



Information Handout 2023

Year 1 and Year 2

At Vermont Primary School we aim to be nut free.

Please ensure that all food coming to school is free of nuts.

Year 1 Teachers:

Hsien Tran (Year 1 Leader), Zara Abrahams, George Samothrakitis, Maddi Fletcher

Year 2 Teachers:

Sarah Battle (Year 2 Leader), Bronwyn Moore, Nerida Forster, Katia Lumley

Responsibilities:

- It is our aim to encourage students to be responsible for their learning by completing their tasks on time.
- Children learn to be organised and ensure they take everything they need to class at the beginning of the day, after recess and lunch time.
- Students are required to be punctual and arrive at school by 8:55am. A teacher is on yard duty from 8:45am.
 - Please do not drop your child off at school before 8:30am and leave them alone in the playground. If your child is dropped off at school before 8:30am they will be asked to go to OSHC and you will be invoiced for their time.
 - We would like to encourage parents to say their 'goodbyes' and then send their children to the line up to develop independence.
 - If a child arrives after 9am they are to be signed in through the office. If a child is leaving school before 3:30pm they need to be signed out through the office. If leaving early, please ensure you contact your child's classroom teacher prior to the date so they are aware and can organise for your child to be ready to leave.
 - It is important that students are picked up soon after dismissal at 3:30pm. If a student is not picked up by 3:45pm they will be taken to the office and a phone call made to the family. Depending on the outcome of that phone call, they will be asked to go to OSHC and you will be invoiced for their time.

Communication:

- Take-home readers:
 - These must come to school every day in your child's blue satchel. Even if readers have not been finished it is important that they come to school as they are used during school time.
- Parents may use email to communicate with teachers where required and vice-versa.
 - Please note that we will endeavour to reply to your email in a reasonable time within working hours.
- All notes that need to be returned to school will be sent home on pink paper or will be available to pay on QKR.

- It would be appreciated if all QKR forms and pink notices sent home could be completed as soon as possible. Please note, it is imperative that excursion and incursion notices are completed and returned no later than two days prior to the excursion/incursion day or else students will be unable to attend. Students who do not attend an excursion/incursion will still be expected at school where they will join another class.
- Children need to be a reliable source of information about school activities. We ask parents to please inform your child if there is a notice or letter to be submitted so that they can ensure it gets passed on to their classroom teacher. Please also communicate with them clearly if they are to attend OSHC. It would be beneficial to let the teacher know of these plans too.

SENTRAL:

- Information for Year 1 and Year 2 parents will be included in the fortnightly Whole School Newsletter called 'The Nurlendi News'. They are emailed to you via Sentral. If you are not receiving the link for the Vermont Primary School Newsletter 'The Nurlendi News', please ensure that the office has your correct email address.
- Medical or absence notes need to be logged on to Sentral by parents.
- The Whole School and each Level use the Sentral App as another means of communicating with our school community. This may be used to send notifications about special events such as excursions, incursions, free dress days etc. Please ensure that you have created your account.
- Children need to learn to deal with problems that may arise from time to time. Please talk with your children if they have issues and try to foster their resilience, however if the problem cannot be easily resolved, please contact your classroom teacher.

Eating:

- Please ensure your child has a packed lunch and small play lunch consisting of some healthy food choices such as fruit or vegetables. We encourage students to have a drink bottle filled with water on their desk.
- Vermont Primary School promotes Nude Food Days and the use of reusable containers to minimise waste produced by the school.
- The children are given 10-15 minutes of eating time before recess and lunch play. It is the child's responsibility to take any uneaten food outside to the Eating Area (Pirate Ship) during play time and finish it before playing with friends.
- Please ensure that there are **no nut products** in your child's snacks or lunch. Please also keep this in mind if supplying a birthday treat for the class.
- There are opportunities to order lunch for your child. These include:
 - Subway: These are available each Friday only. They can be ordered via QKR and need to be placed by the Wednesday prior.
 - Classroom Cuisine: This is available on Wednesdays. Orders need to be placed no later than 8:30am on the Wednesday. Orders are placed through the website www.classroomcuisine.com.au

First Aid and Playground Information:

- There is a Hot Day Timetable and a Wet Day Timetable. The children will play inside their classrooms if it is too hot or too wet at lunchtime or at recess.
- In the playground, teachers wear bright coloured vests and carry red yard duty bags that hold the basic first aid necessities for minor scrapes or grazes. If a child requires further attention they will be sent to the school First Aid area.
- If your child goes to First Aid for any injury, they will receive a white notice that will have all the details of the injury noted. Students will put this white notice in their blue satchel or school bag to take home so that you are aware of what occurred. If the injury is serious you will be contacted.
- All staff at Vermont Primary School are First Aid trained and the majority have acquired Level 2 First Aid training.
- We are encouraging the children to continue to develop COVID safe practises at school, such as washing hands and using hand sanitiser frequently. For more information, please access the DHHS website: <https://www.dhhs.vic.gov.au/how-stay-safe-and-well-covid-19>
- Some of the symptoms of COVID include: - fever, chills, sweats, cough, sore throat, shortness of breath, runny nose, loss or change in sense of smell or taste, headache, muscle soreness, stuffy nose, nausea, vomiting and diarrhoea.
 - If your child or a close family member has symptoms, seek advice and get tested. To get further advice, call the 24- hour coronavirus hotline 1800 675 398 or your doctor.
 - If your child demonstrates symptoms of gastroenteritis, such as vomiting or diarrhoea, we ask that your child not return to school until 48 hours after the last symptom has occurred. This is done to prevent the spread of this highly infectious virus.

Uniforms:

- Please **clearly** label all your child's belongings. This includes smaller items such as hats, head bands, lunchboxes, jackets, jumpers and drink bottles. This will ensure that if found out in the playground items can be returned to their rightful owners. Uniform items such as the School Bag, Polo shirt, Long-sleeved shirt, jumpers, jackets and hats must have a Vermont Primary School logo.
- Leggings **must not** be worn under either the winter or summer uniform.
- Jewellery needs to be kept to the bare basics. Please do not allow your child to wear dangly earrings, long necklaces or bracelets as it could be a safety concern.
- School hats are compulsory in Terms 1 and 4.
- Shoulder length hair needs to be tied up.
 - This is for your child's safety and to prevent the spread of head lice.
 - A reminder that all headbands and hair ties are to be blue or the same colour as your child's hair, as they form part of the school uniform.
- Children must wear runners to school so they can participate in sporting activities and play on the playground equipment safely.
- If possible, it may be a good idea to keep a spare set of clearly labelled underwear and shorts/pants in your child's bag just in case there are little accidents.

Additional Programs available at VPS:

- **Swimming Program** – The Swimming Program is a terrific opportunity to build on your child's swimming ability. It is also a time where we can assist children in developing their independence and experience leaving the school to spend time with other Year 1 and 2 children. Parent helpers will be required to assist with the Swimming Program, further information will be provided closer to the date. This year's Swimming Program will be held at AquaLink Nunawading in mid Term 2.
- **Footsteps Program** – The Footsteps Dance Program is another Physical Education and Arts program. Dance is now a separate component on the Victorian Curriculum that is formally assessed every two years so all children are encouraged to participate in this program. It also gives the children an opportunity to participate and experience something different and develop their gross motor skills. This year's Footsteps Dance Program will be held in Term 4.

Class Parent Program and Parent Helpers:

- Each Year 1 and 2 class endeavours to have a Class Parent who will work with the classroom teacher to organise reading rosters and assistance for excursions and incursions when required. If teachers do not have a Class Parent, a notice will be sent home in Term 1 asking for volunteers.
- Any parents who would like to come into the classroom to assist the children or attend an excursion/ incursion need to have a current Working with Children Check (WWCC). A photocopy of your card must be presented at the office to keep on file. Your WWCC card must be displayed when you are working with students, this includes when listening to reading, as well as on excursions, etc.
- Any parents who would like to assist in the classroom in the Reading Sessions need to attend both 'Parents and Literacy Nights', as well as have a Working with Children Check. This year the Parents and Literacy Nights (PAL) will be held on **Thursday 23rd of February** and **Thursday 9th of March**. There is a third night (PEAL) which is aimed at Parents who have English as an Additional Language at home and would like to know more about what we do at school.

Literacy at Vermont Primary School

READING (Victorian Curriculum refers to this as Reading and Viewing)

Home readers are a very important partnership between home and school.

- The children change their books daily and Teachers and Parent Helpers will assist the children change their books daily and listen to them read their new book to take home. This should be quite an easy book so that they can develop the love of reading for entertainment and enjoy reading to you at home.
- The children will read more challenging books at school to enable the teacher to monitor, assess and develop strategies at their point of need.

It is important for you to listen to your child read each day.

- As the books get more comprehensive during the year, please encourage and remind your child to refer to the range of comprehension skills taught at school. These skills will be discussed at our Parents and Literacy Nights. Some of these include:

- word attack skills i.e. using the picture, looking at the sounds they know, using 'Fred Talk' as a strategy to sound out words, breaking the words into syllables and reading on for meaning.
- Fluency, which is an important skill that you can model.
- Finally, discuss the book with your child – ask questions that are literal (i.e. that can be found on the lines in the book) and inferential (not written in the book – between the lines) for example, who, what, where, when and why questions.
- Most importantly, make the reading sessions fun, an enjoyable experience. If it becomes onerous or an ordeal in any way – abandon that session. **Good readers are people who love reading.**
 - Remember the book that is sent home should be an easier version and as a result is approximately 2 levels below the book level your child will read with the teacher. The purpose of the Take Home book is to promote reading, to practise the strategies taught at school and to discuss what they have understood from the book. As reading material becomes more complex, it is very important to make sure that your child reads for meaning and not just the words. It is still very important to discuss texts with your child even though they may be quite capable of reading independently. It is beneficial to engage your child in conversations about what they have read, which requires justified opinions, interpretations and predictions. For example: Who is your favourite character? Why do you like that character? What do you think it would be like to be that character? What do you think will happen in the story? If you have read the book or shared it, then this questioning process will become more meaningful.
- ***At Vermont Primary School there is high parental involvement in supporting our reading program. This team work with the school contributes to the high levels of achievement in Literacy.***

Read Write Inc phonics program and Literacy Groups

- As part of the Literacy Instruction, the students participate in the Read Write Inc Program. This continues in Year 1 from their experiences in Foundation. This phonics-based Reading and Writing program originated in the U.K. and was developed by Ruth Miskin, an educational leader in Literacy.
- We build on the child's existing knowledge with activities that also assist with writing formation and fine motor skills. This program is designed to help children learn how to read whilst developing a wide range of vocabulary and comprehension skills and encouraging a love of stories. Read Write Inc. teaches children sounds in a particular order.
- The students will complete activities targeted at their Individual Learning Goals, therefore, not all students complete the same activities during the week. At Vermont Primary School, students are assessed and start the program at their point of need. They are then regularly assessed throughout the year to monitor and advance their learning. The program follows a very detailed and set structure, allowing the children to succeed in both Reading and Writing. We are currently running a four-day program.
- A typical Literacy Groups session in Year 1 begins with a Speed Sounds/Word Time lesson. This is where children revise previously taught sounds, are introduced to a new sound through a variety of activities, work on blending known sounds using 'Fred Talk' and 'Fred in your Head' and make or write words using known sounds using 'Fred Fingers'. The lesson then progresses to reading and finally writing activities.

- During the Reading sessions, students have a focus story book that will last them the entire week, and may continue on into the next week. Students complete a variety of reading activities the five-day timetable, reading the book several times with different focuses. Students build their vocabulary, confidence and comprehension as they progress through the week.
- During the Writing sessions, students' complete activities such as 'Hold a Sentence' – where they practise a sentence orally and then write that sentence down, 'Proofread' – involving recognising and correcting errors in a given sentence and 'Write About the Story' – where students are guided to complete a writing activity about the book they have read.

Café and Literacy Groups

During Grade 2, some of the students continue their work in the Read Write Inc. program and this is complemented by developing their reading strategies in their 'Café' sessions and Spelling Mastery Program. The Literacy Groups occur when required, depending on the needs of the student. The 'Café' acronym represents the four key skill areas of reading that are practiced in the program:

1. **Comprehension:** Students understand the literal and inferential meaning of what they read.
2. **Accuracy:** Students can confidently pronounce words in their chosen and level-allocated texts.
3. **Fluency:** Students read with expression.
4. **Expand Vocabulary:** Students are able to use an expanding knowledge base of words in both their reading and writing.

This is conducted over a five-day timetable, with reading strategies being explicitly taught throughout the week.

Typically, a Café session begins with a whole-class introductory lesson on the reading strategy or literary focus of the day. The students then work in small groups that are carefully formed according to their needs.

A variety of differentiated tasks are set over the course of the five days that target comprehension and grammar skills. If required, a different group takes part in a guided reading session each day with the teacher. This allows for the teacher to target the specific needs of students, offer immediate feedback and conduct ongoing assessment of the children's progress.

English – Year 2 Spelling Mastery

Spelling Mastery is a 6 level spelling series designed primarily for students in Years 2 through to 6.

It is designed to develop students' spelling skills through 3 strategies (interwoven). These include:

- Phonemic

For beginners. Teaches students predictable spellings for different sounds eg. mat, sat, fat

- Morphographic

For more advanced spellers. The program teaches them to spell meaningful units of words (prefixes, bases, suffixes) and combine them to make multisyllabic words e.g. Prefix – re, dis, un // Base – cover pute // Suffix – ed, able = many combinations of those combine to make over 20 words e.g. coverable, covered, discover, discoverable, discovered

- The Whole-Word approach

This approach is used at all levels to teach common words that cannot be taught with phonemic or morphographic strategies e.g. thought, through

How it runs

Students are assessed and distributed into groups based on their current spelling ability. Each group meets for approximately 30 minutes for 4 days a week. The teachers monitor their progress via assessments and contributions in the classroom, but most of all from evidence that they are including the spelling skills taught in to their writing.

WRITING at Vermont Primary School

At VPS, the students study a range of different genres. Some of these include: narrative, reports, poetry, persuasive and recount. The teaching of writing is based on a range of research into best practice. A range of 'Mentor Texts' are used to prompt and engage the students and support them toward being confident writers.

We are guided by resources such as the '6 + 1 Traits of Writing' by Ruth Culham as the students develop their writing craft in the areas of: Ideas, Organisation, Voice, Word Choice, Sentence Fluency, Conventions and Presentation. The addition of the 'Seven Steps to Writing Success' resources motivate and enhance the teaching of writing and inspire even the reluctant writers to have a go!

Similar to reading, the teacher explicitly teaches and demonstrates a skill or focus, then continue to model, question and prompt the students so they can put the skills into practice.

Handwriting

In Year 1 and 2, the students work towards writing words and sentences legibly using upper-case and lower-case letters. They learn to develop an appropriate pencil grip and body position when writing.

Digital Technologies and Writing

The Year 1s and 2s have opportunities to create and publish writing in class and during their Digital technology specialist time. They will also be exposed to various modes of texts that include sound and movement.

SPEAKING AND LISTENING at Vermont Primary School

Children practise their speaking to the class once a week through Show and Tell and during sharing time.

- We encourage parents to ensure that their child is prepared for their Show and Tell day. Students will have Show and Tell once every 2-3 weeks. Topics will be communicated by the classroom teacher.
- There is also a focus during reading – the ability to retell what they have read and answer questions.
- Speaking and Listening focuses on general communication skills such as turn taking, listening, questioning, eye contact, fluency, expression, body language and changing the way we speak depending on who we are speaking to.

MATHEMATICS at Vermont Primary School

The Victorian Curriculum Strand for Mathematics in the Foundation Year are:

- Number and Algebra – Number and Place Value, Patterns and Algebra
- Measurement and Geometry – Units of Measurement, Shape, Location and Transformation
- Statistics and Probability – Data Representation and Interpretation

From Term One, there will be 2 Maths lessons that will take place in targeted learning groups. All students within the level will be placed in a Maths group so that their learning can be targeted and extended more efficiently. The 2 classroom maths lessons will take place in their grades with their class teacher. The teachers will continue to work closely together to ensure each student's needs are met.

The students will be involved in partner work and group work as research shows that students learn from and with other students as they can share strategies, successes and failures. They consolidate their own understanding when explaining their strategies.

Each student at Vermont Primary School will have a Mathletics account. This will further the use of Learning Technologies into the Mathematics curriculum in the classroom. We encourage students to also use this at home to support the learning they are doing throughout the week.

INQUIRY at Vermont Primary School

The four units planned in Year 1 and 2 ensure we meet the needs of the students and the Victorian Curriculum. The Learning areas of History, Geography, Sociology and Science are incorporated. We also integrate Literacy and Numeracy where possible.

- This year our Inquiry Units include:

- **Term 1 = Wellbeing**

- **Year 1 = Bucket Filling**

This unit of work is based on the book 'Have you filled a bucket today: A guide to daily happiness for kids' by Carol McCloud. The program encourages positive behaviour as children see how rewarding it is to express daily kindness, appreciation and love. Bucket Filling and Bucket Dipping are effective metaphors for understanding the effects of our actions and words on the wellbeing of others and ourselves. Students will learn the concept of 'Resilience' by using their lid and not letting minor incidents upset them.

- **Year 2 = Values**

This unit of work specifically focuses on our school values. This unit aims to teach the students about what it means to be responsible, respectful, to care and to strive. These values are linked with student's daily lives and routines.

- **Term 2 = Humanities: Geography and History**
- **Year 1** = How can I make a difference? What's Our Story?
- **Year 2** = How can I make a difference? What's Your Story?

- **Term 3 = Design Technology / STEM**
- **Year 1** = *Dinosaurs*
- **Year 2** = *DCT / Physical Sciences (Inventions)*

- **Term 4 = Science**
- **Year 1** = *Earth and Space (Water)*
- **Year 2** = *Biology (Minibeasts)*

SCIENCE at Vermont Primary School

The Victorian Curriculum focuses on two main areas:

- 1) Science Understanding
 - a) Science as a Human Endeavour
 - b) Biological Sciences
 - c) Chemical Sciences
 - d) Earth and Space Sciences
 - e) Physical Sciences
- 2) Science Inquiry Skills
 - a) Questioning and Predicting
 - b) Planning and Conducting
 - c) Processing and Analysing data and Information
 - d) Evaluating
 - e) Communicating

Science is run as a subject within the classroom, where students develop their scientific understanding and take part in experiments every fortnight. In addition to this, Science areas are regularly explored within our Inquiry units.

- The topics covered this year in Year 1 and 2 will be:

- Term 1:
 - Year 1 – Senses
 - Year 2 - Sustainability
- Term 2
 - Year 1 – Friction
 - Year 2 – Motion and Weather

- Term 3
 - Year 1 – Mixtures
 - Year 2 - Push / Pull Forces
- Term 4
 - Year 1 – Water
 - Year 2 – Living Things

The Resilience Project at Vermont Primary School

VPS follows The Resilience Project from F-6 as part of our engagement and well-being program to develop increased engagement and improved mental health. Students will be participating in activities that research has shown will build resilience and happiness. In Year 1 and Year 2, the students will be participating in lessons using the Student Book and some hands-on activities.

Lessons in the curriculum focus on four key strategies:

- GRATITUDE: Appreciating what you have, not focussing on what you don't have.
- EMPATHY: Thinking of the needs of others/kindness.
- MINDFULNESS: The ability to be calm, present and choosing what you focus on.
- EMOTIONAL LITERACY: The ability to label out emotions as we are experiencing them.

We aim to reinforce these ideas through using the terminology and modelling this behaviour in the classroom.

Homework

The take-home readers are to be read aloud to an attentive adult for at least 20 minutes every school night. Please ensure that your child reads every night, their reader cover is signed and sent back to school each day. Please ask your child to retell the story and/or ask them questions about the text to check their comprehension.

If you have any queries regarding this information provided in Term One, please submit questions to the Year Level Leaders via email or your child's teacher. Alternatively, you can ask your questions at the upcoming Parent Teacher Interviews. Dates and further details of the Interviews will be provided during the Term.

We are looking forward to a terrific year of Teaching and Learning.

Year 1: Hsien Tran (Year 1 Leader), Zara Abrahams, George Samothrakitis, Maddi Fletcher

Year 2: Sarah Battle (Year 2 Leader), Nerida Forster, Katia Lumley

Please read on for information about the Specialist Program delivered to our Year 1 and Year 2 Program at Vermont Primary School.



Specialist Information

Year 1 and Year 2

Physical Education

Specialist Teacher: Mr Clinton Walsh

Physical Education Curriculum Overview

1. Physical Education Curriculum Overview

The curriculum for Years 1 and 2 builds on the learning from Foundation and supports students to make decisions to enhance their health, safety and participation in physical activity. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older.

In addition, students develop personal and social skills such as cooperation, decision-making, problem-solving and persistence through movement settings. They also learn how to select, transfer and apply simple movement skills and sequences individually, in groups and in teams.

Components of the Vermont Primary School Level 2 Physical Education Program

- Fundamental Motor Skills development:
Bouncing, catching, kicking, throwing, striking & dodging.
- Gymnastics
- Dance
- Modified games
- Athletics
- Aquatics

2. The Physical Education Program aims to:

- Provide equal opportunities in sport for all children.
- Ensure that as many children as possible are involved in sport.
- Provide an environment that encourages maximum participation.
- Encourage children to work as part of a team.
- Teach children the benefits of sport and keeping healthy, and
- Provide positive experiences that will lead to lifelong participation in physical activity.

3. Swimming Program

This year's Level 2 Swimming Program will be held at AquaLink Nunawading from Monday 22nd May to Friday 26th May. This is a 5 day intensive swimming program, incorporating one 40 minute lesson per day. The 'Swim and Survive' program will be taught by nationally qualified swim teachers from the Nunawading Swimming Club.

4. Parent Assistance

Many aspects of the Physical Education program require the assistance of parent helpers. Programs and events such as the Perceptual Motor Program and the Junior School Tabloid Sports Carnival would not be possible without the support of parents. Your support and assistance is greatly appreciated.

5. Working with Children Card

Parents wishing to assist with the programs outlined above will require a current Working with Children Card. For further details on how to apply for a Working with Children Card please contact the school office.

6. Helpful Information

- Students are encouraged to bring a drink bottle to Physical Education.
- Students are required to wear non-marking runners in the school stadium.
- Please inform me of any medical or health related issues that may impact your child's ability to participate in Physical Education.

Digital Technologies

Specialist Teacher: Mrs Julie Hall and Mrs Alisha Tarenidis

Students in grades 1 & 2 have a 40-minute dedicated session in the ICT lab each week. They will continue to work from the Digital Technologies (Digi Tech) curriculum. Digi Tech will be closely linked to the inquiry topic for each term as well as being integrated with the literacy and numeracy program.

Learning from Level 1 is reinforced and extended, so that students learn the safe use of digital systems, for example the correct way to sit at the computer and to handle equipment appropriately. They learn the correct names of ICT equipment and become familiar with a desktop computer. By using programs, such as PowerPoint, Word and Excel, they continue to develop hand-eye coordination through using the mouse.

Digi Tech places a greater emphasis on computational thinking (problem solving) and algorithms (a sequence of steps for carrying out instructions). To this end, the students will also be involved in game making and basic programming using programs such as Purple Mash and Code.org. They will go through the process of defining, designing, implementing and evaluating their products.

Through cyber safety activities, students will learn how to behave in a safe and ethical manner to help protect both themselves and others when working in an online environment.

By the end of Year 2, the aim is for students to create a range of digital solutions, to organise, manipulate and present data (this includes number, text, image, audio & video).

Students will continue to develop the practice of creating, naming, retrieving and organizing files in a meaningful manner, which shows clear ownership of files. They will learn simple formatting techniques, such as bolding, centring and changing fonts to improve the presentation of their work.

Each family in F-2 is asked to sign an Acceptable Use Agreement (THINK) at the start of each year or when they first commence at Vermont Primary. When you receive this, please **discuss** it with your child/ren and when signed, return it promptly to your class teacher.

Digi Tech is a dynamic and ever changing area and we look forward to working with your child to assist them to become safe, creative, efficient and ethical users of digital technologies.

Performing Arts

Specialist Teachers: – Mr Travis Fraser & Peta Jenkin

The curriculum for Level 2 students will cover the following aspects:

- Students will learn to read, perform and compose basic rhythm charts with notes of different durations.
- They will learn how to match rhythms and melodies to songs and explore music elements such as dynamics, tempo and pitch in the process
- Students will partake in a Song Project using ukulele, keyboard and guitar. The students will work at their own through a number of different tasks tailored for different ability levels.
- Dance and drama will also make up the curriculum. Student will participate in dance routines, improvisation in both dance and drama and role playing activities

Each year the school hosts some Music Concerts to highlight the musical talent of our students. This year we will hold 3 concerts – a Junior Concert (Foundation-Yr2), Middle School Concert (Yr3 & Yr4) and Senior Concert (Year 5 & Yr6). These concerts will feature music groups such as the Choir, Orchestra, Yr5/6 Dance Group and Rock Band, as well as various solo and small group performances. The school will release more information concerning these events to the school community once all the details are finalized.

Visual Arts

Specialist Teacher: – Mrs Meredith Simpson

Students attend a forty-minute Visual Arts Lesson in the art room each week.

They need to wear their own smock to protect their uniform when working in the art room. There are NO spare smocks to share. Each child is responsible for their own smock, so please clearly label the smock. Everyone will participate in the same activity and there will not be an alternate activity for children without a smock. The best smocks have long sleeves, are easy to get on and off with elastic or Velcro, are long and cover the thigh and are made of thick fabric (plastic tears easily and paint just slides onto shoes). Their name needs to be **clearly visible on the front of the smock.**

In the younger classes the emphasis is on experimentation. The children use their imagination and learn to safely manipulate a variety of materials and tools. They discuss and extend their knowledge of the Visual Arts elements and principles and they begin to plan their work by selecting, arranging and explaining their choices. They learn how art works can be designed and made to fulfil a particular need and where art works can be found. They create artworks extending either the class theme or the overall school theme of Resilience.

This year as a collaborative artwork we will be creating a vinyl banner to remind us of the importance of connecting and working together. The banner will allow students to stand in front of two wings so they appear as if they are flying.

Each child will have the opportunity to decorate a “feather”. The medium and technique will be different for each grade level and the dominant colour will be blue. The feathers will be combined to create two enormous wings which will be digitally saved onto a sky background with the wording: “At Vermont Primary School we help each other to soar.”

INDONESIAN

Specialist Teacher: Mrs Yvonne Smith (Bu Smith)

Students in Year 1 and 2 attend Bahasa Indonesian classes once a week for 40 minutes. The topics covered are greetings, colours, numbers, (Year One numbers to 30 and Year 2 numbers to 40). Stories and Comprehension, Listening and Speaking, Reading and Writing or drawing as a response. Days of the Week, Classroom words, Naming the parts of the head, Emotions, Animals in Indonesia, Pets and farm animals and Family in Indonesia.