



## Newlands Primary School

2-26 Murphy Street, Preston, 3072, Victoria

Email: newlands.ps@edumail.vic.gov.au

Website: newlandsp.s.vic.edu.au T: 9354 2928 F: 9350 3212

---

*Disclaimer Notice: The school and Newlands School Council do not endorse any services or products advertised in the Newlands Primary School newsletter.*

---

### *Message from the Principal*

#### **CHILD SAFE – Anaphylaxis Awareness**

In 2017 we will have a Foundation (Prep) child joining our school who suffers SEVERE ALLERGIC REACTIONS from exposure to NUTS which can result in ANAPHYLAXIS.

We are not a nut free school but we request that you show consideration to ensure this child's safety in 2017. We request that you **please avoid bringing nut products** to school in your child's lunch.

We are taking measures during our Prep transition program to ensure all children eat their snacks and lunch seated at their table, children's hands and table surfaces are cleaned after meal times.

A copy of the current Newlands Primary School Anaphylaxis Policy can be found on the school website.

#### **Term Planners**

Included in this newsletter are the term planners for all our teaching and learning programs for term four. We hope this additional information will provide a context around the learning at Newlands for this term.

#### **Library Working Bee**

The library working was a great success. To all the parents, who assisted with the covering of all the new books, and also for re-locating the remaining new shelves into the library and restocking the shelves. So a very big thanks!

**Ross Dudgeon**

### *Concert Updates*

#### **Concert Tickets**

As many of you are aware tickets for the Newlands Primary School Concert went on sale this week. Next week we will open the second round of tickets and you may purchase as many tickets as you wish. Any further information about ticketing

### Upcoming Events Term Four

#### **October 31**

- Pupil Free Day
- Literacy resources working bee with Sonya O'Brien

#### **November 1**

- Melbourne Cup Holiday

#### **November 4**

- Walk to School Day
- Literacy resources working bee with Sonya O'Brien
- Melbourne Cup Holiday

#### **November 11**

- Literacy resources working bee with Sonya O'Brien

#### **November 14**

- School Council Meeting – 6.15pm.

#### **November 29**

- E-smart workshop for parents 2.00-3.30pm
- 

### Important Announcement

#### **2017 Foundation (Prep) Transition Dates & Times**

#### **November 3**

- 10-11.00am Prep Classroom

#### **November 10**

- 2-3.15pm – Prep classroom

#### **November 17**

- 10-12.00pm – Prep Classroom

#### **November 24**

- 2-3.15pm – Prep Classroom
- 6.30-7.30pm Information for parents

and the Darebin Arts Centre, may be found on their website at [www.darebinartscentre.com.au](http://www.darebinartscentre.com.au)

### **Babies and toddlers on parent laps**

For most performances, children under the age of 2 years are admitted free provided they do not occupy a seat and are held on the lap of a parent or guardian. We will allow for children up to 3 years to sit on laps, any child above this age will need to purchase a ticket for an individual seat.

**Mulynda & Graeme**

## ***Community Reminders***

### **Reorganisation of Literacy Resources at Newlands Primary School**

We will be reorganising our literacy resources this term in readiness for use in 2017. All our literacy books are to be catalogued and put into new resource boxes.

**This reorganisation will take place each Friday afternoon during term 4 between 2:45 - 3:30 p.m.**

Please email me at: [newlands.ps@edumail.vic.gov.au](mailto:newlands.ps@edumail.vic.gov.au)  
<[newlands.ps@edumail.vic.gov.au](mailto:newlands.ps@edumail.vic.gov.au)> if you are able to assist us with this process.

**Sonya O'Brien**



One of our main focuses for this year has been working on our journey to become accredited as an eSmart school. All students are participating in eSmart and Cybersafety lessons this term. At the conclusion of the teaching of these lessons students will be asked to show their understanding and then be presented with a certificate outlining what they had learnt. A copy of our school eSmart document is attached to this newsletter.

Parents today have seen technology grow at a rapid pace. New words such as Facebook, social media, apps and smartphones have become part of everyday language. Some parents are very familiar with new technologies and use them a lot. Some may use them a little, while other parents can think this 'new world' is not for them.

Whatever your views about online technology, it is important to realise it is very much part of children's 'real world'. It's where they can spend a lot of time and gain many educational and social benefits. As they get older, their online communication becomes a key part of their 'social identity'.

On Wednesday the **16<sup>th</sup> of November at 2: 30 p.m.**, I will be holding an eSmart information session for parents. At this meeting I will present information on what being eSmart means and give parents resources and links to information which will help you to ensure that your child and whole family are responsible and safe uses of technologies. Please email me through

## ***Gala Comedy Information***

Hi to our beloved NPS community, Just quick notes, to let you all know, that I'll be resting the Newlands Comedy Gala next year. Alas, there will be no Comedy Gala in 2017.

I know it's become a fixture of our calendar and I'm really proud of it - we've had four amazing years and raised almost \$60,000 (with the auction) - but I need a rest! No other way to put it: I'm worn out. The Organising Committee hasn't asked for a break, but I suspect they need one too. On that note, if I can put in one small request, it's that if you love the Comedy Gala, please get involved next time and give the committee a hand. It's a huge task and we really need more hands on deck to make it sustainable.

I know some of you will be disappointed but never fear, the Gala will return bigger and better than ever in 2018! In the interim, please support the shows of the comedians who have supported us and let's get all hands on deck for other NPS fundraising activities.

**Cheers, Nelly Thomas (and family)**

## **Important Announcement**

### **Concert Arrangements**

**November 21**

- **Whole School Concert Practice**

**November 22**

- **Whole School Concert Practice**

**November 23**

- **School Concert**

NEWLANDS PRIMARY SCHOOL		2016 TERM PLANNER	
Victorian Curriculum (AUSVELS) level: F	Year level: F	Term: 4	Teacher: Bianca Romero
Major Focus Question:			
Brief Overview:			
<b>Physical, Personal &amp; Social Learning</b>	<b>Discipline-based Learning</b>	<b>Interdisciplinary Learning</b>	
<p><b>Health &amp; Physical Education – Mulynda Blease</b></p> <p>In Term 4, Foundation students have been introduced to Health. We will address the role of food and nutrition in enhancing health and wellbeing, developing knowledge, understanding and skills to make healthy informed food choices. Students will participate in a range of activities including placing foods into categories such as food groups and 'always 'and 'sometimes' foods and designing their own healthy menu for Breakfast, Lunch and Dinner options. They will then be introduced to some of the major stages in human development across the human lifespan and identify changes experienced in their own stage of development. At the end of our Health unit students will be introduced to a range of team sports including Soccer and Cricket. Students will develop an understanding of simple rules and develop basic motor skills.</p>	<p><b>Visual Arts - Bianca Vecchio</b></p> <p>In Term 4, the Foundation students will continue to experiment with different materials and techniques to create original and imaginative artworks. We will be revising colour theory which we explored earlier this year and look at patterns based on animal markings in connection with school concert preparations. We will then move on to the topic "Art and Nature". This will include an Artist's study of the work of J.M.W. Turner who loved capturing the weather in his paintings and students will also have the opportunity to depict a powerful storm. We will then explore the work of Environmental Artists such as Andy Goldsworthy and create our own art works using found natural objects.</p>	<p><b>Communication</b></p> <p>This term, the Foundation students will continue developing their understanding of basic communication conventions in the classroom and playground such as being attentive listeners, facing the speaker, and taking turns. They will continue developing these important skills during classroom discussions, daily Show and Tell experiences and oral presentations in both English and Spanish.</p>	
<p><b>Interpersonal Development</b></p> <p>This term, Foundation students will continue developing the skills required to maintain positive friendships and work constructively and cooperatively in a group. This includes taking turns, sharing, using manners and caring for classroom equipment and resources. Students will also be supported in continuing to develop the appropriate language required to explain what happens and how they feel when experiencing conflict. Students will have the opportunity to continue developing</p>	<p><b>PERFORMING ARTS – Mulynda Blease</b></p> <p>This Term we have been busy preparing for our exciting whole school concert entitled, 'Oh the Places We'll Go'. This Term students will be working on their class acts which will involve a range of dance, music and drama elements. Foundation students have been working hard to prepare for their acts; 'This Time for Africa', 'The Lion Sleeps Tonight' and 'Don't Worry Be Happy'. We have been discussing and developing 'stage presence' whilst performing to small</p>	<p><b>Design &amp; Creativity &amp; Technology</b></p> <p>Through the inquiry unit, students will be encouraged to think and talk about why and how products are made. They will also be encouraged to utilise their design skills, imagination, curiosity and creativity to design their own label for a product of their choice. They will examine a variety of labels to identify the types of colours and fonts used. Using this knowledge, they will produce their own label with the intention of making it appealing to others.</p>	

<p>these skills during group activities and developmental play experiences.</p>	<p>audiences, in preparation for the concert night. Students have continued to develop their abilities to repeat a sequenced dance in time to music, using an 8 beat count. They will continue to work on projecting their voices when singing and develop confidence performing on stage. Students will also experiment with pitch while singing a number of simple songs, learning to sing in time with one another, following a simple melody.</p>	
<p><b>Personal Learning</b></p> <p>This term, there will be a strong focus on the Foundation students taking responsibly for their learning and behaviour. They will be encouraged to take initiative and solve problems when completing tasks and organizing the classroom environment. They will also be encouraged to take risks with their learning and will understand that making mistakes is an important part of their learning journey. To support students in developing responsibility for their learning, they will be encouraged to complete their weekly spelling homework, change their readers daily, return library books during our weekly library session, and share aspects of their work that they are proud of during share time.</p>	<p><b>English</b></p> <p>In Literacy this term, the Foundation students will be learning about narrative texts. They will learn about the structure and purpose of this text type and will have the opportunity to explore different characters from a range of narrative stories. They will learn about visualisations and how this reading technique can assist in helping us understand a text. As well as learning about narrative texts, students will continue to develop and strengthen their reading skills and strategies during differentiated reading groups on a daily basis. Some of these include using pictures as visual cues, sounding out, blending letters, chunking words and reading on. Students will also continue to strengthen their speaking and listening skills during daily Show and Tell opportunities with a specific focus on developing their questioning skills.</p>	<p><b>ICT</b></p> <p>This term, the Foundation students will have the opportunity to become familiar with common icons and apps on an iPad. They will create their own alphabet iBook using the Book Creator app, which will enable them to learn about typing text, taking photos and inserting them onto an iBook page. They will learn how to mirror the iPad onto the Interactive Whiteboard so the work they have created can be shared with the class. Students will also participate in cyber safety sessions, where they will learn about staying safe and having fun while using technology. Finally, students will continue developing their literacy skills via the Reading Eggs app during reading groups.</p>
<p><b>Civics &amp; Citizenship</b></p> <p>This term, Foundation students will continue developing their understanding that the classroom is a community that they belong to. There will be a continued emphasis on the importance of respecting their peers, showing concern for others and being fair both in the classroom and in the playground.</p>	<p><b>Humanities</b></p> <p>This term the Foundation students are learning about necessity and will develop an understanding of where their day-to-day resources come from as well as who and what are involved in getting items into a shop. Students will explore different resources and the communities from which they come. A key focus during this inquiry unit will be on the difference between needing something and wanting it. To enrich students' exploration of this inquiry topic, they will participate in a local supermarket visit where they will search for specific items and identify the most appealing and cheapest version of each item. This will lead into an investigation of packaging and how it can influence us to believe that we need to buy certain things.</p>	<p><b>Thinking</b></p> <p>This term, the Foundation students will continue developing their thinking skills and will be encouraged to wonder, question and think critically when learning. They will have this opportunity during inquiry sessions when they are prompted to think about the things they need and the things they want. They will continue to engage in the 'Think, Pair, Share' routine during classroom discussions which supports them in thinking critically about the learning focus, share their thinking with a partner, and then share what their partner explained to them.</p>

	To conclude the unit, students will make their own brochure of a product to encourage them to think about what was used to make their product and where in the world it was made.	
	<p style="text-align: center;"><b>Mathematics</b></p> <p>This term in Mathematics, the Foundation students will continue to participate in daily warm-up counting activities to strengthen their skip counting skills as well as their ability to count backwards from 20 and forwards to 100. They will engage in activities to strengthen their estimating skills and will learn about calculating doubles and halves of numbers to 20. Students will learn about part-whole relationships to show combinations that add up to 10 and will have the opportunity to strengthen their calculator skills by revisiting how to identify keys on a calculator, how to enter numbers and how to complete addition problems using a calculator. They will learn about symmetrical shapes and patterns and will make their own symmetrical painting. They will be revisiting o'clock time on both analogue and digital clocks and will be learning about measuring areas using informal units of measurement.</p>	
	<p style="text-align: center;"><b>Spanish</b></p> <p>Spanish will continue to be integrated into the daily routine of the classroom. Interaction with teachers and peers will occur to exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes, as well as being integrated into the Inquiry sessions using CLIL. This will fuel conversation and written tasks in Spanish.</p>	

NEWLANDS PRIMARY SCHOOL		2016 TERM PLANNER	
Victorian Curriculum (AUSVELS) level:	Year level: 1&2	Term: 4	Teacher:R.Familiar/A.Pett/C.Mandile
Major Focus Question:			
Brief Overview: A synopsis of the curriculum for grades 1 and 2 in term 4.			
<b>Physical, Personal &amp; Social Learning</b>	<b>Discipline-based Learning</b>	<b>Interdisciplinary Learning</b>	
<p><b>Health &amp; Physical Education – Mulynda Blease</b></p> <p>In Term 4, Grade 1/2 students have been introduced to Health. Students will research and discuss how eating healthy foods can influence health and wellbeing. We will look at the 5 food groups and discuss the nutritional value of certain foods in our daily diet. Students will have the opportunity to design their own healthy menu for Breakfast, Lunch and Dinner and justify reasoning's behind their selections. They will research and create their own positive health message for our school and present it to the class. Students will be introduced to major stages of the human lifespan and identify changes experienced in each stage of development, identifying their own stage. They will brainstorm a range of strategies to assist them in developing positive relationships with others and describe ways to be an inclusive friend. At the conclusion of our Health unit students will develop an understanding of simple rules and objectives of a range of team sports including; Football (AFL) and Cricket. They will develop basic motor skills required to play each game.</p>	<p><b>Visual Arts – Bianca Vecchio</b></p> <p>In Term 4, the students in Grade 1 / 2 will be creating artworks inspired by how Indigenous Artists use symbols to represent people, places, objects and animals in art works. Students will be encouraged to develop their own symbols to create a "map" to depict a particular area in our local area such as Edwards Lake, Coburg Lake or Edgar's creek. This will segue into the theme of "Art and Nature" with the exploration of "Environmental Art". Students will be encouraged to create works of art using found materials and also have the opportunity to draw and paint "en plein air" just like the Impressionist artists.</p>	<p><b>Communication</b> <b>Not Applicable this term</b></p>	
<p><b>Interpersonal Development</b></p> <ul style="list-style-type: none"> <li>Working co-operatively to complete group tasks.</li> <li>Develop skills within groups such as group leader roles.</li> <li>Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behavior.</li> <li>Use basic skills required for participation</li> </ul>	<p><b>PERFORMING ARTS – Mulynda Blease</b></p> <p>This Term we have been busy preparing for our exciting whole school concert entitled, 'Oh the Places We'll Go'. This Term students will be working on their class acts which will involve a range of dance, music and drama elements. Grade 1/2 students have been working hard to prepare for their acts;</p>	<p><b>Design &amp; Creativity &amp; Technology Cyber safety.</b></p> <p>Scaffolding understanding of text structures to create/ design own advertisement for chosen products and create own texts.</p>	

<p>in group tasks and respond to simple questions about their contribution to group tasks</p> <ul style="list-style-type: none"> <li>Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict.</li> </ul>	<p>'Welcome To Bollywood', 'I Like To Move It' and 'Don't Worry Be Happy'. We have been discussing and developing 'stage presence' whilst performing, in preparation for the concert night. Students have continued to develop their abilities to repeat a sequenced dance in time to music, using an 8 beat count. They will continue to work on projecting their voices when singing and develop confidence performing on stage. Students will also experiment with pitch while singing a number of simple songs, learning to sing in time with one another, following a simple melody. At the end of our concert work, our focus will be on further developing our drama skills including; facial expression, body language and voice to develop and portray a range of characters and explore particular theatre styles.</p>	
<p><b>Personal Learning</b></p> <p>Taking responsibility for tasks such as homework and personal belongings. Looking at goals and developing strategies to achieve them.</p>	<p><b>English</b></p> <p>In language this semester we will be focusing on persuasive texts. Looking at the features and structure of a range of persuasive texts including expositions, advertisements and personal responses. Students will explore the purpose of persuasive texts. We will also be exploring explanation and information texts, again looking at features and specific structures of each text. As part of this, students will read, respond to and create a range of texts. These will be displayed in the classroom or presented on their i-Pads.</p>	<p><b>ICT</b></p> <p>Exploring apps and how they function. Introducing and using book creator for designed tasks as well as stop motion to create movies for our concert backdrop.</p>
<p><b>Civics &amp; Citizenship</b> <b>Not Applicable this term</b></p>	<p><b>Humanities</b></p> <p>This term the students in grades 1 and 2 are learning about necessity and will develop an understanding of where their day-to-day resources come from and the processes and resources involved in getting items into a shop. Students will explore different resources and the communities from which they come. A key focus during this inquiry unit will be on the difference between needing something and wanting it. To enrich students' exploration of this inquiry topic, they will participate in a local supermarket visit where they will search for specific items and identify the most</p>	<p><b>Thinking</b></p> <p>Where do products we use come from? How do they get there? Looking at products such as milk/bread. Discussing and researching where they come from and what processes they go through to get on supermarket shelves. What I need and what I want. Looking at life necessities and wants. Consider how reasons and examples are used to support a point of view and illustrate meaning.</p>

	<p>appealing and cheapest version of each item. This will lead into an investigation of packaging and how it can influence us to believe that we need to buy certain things. To conclude the unit, students will make their own brochure of a product to encourage them to think about what was used to make their product and where in the world it was made.</p>	
	<p><b>Mathematics</b></p> <p>In Mathematics this term we will explore units of measurement including capacity, mass and time. Most of these activities will be a combination of hands on learning experiences and more structured learning tasks. Through these tasks students will explore the capacity of a range of objects using a variety of materials, use formal and informal measurements to gauge the mass of objects. They will build on their understanding of calendars, seasons and time durations.</p> <p>In number and algebra students will further develop their understanding of division, multiplication, odd and even numbers, number patterns and addition. We will also investigate chance activities which will require students to make predictions on the likelihood of events occurring.</p>	
	<p><b>Spanish</b></p> <p>Spanish will continue to be integrated into the daily routine of the classroom. Interaction with teachers and peers will occur to exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes, as well as being integrated into the Inquiry sessions using CLIL. This will fuel conversation and written tasks in Spanish.</p>	

Victorian Curriculum (AUSVELS) level:	Year level: 3 and 4	Term: 4	Teacher: Laura De Luca and Angela Smith
<b>Brief Overview:</b> Students will develop respect for money and an understanding that some people have less than they need to survive. Students will appreciate what they think they 'need' and learn that often these things are actually 'wants'. This in turn will hopefully modify student's behaviours when budgeting, spending and saving.			
<b>Physical, Personal &amp; Social Learning</b>	<b>Discipline-based Learning</b>	<b>Interdisciplinary Learning</b>	
<b>Health &amp; Physical Education - Mulynda Blease</b> In Term 4, Grade 3/4 students have been introduced to Health. Students will have the opportunity to examine their own eating patterns by researching 'The Australian Guide to Healthy Eating' and identify healthy food choices. They will develop their own healthy eating menu and justify their choices with knowledge of nutritional value. Students will learn about the positive effects of consistent exercise and propose changes they can make to their daily routines to increase physical activity levels. They will describe factors that can positively influence relationships, self-esteem and personal wellbeing, predicting and reflecting upon how other students may feel in a range of challenging social situations. At the conclusion of our Health unit, students will develop an understanding of the rules and objectives of a range of team sports including; Football (AFL) and Cricket. They will develop basic motor skills required to play each game and understand simple gameplay strategies and rules of the game.	<b>Visual Arts - Bianca Vecchio</b> In Term 4, the students in Grade 3 / 4 will be creating artworks inspired by how Indigenous Artists use symbols to represent people, places, objects and animals in art works. Students will be encouraged to develop their own symbols to create a "map" to depict a particular area in our local area such as Edwards Lake, Coburg Lake or Edgar's creek. They will finish the year by focusing on the topic of Digital Art and looking at how the iPad can be used as a "sketchbook". This will tie in with the upcoming summer exhibition at the National Gallery of Victoria of David Hockney's work. Hockney is well known for creating stunning artworks using the simple drawing app "Brushes".	<b>Communication</b> Students will be presenting their 'burning question' inquiry topics to the group in order to develop their skills in delivering an engaging presentation to an audience. They will use a rubric to guide them.	
<b>Interpersonal Development</b> Students will be working with others in teams for agreed purposes, taking roles and following guidelines established within specific tasks.	<b>PERFORMING ARTS – Mulynda Blease</b> This Term we have been busy preparing for our exciting whole school concert entitled, 'Oh the Places We'll Go'. This Term students will be working on their class acts which will involve a range of dance, music and drama elements. Grade 3/4 students have been working hard to prepare for their acts; 'La Tomatina-Flamenco', 'This Time for Africa' and 'Don't Worry Be Happy'. We have been discussing and developing 'stage presence' whilst	<b>Design &amp; Creativity &amp; Technology</b> During our 'Money Makes the World Go Around' integrated inquiry topic, students will recognise the role of people in design and technologies occupations and explore factors, including sustainability, that impact on the design of solutions to meet community needs. Students will partake in the 'Fill the cup' campaign which looks at need verses wants and allows students to	

	<p>performing, in preparation for the concert night. Students will continue to use dance-making processes such as abstraction and improvisation to create movements and patterns that can be developed into sequences used for their class acts. They will continue to work on projecting their voices when singing and develop confidence performing on stage. Students will also experiment with pitch while singing a number of simple songs, learning to sing in time with one another following a simple melody. At the end of our concert rehearsals, our focus will be on further developing our drama skills including; facial expression, body language and voice to develop and portray a range of characters whilst exploring particular theatre styles.</p>	<p>engage in the mission to end world hunger.</p>
<p><b>Personal Learning</b> Reflecting on impulse management and the value of humour. With support, students will discover more about their strengths and weaknesses as learners and learning habits and habits of mind that improve learning outcomes.</p>	<p><b>English</b> Studying 'Billionaire Boy' and 'Millions' as part of our inquiry on money. Students will develop the skills for making connections with the novels using the 'text to self, text to text, text to world' framework, to enable them to make deeper meaning of the ideas in the text.</p>	<p><b>ICT</b> To organise ideas: online graphic organisers, Padlet for class discussions (like an online forum), Stile for sorting information and organising ideas as well as analysing and annotating text, movie making.</p>
<p><b>Civics &amp; Citizenship</b> An investigation of why and how people participate within communities and cultural and social groups will take place. Students will participate in the community project 'Fill the cup' by raising money through performing a range of jobs, whilst learning that we can make a difference and raise awareness to end world hunger.</p>	<p><b>Humanities</b> The topic of this term's Inquiry unit is 'Money Makes the World Go Around' in which students will develop an awareness of the way that money is exchanged and saved and to investigate how work is rewarded in different cultures, as well as the importance of budgeting to reach a set goal. Focus on wants versus needs, our hierarchy of needs, and the value of money.</p>	<p><b>Thinking</b> About what's really important to us and how our values around money might be determined by our culture. Students will use open-ended questioning and integrate available information to explore ideas.</p>
	<p><b>Mathematics</b> In Number and Algebra there will be a focus on place value to hundreds of thousands, number patterns, fractions, division and multiplication and addition and subtraction. Measurement and Geometry will focus on time, area and perimeter and mass in grams and kilograms. During statistics and probability students will conduct experiments followed by the collection and recording of data. This will then be turned into simple column graphs in their workbooks and on the iPad.</p>	

	<b>Spanish</b>	
	Spanish will continue to be integrated into the daily routine of the classroom. Interaction with teachers and peers will occur to exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes, as well as being integrated into the Inquiry sessions using CLIL. This will fuel conversation and written tasks in Spanish.	

NEWLANDS PRIMARY SCHOOL		2016 TERM PLANNER	
Victorian Curriculum (AUSVELS) level:	Year level: <b>5/6</b>	Term: 4	Teacher: Graeme Woodward

Major Focus Question: Money Matters

**Brief Overview:**

An introduction to financial literacy provides an understanding of day to day economic management of paying for items such as a mobile phone or credit card. Students consider what it means to be an informed consumer. They explore links between Asian and Australian economies.

Students will make more informed decisions about the products that they purchase or request to be bought for them. These decisions, depending on the individual student's values and ethics, may have positive personal, societal and/or environmental impacts. Understanding how individual needs can be met through successful money management, we gain some insight into how the needs of the world are met including the needs of our Asian neighbours.

<b>Physical, Personal &amp; Social Learning</b>	<b>Discipline-Based Learning</b>	<b>Interdisciplinary Learning</b>
<p><b>HEALTH/P.E – Mulynda Blease</b></p> <p>In Term 4, Grade 5/6 students have been introduced to Health. Students will address physical, social and emotional changes related to their current stage of development and develop a range of strategies to assist them in coping with these changes. They will also be looking at strategies to deal with peer pressure through a range of group discussions and role play scenarios. Students will propose and implement opportunities to increase their physical activity levels at school and at home and evaluate and make changes to a proposed diet. At the conclusion of our Health unit, students will develop an understanding of the rules and objectives of a range of team sports including football (AFL) and Cricket. They will develop motor skills required to play each game and</p>	<p><b>Visual Arts - Bianca Vecchio</b></p> <p>In Term 4, the students in Grade 5/6 will have the opportunity to finish the topic of "Comic Book Art" started by replacement Art Teacher, Cailan Burns in Term 3. The students will then move into the exploration of Digital Art with a focus on British artist, David Hockney. This will tie in with upcoming summer exhibition at the National Gallery of Victoria which will highlight over 600 images Hockney has created using a simple drawing app and inkjet printer. Please visit <a href="http://www.ngv.vic.gov/exhibition/david-hockney/">www.ngv.vic.gov/exhibition/david-hockney/</a> for more information. The students will be given the opportunity to research, discuss and reflect on Hockney's work as well as create and present their own digital artworks using either the 'Sketchbook Pro', 'Art Set' or 'Drawing' app. Students will also be</p>	<p><b>Communication</b> <b>Not Applicable this term</b></p>

<p>understand gameplay strategies and follow the rules of the game.</p>	<p>attending an excursion to Coburg High School to participate in a day focused on "The Arts" which will include workshops in both visual and performing arts. This is to provide additional transitional support for our students as well as highlight educational and career pathways and opportunities in this field.</p>	
<p><b>Interpersonal Development Not Applicable this term</b></p>	<p><b>PERFORMING ARTS – Mulynda Blease</b></p> <p>This Term we have been busy preparing for our exciting whole school concert entitled, 'Oh the Places We'll Go'. This Term students will be working on their class acts which will involve a range of dance, music and drama elements. Grade 5/6 students have been working hard to prepare for their acts; 'New Orleans Busk', 'Flash Mob', 'Body Percussion' and a number of performance based group acts developed outside of class time. We have been discussing and developing 'stage presence' whilst performing, in preparation for the concert night. Students will continue to use dance-making processes such as abstraction and improvisation to create movements and patterns that can be developed into sequences used for the class acts. They will continue to develop their music abilities playing a range of instruments both solo and ensemble during Performing Arts and Musical Futures sessions. As we work towards the concert, senior school students will work towards increasing their confidence on stage and furthering their organisational skills. Their roles for the concert may include; assisting back stage, knowing their individual concert item order, ensure they have assembled their costumes when needed and conduct themselves in a professional manner on the night. At the end of our concert rehearsals, our focus will be on further developing our drama skills including; facial expression, body language and voice to develop and portray a range of characters whilst exploring particular theatre styles.</p>	<p><b>Design &amp; Creativity &amp; Technology Not Applicable this term</b></p>

<p><b>Personal Learning</b></p> <p>Students identify personal strengths in others, such as courage, sense of humour and determination and explaining how these could contribute to achieving success. They describe what being successful at school looks and feels like and what personal strengths would assist.</p>	<p><b>English</b></p> <p>During Term 4 students will revisit narrative texts, further analysing a range of short stories through verbal and written response. Topics will vary, but will encompass themes of financial literacy, and issues that might arise as students become teenagers. As students study each text, they are encouraged to make text to self and text to world connections when discussing beyond the text.</p> <p>Students will create and publish a range of short stories using a variety of writing devices and structures. With each short story the students create, they will develop their own personal goals they are trying to achieve within the text. Students will also develop a range of persuasive and expository texts, conducting independent research within their chosen topic and providing evidence to support their statements.</p> <p>Students will be encouraged to further develop their skills and confidence when speaking/presenting in front of a group. Taking place in mock job interviews, debating as a team and giving summary reports on specific 'Earn and Learn' jobs are just a few examples.</p>	<p><b>ICT</b></p> <p>Throughout Term 4, students will take place in the 'ESmart' program, teaching students the Do's and Don'ts whilst using the internet. It explores ideas from how to create safe passwords, what to share online, through to different types of viruses that you can be susceptible to.</p> <p>Students will also be interacting with a range of software and websites during their studies this term. These include word processing software suites, computer programming software, digital animation software, Khan Academy, Hour of Coding and Stile.</p> <p>Touch typing lessons will also be delivered throughout the term to help increase the speed and accuracy of students typing in this forever increasing digital world that we live in.</p>
<p><b>Civics &amp; Citizenship Not Applicable this term</b></p>	<p><b>Humanities</b></p> <p>As students explore the topic 'Money Matters', they consider the effects that the consumer and financial decisions of individuals may have on themselves, their family, the broader community and the natural, economic and business environment. They identify influences on consumer choices and explore strategies that can be used to help make informed personal consumer and financial choices.</p> <p>As we learn about how our economy is effected by countries form arounds the world, they locate of the major countries of the Asian region in relation to Australia and the geographical diversity within the region. They also locate the major countries of Europe and North America, in relation to Australia and their major characteristics including</p>	<p><b>Thinking Not Applicable this term</b></p>

	<p>the influence of people on the environmental characteristics of places in at least two countries from both continents.</p>	
	<p style="text-align: center;"><b>Mathematics</b></p> <p>During Mathematics in Term 4, students begin to self-identify learning areas and begin to further explore areas of own interest. On a weekly basis, students write 3 learning intentions for the week. Using the 'Khan Academy' website, students work at their own pace, solving problems independently, providing the opportunity for them to extend themselves. Key focus areas include: working with decimals and fractions; using negative numbers; identifying angles and shapes; calculating area and perimeter. Parents and carers can log on to their accounts at any point in time to see what the students are working on.</p> <p>Running parallel to the Mathematics program, students are taught a range of Java Script Coding skills in order to create simple animations. As student's skills and abilities grow, they begin to start their own projects, creating a range of animated storylines. Coding projects help to consolidate a wide range of mathematics abilities and concepts, using them in a creative manner.</p>	
	<p style="text-align: center;"><b>Spanish</b></p> <p>Spanish will continue to be integrated into the daily routine of the Grade 3 and 4 classroom. Interaction with teachers and peers will occur to exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes, as well as being integrated into the Inquiry sessions using CLIL. This will fuel conversation and written tasks in Spanish.</p>	