

Specialist Newsletter Term 3 2017

Prep Term Focus

<p>French</p>	<p><i>Le Tour de France – Qu’est-que c’est?</i> Brainstorm what is <i>Le Tour de France</i>? Watch video clips of <i>Le Tour</i> and look at the geography of France. Discuss <i>les quatre maillots – jaune, vert, blanc, à pois rouge</i> (the four jerseys) and their meaning.</p> <p><i>Le Sport</i> – exploring which sports are popular in France, compared with Australia. Students will learn the names for a variety of sports and practice the correct pronunciation. <i>Qu’est-ce que tu aimes faire?</i> (What do you like to do?) Students will learn how to express their preferences for different sports in French e.g. <i>J’aime le tennis, je n’aime pas le golf</i> etc (I like tennis, I don’t like golf). They will present their preferences in French using a Venn diagram.</p>
<p>Physical Education & Health</p>	<p>BASKETBALL - Ball bounce, dribbling ,catching and throwing Students engage in a variety of modified games that provide plenty of opportunities for practice in an atmosphere of exploration and experimenting. Students will be asked to follow rules and cooperate with others when playing games.</p> <p>GYMNASTICS Students will participate in a range of gymnastics activities that are designed to improve locomotive skills and body management skills. There will be a strong focus on safety. During gymnastics students will be required to take off their shoes and socks. On PE days it will be helpful if students didn’t wear tights.</p>
<p>Performing Arts</p>	<p>Dance 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.</p> <p>Drama 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.</p> <p>Music 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.</p>
<p>Visual Arts</p>	<p>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.</p>

Junior School Term Focus

<p>French</p>	<p><i>Les Mathématiques</i>– Maths in French. Students will translate prior knowledge into French using relevant Michael Ymer maths activities with a focus on self-generated data. Students will extend their knowledge of the French number system and use this to perform mathematical operations in French <i>plus et moins (add and subtract)</i>. They will use their knowledge of French numbers in practical measurement activities and telling the time <i>il est huit heures</i> (it is eight o’clock). Students will consolidate their knowledge of 2D & 3D shapes and learn the names for <i>les formes</i> (shapes) in French e.g. <i>le cercle, le cylindre, la sphère</i> etc (circle, cylinder, sphere).</p>
----------------------	--

Performing Arts	<p>Dance 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)</p> <p>Drama 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> <p>Music 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>
Physical Education & Health	<p>BASKETBALL - Ball bounce, dribbling ,catching and throwing Students engage in a variety of modified basketball games. They will be asked to identify rules and fair play when playing competitively. Students will use strategies to work in group situations when participating in games.</p> <p>GYMNASTICS Students will participate in a range of activities that will have a focus on improving controlled landings, statics and rotations. Students will be given the opportunity to use gymnastics apparatus. During gymnastics students will be required to take off their shoes and socks. On PE days it will be helpful if students didn't wear tights.</p>
Visual Arts	<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 from the start of Term 3.</p>

Middle School Term Focus

French	<p>CLIL (Content and Language Integrated Learning) literacy focus: <i>lire et écrire</i>. Students are focussing on improving their literacy skills in French through examination of the French children's story <i>Il était une fois ... Une Maison de Musiciens</i> (Once upon a time ... A House of Musicians). The story introduces the topics of the house, musical instruments, and parts of the body, in the context of a charming tale set to music and song.</p>
Performing Arts	<p>Dance 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.</p> <p>Drama 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.</p> <p>Music 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>
Physical Education & Health	<p>INVASION GAMES– Basketball - Students engage in drills/games/activities designed for skill improvement. Students that are confident with these skills are given opportunities to coach others. Year 4 students will apply these skills during the Hooptime tournament on the 25th August.</p> <p>GYMNASTICS In this unit of work pupils will learn to develop body management skills. They will be required to recognise and replicate a range of perfect models of movement. A large focus will be gymnastics on the floor with some access to apparatus. During gymnastics students will be required to take off their shoes and socks. Students will describe strategies to make the classroom and playground healthy, safe and active spaces.</p>

Visual Art	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 from the start of Term 3.
-------------------	---

Senior School Term Focus

French	CLIL (Content and Language Integrated Learning) geography focus: <i>la géographie, La Nouvelle-Calédonie</i> . Students will learn about our nearest French speaking neighbour: <i>La Nouvelle-Calédonie</i> (New Caledonia), including location, population, economy, history, flora and fauna, climate, languages, customs, and points of cultural interest.
Performing Arts	<p>Dance 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>Drama 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>Music 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>
Physical Education & Health	<p>INVASION GAMES – Netball and Basketball This unit of work is student driven. Students are placed in teams and prepare themselves for games through planned warm-ups, drills and team meetings. Students explore different roles in sport. Students in Year 6 will be given an opportunity to apply basketball skills in the Hoop time competition on the 1st September.</p> <p>GYMNASTICS Students will be taught body management skills on a variety of apparatus and on the floor. They will learn the need for fitness especially with regards to flexibility, strength and muscular endurance. Students will be asked to critically analyse gymnastics movements. During gymnastics students will be required to take off their shoes and socks.</p>
Visual Arts	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 Functional Art . 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 from the start of Term 3.

Specialist Teacher Contact Details:

Carla Temple – French, Prep - 2
temple.carla.c@edumail.vic.gov.au

Michelle Payne – French, 2 -6
payne.michelle.m@edumail.vic.gov.au

Lee-Ann Butchart - Performing Arts
butchart.lee-ann.d@edumail.vic.gov.au

Clare Connor - Physical Education
connor.clare.m@edumail.vic.gov.au

Kerry Lomas - Visual Arts
lomas.kerry.m@edumail.vic.gov.au

Library News

Term 3 is a wonderful term in the Library as we celebrate Book Week and the Children's Book Council of Australia (CBCA) book awards. The theme this year is *Escape to Everywhere*. Kerry Lomas has created a wonderful Book Week display in the library.

Students will have the opportunity in class and during library lessons to explore the nominated books and choose their favourite. We will have a Book Week Dress-up Parade on Friday 18 August at a special Assembly at 9am. During Book Week each class will have a session with an author. Jane Godwin for Preps – Year 2 and Michael Pryor for Years 3 -6.

We will support the Indigenous Literacy Foundation with a book swap on Tuesday 5 September and lastly we will have a Lamont Book Fair in the week September 4 – 8.

The Premiers' Reading Challenge will end on September 8. Please log your books now.



Ruth Woolven - Library

woolven.ruth.m@edumail.vic.gov.au

Targeted Additional Assistance at Kew (TASK) Program.

The TASK program will continue to be provided at Kew this semester. 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, Japan and Korea.

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

Robin Grace

Reading Recovery

grace.robin.e@edumail.vic.gov.au

Ali Duffy

EAL teacher

duffy.alacoque.a@edumail.vic.gov.au