

TECHNOLOGIES OVERVIEW, TERM 3

This semester, I will be taking years 3 – 7. Activities will cover design and digital tech with tasks suitable for students to feel challenged, be creative and successful.

Year 3-4

Lego robotics – using programming to operate models through USB connections with sensors and motors. They will also be designing living spaces with a 3D CAD program.

Year 5

Some classes will be using Kodo Game Lab to create games with computer programming and problem solving. Others will be using meccano sets and lego technics to create strong, sturdy models with effective designs.

Year 6-7

Year 6,7's will be receiving 2 lessons per week. Using meccano sets and lego technics to create models. Lego robotics – using programming to operate models through USB connections with sensors and motors. They will also be designing living spaces with a 3D CAD program.

Adrian Baker

PERFORMING ARTS OVERVIEW, TERM 3

This term all classes are continuing on with their media studies and beginning to use some of their drama skills to enhance their work

Junior Primary classes will explore photography skills and telling stories using images.

Primary classes are re-creating storybooks as live action using green screen technology.

Middle school classes are creating news bulletins from around the world and using green screen and video editing.

This term also has highlights for ensembles:

- Bro Code will compete in the Percussion Competition in week 5.
- Senior Band will compete in the Band Competition also in week 5.
- Senior Voices will perform at the Entertainment Centre in week 8.
- Tinikling (Wave Wanderers) will perform at the Entertainment Centre also in week 8.
- Junior Band, Primary Voices and Rock Band continue to rehearse ready for their performance seasons next term.

Michael McConnochie

Physical Education Term 3 Overview

Throughout Term 3 I will be focusing on skills, games and activities which are played indoors. During lessons I will continue to question students, talking about ways we can move better, improve our skills, strategies and tactics when in game situations. This is called the Game Sense approach to teaching PE. It involves playing small games which contain the key skills you want students to develop. You then gradually increase the complexity of the game. Kings and Queens is an example of this. It has a number of versions which gradually increase in complexity. Wacko, Skittles and Woodchoppers are other examples. We will also do a 3 week block using the scooter boards. These games will be my key focus from Year 2 to 4.

From Year 5 to 7, I will use the same Game Sense approach but this time focusing on specific sports. We will cover 2 sports with the older students, those being Volleyball and Badminton.

In Volleyball we will play small games to begin with that continue to build the students' skills and ability to think in game situations. We will then move to a full size court. With Indoor games students will test their skills in a variety of ways under pressure. We will talk about tactics and different ways to keep the ball in the air. In Badminton, we will build on the skills we learnt last year, improving our reflexes, racquet skills and footwork. Students will be assessed in 4 key areas, skills, transfer, strategy and team work.

For the Receptions to Year 1, my focus is on providing students with lots of opportunities to practice the basic skills and movement associated with PE. Some will be through games such as London Bridge, Spiders and Flies, Poison ball, Turtles, Cross the River and Sheep Dogs. Other opportunities will be provided through using a variety of equipment, such as frisbees, catapults, scooter boards, different types of balls (spiky, sponge) , hoops and a variety of bats.

I believe in highly active sessions, and encourage all students to participate.

Mr B. Pearce

Library Overview, term 3



Library overview

All classes will be reading the Children's Book Week Shortlisted titles in their lesson times. They will also be learning about the work of author Phil Cummings who will be visiting in Book Week.

Book Week Parade: Please join us as we celebrate the end of Book Week with a parade on Friday 25th 9.00 on the asphalt (or in the Hall if inclement weather).

The theme is [Escape to Everywhere](#). Students can use this theme to dress up and be creative.

Book Week Author visit: Students would have received a note about the visit by author Phil Cummings. There is a small cost per student of \$4.00.

Teacher Librarians will continue to work with classes on Guided Inquiry units to support the geography and history curriculum.

Lorna Crisanti

Japanese Term 3 Overview

This term, Reception students will begin to learn the language of Japanese in earnest after two terms of introduction to Japanese culture. They will focus on verbally practicing greetings, manners, numbers, and other vocabulary and phrases, using games and activities. They will also learn how to ask basic questions and how to respond to them. Year 1 will be building on the skills they have developed over the past two terms. With a more sophisticated level of verbal communication they will learn Japanese culture and language through Japanese folktale stories. Besides regularly revising their vocabulary and phrases learnt in the last 2 terms, 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...'. For Years 3 and 4, this term's focus is on Hiragana. Year 3 will continue practicing recognising, writing and be tested on their Hiragana belt. Year 4 will continue to excel 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. Besides mastering their self-description structures, Year 5 will learn and play some Japanese traditional games like kendama, daruma otoshi, menko, ohajiki, and koma. ACE Japanese lessons will continue with kanji.



Huong sensei

The Arts – Dance

This Term all Reception and HB 18 students will individually and collaboratively develop skills through dance practices focusing on:

BODY

Body awareness – Awareness of body in space; awareness of position

ELEMENTS OF DANCE

Space

1. Level – for example, moving through low, medium and high levels
2. Directions – for example, forwards, backwards, sideways
3. Shapes – for example, angular, twisted, curved, straight, closed circular
4. Dimension – for example, big, small
5. Personal and general space – for example, extending as far as the body can reach without travelling; sharing general dance space with others

Time

1. Tempo – for example, fast/slow, slowing down, speeding up, moving and freezing
2. Rhythm – for example, even, uneven

Dynamics

1. Gaining control over own energy levels
2. Using different dynamics – for example, heavy/light, sharp/soft movements
3. Force – for example, bouncing, exploding, shaking

Relationships

1. Groupings – for example, dancing as an individual within a group
2. Interaction – for example, mirroring movement with a partner
3. Use of simple objects/props – for example moving in and around an object or prop

Fundamental Movement Skills

1. Locomotor movements – for example, walking marching, skipping, rolling
2. Non locomotor movements – for example, bending, stretching, twisting, growing, melting

Technical Skills

1. With teacher guidance, development of posture, strength, balance and coordination

Expressive Skills

1. Audience – Facing audience, using facial expression

Choreographic Devices

1. Inventing – selecting meaningful movements, combining movements to dance to a routine.

Helenya Masen