributes of sportsmanship.

If your child has an injury at any stage please do not hesitate to write a note so I'm aware of the situation.

Bruce Pearce

Term 2 Library Overview



National Simultaneous Story time will be held on Wednesday of Week 4, May the 23rd and will be a springboard for literature and literacy activities in the R-Year 2 classrooms with their buddy class. This year's book is *Hickory Dickory Dash*.

The Premier's Reading Challenge is now well under way and many classes will be completing the challenge this term.

The theme for Book Week in Term 3 23rd to 27th of August is **Find your Treasure**. A number of authors have been booked alongside a performance for R-2 students. More information will be given next term.

We are continuing to work with classes on information literacy skills and borrowing 'just right books'.

The final ten students selected for the Book Cup competition in years 5-7 are preparing for an Interschool Book Cup which will be held at our school on the 3rd of July.

Renee Winn and Lorna Crisanti- Teacher Librarians

Japanese Overview Term 2

This term, all students will continue learning new vocabulary and common classroom phrases.

Year 6 and 7 will continue to build up their understanding of both language and culture. They will be able to use more sophisticated phrases in reference to themselves. They will also focus on learning how to use chopsticks properly - an important life skill in a multicultural society like Australia.

Year 5 will make more progress in learning hiragana with the aim of being proficient in reading sentences without romaji by the end of the year.

Year 4 will continue to move through the 'belt' system of learning, where they learn a set of characters and, after achieving competency at a certain level, progress to the next belt, with the ultimate goal being black belt competency.

Year 3 will continue practicing, recognising, writing and being tested on their Hiragana belt and Year 2 will learn to interact with each other and their environment using more advanced phrases and structures, such as: 'I like...', 'I dislike...', 'The weather today is...'

Year 1 will practice learning the numbers from 1 to 100, and also some simple vocabulary, for example colours, greetings and etiquette.

Huong sensei.

TECHNOLOGIES TERM OVERVIEW : TERM 2 2018

Students will develop and use technical and group skills. They will problem-solve to make their designs and creations work effectively.

The following steps are used....

Plan and design/ make and create/ test and fix/ what do you think?

This term your child will have creative experiences through some of the following activities:

Reception (HB11 only this term)

*creating gliders, ramps, towers, house models, marble runs, paper helicopters and bridges.

Year 1/2/3

*creating devices/toys/games from limited materials, balloon powered cars, catapult cup games, marble runs .

Year 4 and 3/4 class

*interactive multi-media quizzes, store/café websites, using coding to produce digital games.

*(HB6 – computers next term) electric and rubber-band propeller cars, marble runs, sturdy wooden bridges.

Year 5

*interactive multi-media quizzes, store/café multi-media websites including 3D CAD interior design, using coding to produce digital games.

Year 6

*engineering—using gears and frames to produce working models, create marble runs with rolled up paper to make tubes and frames, marble ski jumps.

Year 7

*engineering—using gears and frames to produce working models including 4 cylinder engines and gearboxes, create a vehicle that moves without pushing, very slow marble runs with nails and rubber bands.

I welcome donations for clean junk-type materials. Please drop anything into HB13 in the main building.

Mr. Baker HB13