

## Specialist Newsletter Term 1 2017

### Prep Term Focus

<b>French</b>	<b><u>Bonjour La France</u></b> An introduction to the French language and French culture. What do students already know about La France and le francais? Students will learn to introduce themselves, greet and farewell the teacher, notice the difference between English and French pronunciation, join in with basic songs, simple games and start building their French vocabulary.
<b>Physical Education &amp; Health</b>	<b><u>Fundamental Movement Skills</u></b> Students engage in a variety of physical activities on their own and with their peers, to develop basic motor skills such as running, hopping, jumping, and skipping. Students will participate in activities that allow them to follow rules, share equipment and personal safety with the guidance. <b><u>Health</u></b> Students explore what a healthy lifestyle is. The major focus will be a healthy diet. They will also describe parts of the body and how their body is growing and changing.
<b>Performing Arts</b>	<b><u>Dance</u></b> Students explore dance and learn about how they can dance. They share their dance with peers and experience dance as audiences. Students learn about dancing safely and become aware of their bodies' movement capabilities. They explore movement possibilities using space, time, dynamics and relationships. <b><u>Drama</u></b> Students explore drama and learn about how they can make drama to communicate ideas and stories. They share their drama with peers and experience drama as audiences. <b><u>Music</u></b> Students learn to listen and respond to music, becoming aware of the elements of beat, rhythm, pitch, dynamics and tempo as they sing, play, improvise and move to music. They learn to feel the beat, sing with pitch accuracy and to discriminate between sound and silence, loud and soft, and fast and slow. They experiment with contrasting sounds on non-melodic and melodic percussion instruments, learning to use instruments appropriately and safely.
<b>Visual Arts</b>	A key focus this term is introducing Preps to the Art room and how to use the space and equipment safely. We will also focus on responding to artworks using basic Arts language to answer reflective questions. Describing their work and the work of others will be incorporated into lessons as well as share time to practice presenting to the class. Students will create artwork using a variety of multi-stage techniques and themes inspired by picture storybooks. Please ensure your child has a labeled art smock at school.

### Junior School Term Focus

<b>French</b>	<b><u>Je Me Présente (All About Me)</u></b> The French program in Term 1 is linked to the Personal Learning inquiry unit. Students will learn to communicate information about themselves e.g. age, birthday and where they live etc. Key phrases include je m'appelle, j'habite à, je suis en classe, mes amis sont and personal preferences (e.g. favourite colour). They will use this information to create a 'mystery' poster en francais entitled 'Qui suis-je?' (Who am I?)
<b>Performing Arts</b>	<b><u>Dance</u></b> Students explore how dance can communicate ideas about themselves and their world. They create dances to express their ideas. Students increase their awareness of the movements their bodies can create and further explore the elements of dance (space, time, dynamics and relationships) <b><u>Drama</u></b> Students explore and learn about how ideas and stories can be imagined and communicated through drama. They improvise and create roles, characters and situations and learn about focus and identifying the main idea of the drama. They share their drama with peers and experience drama through audience participation.

	<p><b><u>Music</u></b> Students develop skills in imagining and creating and performing music which explores their ideas about the world. They select and make choices about their use of the elements of music as they improvise, compose and perform. They build on their ability to discriminate between different qualities of rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they listen to and make music.</p>
<b>Physical Education &amp; Health</b>	<p><b><u>Fundamental Movement Skills</u></b>  <b>Ball bounce, over arm throw, under arm throw and catch</b>  Students engage in variety of modified skills that are designed to improve the above skills. Students will use a variety of equipment and encouraged to use both left and right hands. Students working at Level 2 perform combination of the skills under pressure with some control (Games).  <b><u>Health</u></b>  Students will describe ways to include others to make them feel that they belong. They will also explore actions that make our school a healthy safe and active place.</p>
<b>Visual Arts</b>	<p>Students will complete a ceramics unit focusing on joining and shaping techniques. They will seek inspiration from patterns and objects found in nature. The second half of the term will focus on painting techniques. Please ensure your child has a labeled art smock at school.</p>

### **Middle School Term Focus**

<b>French</b>	<p><b><u>Les Signes du Zodiaque</u></b> Students will be introduced to the signs of the zodiac in relation to the days of the week, the months of the year, numbers and dates. They will learn how to identify and describe their own zodiac sign and birthday. They will compare the French calendar with their own, noting both similarities and differences. Students will consider the French tradition of the celebration of saints, and they will learn about their own particular French saint day.</p>
<b>Performing Arts</b>	<p><b><u>Dance</u></b> Students make and respond to dance independently, collaboratively with peers and teachers, and as an audience for other dancers' work. They extend their awareness of how the whole body and different parts, zone and bases can be used to communicate ideas. They explore and experiment with the elements of dance (direction, time, dynamics and relationships) and extend their movement and technical skills.  <b><u>Drama</u></b> Students learn by making and responding to drama, independently and collaboratively, with their peers and teachers. Through activities that focus on sharing and communicating, students extend their understanding of role and situation as they offer, accept and extend their ideas in improvisation and process drama.  <b><u>Music</u></b> Students extend their understanding of the elements of music and their ability to interact with other musicians as they develop their musical knowledge and skills.</p>
<b>Physical Education &amp; Health</b>	<p><b><u>Volleyball</u></b>  Students engage in modified games that are designed to develop the Dig, Set, Serve and understanding of the game. Students are given the chance to umpire small sided, modified games. They will have opportunities to umpire and coach each other.  <b><u>Hot Shots Tennis</u></b>  Students participate in Hots Shots Tennis drills and Games. Focusing on improving forehand, backhand and volley in a small court. Students will have an opportunity umpire games – demonstrating clear calls. Players are taught to accept the umpire's decision.  <b><u>Health</u></b>  Students will describe strategies to make the classroom and playground healthy, safe and active spaces.</p>
<b>Visual Art</b>	<p>Students will complete a ceramics unit combining modeling skills with the sewing skills they developed last year to create an abstract ceramic artwork. The key focus is on creating more complex shapes with clay and exploring interesting ways of applying paint and gloss to produce a variety of effects. Please ensure your child has a labeled art smock at school.</p>

## Senior School Term Focus

<b>French</b>	<p><b><u>L'arbre généalogique</u></b> Students will focus on the theme of <b>La famille</b> and they will learn how to identify the different members of a family, including <b>le grand-père, la grand-mère, le père, la mère, le frère, la sœur, l'oncle, la tante, le cousin</b> and <b>la cousine</b>. They will learn how to introduce and describe their own family members, including how many brothers or sisters they have, and the family pet!</p>
<b>Performing Arts</b>	<p><b><u>Dance</u></b> Students further develop their awareness of the body, their control and accuracy of body actions and their understanding of safe dance practice. They extend their ability to manipulate the elements of dance and use compositional devices to create more complex movements.</p> <p><b><u>Drama</u></b> Students develop character through voice and movement and extend their understanding and use of situation, focus, tension, space and time. They explore language and ideas to create dramatic action and consider mood and atmosphere in performance.</p> <p><b><u>Music</u></b> Students explore more complex aspects of rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose. They sing and play independent parts against contrasting parts, and recognise instrumental, vocal and digitally generated sounds.</p>
<b>Physical Education &amp; Health</b>	<p><b><u>Volleyball</u></b> Students refine the basic skills of Volleyball. Each lesson there will be a skill focus to improve. Students should perform skills without a catch. Students will use their iPad to give peers feedback on performances.</p> <p><b><u>Hot shots Tennis</u></b> Students will learn about the scoring systems for Hot Shots Tennis. They will participate in doubles and singles matches. They will group according to ability and work with a new partner each week. Students will have the opportunity to demonstrate fair play and sportsmanship by self-umpiring games.</p> <p><b><u>Health</u></b> Students will examine the influence of emotional responses on behaviour, relationships and health and wellbeing.</p>
<b>Visual Arts</b>	<p>Students will complete a ceramics unit, building on their modeling and shaping skills from previous years. They will construct several ceramic pieces in line with the term theme of <b>Functional Art</b>. They will demonstrate their ability to add more complex joins to irregular shapes, adding fine details and texture for visual impact. For example: constructing a set of small succulent plant pots. Please ensure your child has a labeled art smock at school.</p>

## Targeted Additional Assistance at Kew (TASK) Program.

The TASK program will continue to be provided at Kew this year. There are several components of the TASK program in 2017 - Literacy Support and reading extension, English as an Additional Language Program, Maths Support and Reading Recovery. Students are selected onto the program in consultation with class teachers and following relevant testing and assessment.

The key features of the program are as follows:

- It operates for approximately 20-30 minutes each day.
- It works alongside the regular classroom program and with the support of the classroom teacher.
- It is tailored to the individual point of need for each student.
- It ensures close tracking and monitoring of each student to maximise learning outcomes.
- It will introduce new maths concepts to students in preparation for classroom maths lessons.

An important element of the program is the support of parents to read the take home book or help with practising vocabulary or other specific work.

The EAL program welcomes new students to Kew Primary from Iran, China, Vietnam, Thailand and Japan.

If you require further information about the program please contact the teachers below.

Shelley Ware  
Literacy and Maths support  
[ware.shelley.s@edumail.vic.gov.au](mailto:ware.shelley.s@edumail.vic.gov.au)

Robin Grace  
Reading Recovery  
[grace.robin.e@edumail.vic.gov.au](mailto:grace.robin.e@edumail.vic.gov.au)

Ali Duffy  
EAL teacher  
[duffy.alacoque.a@edumail.vic.gov.au](mailto:duffy.alacoque.a@edumail.vic.gov.au)

### Specialist Teacher Contact Details:

**Carla Temple - French**  
[temple.carla.c@edumail.vic.gov.au](mailto:temple.carla.c@edumail.vic.gov.au)

**Michelle Payne - French**  
[payne.michelle.m@edumail.vic.gov.au](mailto:payne.michelle.m@edumail.vic.gov.au)

**Ruth Woolven - Library**  
[woolven.ruth.m@edumail.vic.gov.au](mailto:woolven.ruth.m@edumail.vic.gov.au)

**Lee-Ann Butchart - Performing Arts**  
[butchart.lee-ann.d@edumail.vic.gov.au](mailto:butchart.lee-ann.d@edumail.vic.gov.au)

**Clare Connor - Physical Education**  
[connor.clare.m@edumail.vic.gov.au](mailto:connor.clare.m@edumail.vic.gov.au)

**Kerry Lomas - Visual Arts**  
[lomas.kerry.m@edumail.vic.gov.au](mailto:lomas.kerry.m@edumail.vic.gov.au)

### Library News

This term we will have a **Carnival Book Fair** in March providing an opportunity to purchase books for home reading.

All students will have the opportunity to register for the **Premiers' Reading Challenge**. We strongly encourage participation in the Challenge to support literacy development.

Also this term we will open the library some afternoons after school for families to visit the library together.

Please read the school newsletter each Thursday to keep up to date with Library events.

Let's get reading!