

## Specialist Newsletter Term 2 2017

### Prep Term Focus

<b>French</b>	<b>Les jeux francais</b> Term 2 the French program is integrated with Inquiry learning in history. Foundation students will learn to play some old fashioned games in French including Hopscotch, Simon Says, Snakes and Ladders, What's the time Mr Wolf and many more. This will help build their French vocabulary in numbers, colours and the alphabet.
<b>Physical Education &amp; Health</b>	<b>FUNDAMENTAL MOVEMENT SKILLS</b> Students participate in a variety of games that are designed to improve the Fundamental Movement Skills of Catch, Over/Underarm Throw and Kick. There is a strong focus on working cooperatively with others and following rules. <b>HEALTH</b> Students will be asked to identify and describe emotional responses that people experience in different situations.
<b>Performing Arts</b>	<b>Dance</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>Drama</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>Music</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>	This term students will complete their first Ceramics unit. They will be introduced to working with terracotta clay through a variety of construction tasks. They will learn basic joins and add patterns and texture to slab work. Students will also learn how to use a variety of clay tools, focusing on how to safely use and share the equipment.

### Junior School Term Focus

<b>French</b>	<b>Les rois et les reines (Kings and Queens)</b> In term 2, the French program is linked to Inquiry learning in History. Students will learn about French Kings and Queens of the past with corresponding French vocabulary. They will look at basic grammar - identifying nouns, adjectives and the imperative tense. This will lead into learning how to describe themselves in French. Through the study of French royalty, they will be introduced to the significance of Bastille Day and how it is celebrated in France today.
<b>Performing Arts</b>	<b>Dance</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>Drama</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. <b>Music</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.
<b>Physical Education &amp; Health</b>	<b>FUDAMENTAL MOVEMENT SKILLS -</b> <b>AFL</b> – Students will learn the fundamental motor skills vital to AFL. The skills that we will focus on are drop punt, marking and handballing. Students in the Junior School will be asked to combine these skills in small games. <b>Health</b> Students will be given the opportunity to recognise situations and opportunities that promote

	health, safety and wellbeing.
<b>Visual Arts</b>	Students will complete an observational drawing unit focused on developing their ability to look at objects with an awareness of outline, shape, proportions, colour, texture and form. They will also explore a variety of fabrics and their qualities, learning basic sewing skills and how they can create Art with fabric.

### Middle School Term Focus

<b>French</b>	Using a CLIL (Content and Language Integrated Learning) approach, students will be introduced to the literary genre of <i>Les Contes de Fées (Fairytale)</i> . They will learn key vocabulary and consider narrative structure through an examination of a number of traditional French fairytales. They will consider historical origins and intercultural connections, with a close examination of the famous <i>Cendrillon (Cinderella)</i> .
<b>Performing Arts</b>	<b>Dance</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>Drama</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>Music</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.
<b>Physical Education &amp; Health</b>	<b>INVASION GAMES- AFL</b> Students engage in drills, games and activities designed for skill improvement. Students that are confident with these skills are given opportunities to coach others. <b>ATHLETICS</b> Students are given the opportunity to improve their running in an endurance event in preparation for the House Cross Country in ability groups. At the end of term, students will train for the House Athletics in term 3. <b>Health</b> Students will be given the opportunity to discuss and interpret health information in the media.
<b>Visual Art</b>	Students will complete a photography unit exploring what makes a good photograph and how they can communicate ideas and messages. They will develop their understanding of the composition rules and how they may use them to improve their photographs. They will also develop their drawing skills in an observational drawing unit, gathering inspiration from botanical sources.

### Senior School Term Focus

<b>French</b>	Using a CLIL (Content and Language Integrated Learning) approach, students will undertake an exploration of early peoples and ancient societies in the form of the historical concept of 'invasion', notably <i>Les Vikings en France (The Vikings in France)</i> : how and when the Vikings invaded France. They will trace the routes of invasion on a map, learn about everyday objects, artefacts and clothing, understand the Viking alphabet, and explore the importance of the Viking ship in Viking society.
<b>Performing Arts</b>	<b>Dance</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. <b>Drama</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. <b>Music</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.
<b>Physical Education</b>	<b>INVASION GAMES - AFL</b> Students are involved in drills that give opportunities to improve AFL skills. All students

<b>&amp; Health</b>	<p>experience games depending on ability levels. There will be opportunities for coaching and umpiring.</p> <p><b>ATHLETICS</b></p> <p>Students are given the opportunity to improve their running in an endurance event in preparation for the House Cross Country in ability groups.</p> <p>At the end of term, students will train for House Athletics in term 3.</p> <p><b>Health</b></p> <p>Students will investigate the role of preventive health promotion in their communities.</p>
<b>Visual Arts</b>	<p>Students will develop their observational drawing skills, focusing on perspective and their ability to record an objects shape, proportion and detail accurately. The second half of the semester will involve students completing an independent project as well as a collaborative project. Ideas for these projects will be student driven.</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.

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### **Library News**

This term in Library sessions

Preps, Year 1 & 2 are sharing picture story books that explore historical events and themes.

The Middle School are concentrating on book selection and book reviews.

Year 5 are looking at narrative endings in picture books.

Year 6 are reading books with a leadership theme and will then write scripts and film interviews with the book characters.

All students are continuing with the Premiers' Reading Challenge.

There will be a Family Reading Afternoon on the 11<sup>th</sup> of May, in the Library.