

# Level 3 Information Handout 2020

## Grade 3 Teachers:

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## Grade 4 Teachers:

John Hoskin (Level Coordinator), Jacqui Strachan, Philip Allison and Sally Dyett

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## Responsibilities

It is our aim to encourage the students to be responsible for their learning, for their belongings and for their own organisation.

Children should take everything they need into class at the beginning of the day. This includes bringing their Vermont Primary School satchel with their Reader Folder inside, as well as their pencil case and drink bottle.

Students are required to be punctual. Please do not bring your child to school before 8:30AM. A teacher is on yard duty at 8:45AM. Students must be at school by 8.55AM. If a child arrives after 9AM they are to sign in through the office. After school there is a teacher on yard duty until 3:45PM. If your child is unattended after this time, they will be sent to Out of School Hours Care at the expense of the parent.

We understand that student home life is busy with sporting commitments, additional classes for interests such as Art and additional languages, family commitments and social outings. We encourage a balanced approach to outside of school activities and would appreciate parent support with completing homework and home reading.

Children need to learn to deal with problems that may arise from time to time. If you have any issues please clarify them first with your child's teacher.

Children also need to be a reliable source of information about school activities. We are asking parents to please read all notices sent home and the Level Newsletter that is emailed each fortnight.

Parents may communicate with the teachers via email. You will have received an email in the first few weeks to confirm your email address.

Reasons for absence (e.g., medical appointment) need to be recorded directly on to Sentral. Prior notice about predicted absences, e.g. family holidays, is greatly appreciated as it allows us to plan accordingly and contact specialist teachers that may be affected by your child's absence.

All notes that are to be returned to school will be sent home on pink paper. It would be appreciated if all notices could be returned A.S.A.P after being sent home. Excursion and Incursion notices must be returned two days prior to the date otherwise there is a risk that your child will miss out on the opportunity to attend. Please check the due date on each notice.

## Eating

We aim to give the students time to eat prior to them going to recess or lunch. Please understand that some days in class, eating time may not occur due to timetable changes or items such as incursions. The children must eat their food in the allocated eating area if they have not finished eating in class.

Please remember that we endeavour to be a nut free school and there is to be no sharing of food between students, including on sports days. At times there may be additional allergies in your child's classroom. Please ensure no products containing nuts (i.e. Nutella) are brought to school. Thank you in advance for your support.

## Homework

Homework is sent home on Monday and is to be completed and returned to the teacher the following week on the Thursday. By including a weekend in between, it allows more time for completion.

We understand that families have busy lives outside of school with extra-curricular activities. We are informing the students about the importance of being organised. This is where you can help your child by assisting them in allocating time in the week to do homework. It is important that the time allocated suits your child's learning style. You may like to include movement breaks to allow the child to self-regulate their motivation level, maximizing their ability to focus, concentrate and complete their learning tasks.

If your child requires assistance, help them. However it is important that your role is kept to that of a supporter and guider. Please do not 'do' their homework for them, as this would be depriving them of learning and you may not be allowing your child to develop important independent work and thinking skills.

If they have any questions for their teacher regarding homework, encourage them to seek assistance during the week at a suitable time i.e. snack eating time or lunch eating time in the classroom. Please ensure they do this early on in the homework fortnight, not the day before it is due.

Please be sure to check the quality of your child's homework and sign the checklist at the end once they have finished.

Please sign or initial the reading log sheet, for each reading session. We expect the children to read aloud to parents every night (even if it is only a couple of pages). You may also read aloud to your child, modelling great expression, as this is a great way for them to learn this component of reading. After this they can then read on to meet the 20 minutes.

If there are circumstances where your child is unable to complete the homework, for example, an extreme illness or serious family issue, please communicate this directly with your child's teacher. Sports training, birthday parties, sleep-overs etc are unacceptable excuses for not completing homework on time.

## English

**Reading** (*The Victorian Curriculum refers to this as Reading and Viewing*)

### *Lexile Reading*

VPS will continue using the Literacy Pro reading program for students who have completed reading levels up to 30. When your child reaches this level they will be sent home with a letter explaining the program. Students sit an online reading test at school that will provide them with a Lexile reading level. All books in the VPS library have been allocated a Lexile level *where possible*, supporting students to choose 'good fit' books from the library. It also provides opportunities to monitor their success and motivate them to read more. A Literacy Pro quiz is available for many books read by the students, it is an expectation that students complete the Literacy Pro quiz about the book they have completed.

## *At Home*

All students are required to read for 20 minutes each night. As the reading material becomes more complex, it is important to ensure that the students read for meaning. Even though many of our students are capable of reading independently, it is beneficial to engage your child in conversations and question them about what they have read. For example: Who is your favourite character? Why do you like them? What would it be like to be them? 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. It is also important that students are exposed to a variety of texts such as narratives, reports, poems, newspapers, magazines etc.

The Take Home Book will vary according to your child's reading ability. If they are continuing through the reading levels, they will take home a book that is approximately 2 levels below the books your child will read with the teacher in the classroom during Guided Reading Sessions. 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. At Vermont Primary School, there is high parental involvement in supporting our reading program. Class parents organise rosters for parents to listen to children read daily. This team work with the school contributes to the high levels of achievement in Literacy.

## *At school*

### *Whole School Approach to Reading and Viewing*

We have linked our Literacy Instruction with a program called CAFÉ (Gail Boushey and Joan Moser). This is a program based on current research about developing proficient readers. The acronym represents the four components of successful reading: Comprehension, Accuracy, Fluency and Expanding Vocabulary. Teachers and students work together to set goals and document learning and growth. It is a structured program that aims to build reading stamina, foster independence and develop a love of reading in students. The Gradual Release of Responsibility model of teaching involves the teacher demonstrating the new strategies, then continuing to model, question and prompt the students, with the students moving toward putting their skills into practice and independently completing their tasks. The students reflect on their own learning and share their knowledge and understandings.

When working in groups, the children will focus on a range of comprehension, phonics and grammar tasks targeted at their individual learning needs. The group working with the teacher will practise the reading strategies taught and focus on deepening their understanding of the text. Whilst students read in ability groups and read texts that are appropriate and suitably challenging to their level of reading, at times they will also be grouped in relation to their individual goal at the time e.g. checking for understanding or making predictions or cross checking. This assists the students to understand the text at an in-depth level.

## **Writing**

At VPS the teaching of writing is based on a range of research into best practice. The students are participating in writing using resources that include Writer's Notebooks. These serve as a tool for students to gather, keep and develop ideas. They are used alongside 'Mentor Texts' or prompts to engage and support them toward being confident writers. During the year, we study different genres. These include: Narrative, Report, Poetry, Persuasive / Exposition and Recount.

We are also guided by resources such as the '6 +1 Traits of Writing' by Ruth Culham as the students develop 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, engaging and inspiring students to produce creative writing pieces that they are eager to share with others.

The children will have the opportunity to produce their writing through a range of digital technologies. Not every piece of writing is published into a good copy.

As with Reading, the Writing lesson involves the teacher explicitly teaching and demonstrating a skill or focus, then continuing to model, question and prompt the students with the students moving toward putting their skills into practice and independently completing their tasks. The students reflect on their own learning and share their knowledge and understandings.

### **Handwriting**

In Year 3, students will work towards developing their cursive writing and will develop their joined handwriting skills.

In Year 4, they develop their joined writing skills and work towards achieving their pen licence.

### **Digital Technologies and Writing**

The students have the opportunity to create multimodal texts in class and during the Digital Technology specialist time. These texts look at various modes such as sound and movement.

## **Spelling Mastery**

Spelling Mastery is a 6 level spelling series designed primarily for students in Grades 2 through to 6. It is designed to develop students' spelling skills through 3 strategies (interwoven).

- **Phonemic**  
For beginners. Teaches students predictable spellings for different sounds e.g. 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

Students are assessed and placed into groups based on their current spelling ability. Each group meets for approximately 30 minutes for 4 days a week and there is a Spelling Assessment used to monitor their progress every 5<sup>th</sup> lesson. Their spelling tests are sent home for your perusal. Activities for words they get incorrect from their spelling tests will be incorporated as part of their homework activities.

## **Speaking and Listening**

Throughout the year the children are required to present talks to the grade. There is also a focus during reading; the ability to retell what they have read in sequence, answer a question and explain their point of view.

Speaking and Listening focuses on turn taking, retelling in order, linking events, cause and effect, expressing ourselves clearly, following instructions, eye contact, fluency, expression, body language and changing the way we speak depending on who we are speaking to.

## **Mathematics**

This year all students in Years 1 to 6 will be placed in targeted learning groups for learning Number and Algebra within the curriculum level. This will enable their learning to be targeted, ensuring optimal growth for each student. Each teacher in the level will be assigned to one group that they will be teaching for the semester. Students will have three lessons a week in these groups. These groups are flexible and student movement between the groups is common.

Two Maths lessons per week will have a focus on Measurement, Geometry, Probability or Statistics. These lessons will take place in the students' own classrooms with their class teacher. The teachers will continue to work closely together to ensure each student's needs are met.

During classroom Mathematics lessons, an emphasis will be placed on students developing their Problem Solving and Reasoning skills, to form a deeper understanding of Mathematical concepts.

This year each student at Vermont Primary School will have a Mathletics account. This will further the use of Learning Technologies in the Mathematics curriculum.

All students learn in different ways therefore consideration is given to strengths, weaknesses and different learning styles. Students may be split into different groups (as in literacy) and may work with the teacher, complete hands on tasks, use the computer, play mathematics games or complete book work.

As with Middle Years Literacy, the focus is on partner and group work as research shows that students learn from and with other students. They can share strategies, successes and failures. They see that there are many ways to solve similar problems. Through explaining their strategies, they are consolidating their own understanding.

Students learn when they feel good about themselves. We place a large emphasis on games and open ended problems where all students can achieve success regardless of ability. For example instead of asking what is  $12,610 + 350$ , we will say the answer is 12,960, what equations can you make that equal 12,960.

#### **The Victorian Curriculum Strand for Mathematics in Grade 3 and 4 are:**

- ***Number and Algebra***  
Number and Place Value, Fractions and Decimals, Money and Finance, Patterns and Algebra
- ***Measurement and Geometry***  
Units of Measurement, Shape, Location and Transformation
- ***Statistics and Probability***  
Chance, Data Representation and Interpretation

## **Inquiry**

Inquiry includes History, Geography and Science. The following are a list of the topics the students will be investigating this year:

### **Term 1 (Resilience)**

*Grade 3:* Bounce Back

*Grade 4:* Stamp Out Bullying

### **Term 2 (History)**

*Grade 3:* Where do I fit in? (Investigating Australia's pre-settlement history)

*Grade 4:* The Past in the Present (Investigating life in Australia during settlement)

### **Term 3 (Science)**

*Grade 3 & 4:* What on Earth? (Space)

### **Term 4 (Geography and Environmental Science)**

*Grade 3 & 4:* Lucky Country (Investigating Australia and our surrounding countries geographic features)

It is also integrated into other curriculum areas including English and Mathematics where possible. Some units will have incursions and excursions. Any excursions notices must be handed in two days before the excursion or the children will not be able to go. If they do not attend, they be expected at school where they will join another class.

## Science

**The Victorian Curriculum focuses on two main areas:**

### Science Understanding

- Science as a Human Endeavour
- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

### Science Inquiry Skills

- Questioning and Predicting
- Planning and Conducting
- Processing and Analysing Data and Information
- Evaluating
- Communicating

The students will take part in fortnightly experiments throughout the year to develop their Science Inquiry skills and explore the areas of Biological, Chemical, Earth and Space, and Physical Science.

## NAPLAN – Grade 3

**Tuesday 12<sup>th</sup> – Friday 22<sup>nd</sup> May 2020**

### Process

This year NAPLAN testing will be completed online. To ensure the school has enough devices, the NAPLAN online test period is extended to 9 days. Tests will be staggered so all Grade 3 and Grade 5 classes can complete testing.

Students will complete four tests. The first test will be Writing, which is 40 minutes, and will be completed on the first day. Writing will be the only NAPLAN test Grade 3 students will not complete online; students will complete this test in a booklet. The following tests are Reading, Conventions of Language and Numeracy which will all be 45 minutes and completed online.

- **The Writing** genre for 2020 will either be persuasive or narrative.
- **Results** are expected to arrive sometime in Term 3. There is a vast amount of assessment to process as these tests are administered nation-wide in Years 3, 5, 7 and 9.
- **An information brochure** will be sent home to parents around the testing time, which will answer many, if not all, of your queries.

It is important to note that NAPLAN results, whilst they do indicate standards of knowledge and skills, are a snapshot of how your child performs on a given task on a given day, as opposed to the knowledge your child's teacher will have after six or twelve months of working with them every day. Teacher assessments as presented in June and December reports are based on extended and moderated evaluations of your child's learning, using many different methods over a long period of time.

The following website contains some information for parents about the NAPLAN tests.  
<https://www.nap.edu.au/naplan/parent-carer-support>

## Level 3 Sport

In Level 3, students will participate in a 40 minute session of sport each week. This is split up into Grade Levels, with the Grade 3s completing an activity together and the Grade 4s working together. In first term, we will be focusing on athletic events in the lead up to the House Athletics Carnival and Cross Country events. Throughout the year, students will learn skills and rules of a variety of sports, particularly those they will be involved in for inter-school sport in Grade 5 and 6. A focus of our sessions will be on developing the game sense of the students – how to involve others, what to do in certain situations of games, making the best decisions etc. This year we will be running these sessions as a tournament for house points, with students working in their houses to compete in different sports and events.

## The Resilience Project

Vermont Primary School is continuing with *The Resilience Project* from F-6 as part of our Engagement and Well-being Program to develop increased engagement and improved mental health. Students participate in a weekly 30-40 minute lesson that engages them in activities that research has shown will build resilience and happiness. Each student will receive a Resilience Project Journal. As this journal records their personal thoughts and feelings, this will not be marked by the teacher. 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

Alongside the formal program, classes are embedding the language and strategies from The Resilience Project into day-to-day activities and incidental teaching opportunities.

## Camps

**Grade 3:** The Grade 3 camp is at the Mt Evelyn YMCA Recreational Camp from Tuesday 14<sup>th</sup> July to Wednesday 15<sup>th</sup> July 2020.

**Grade 4:** The Grade 4 camp is at the Mt Evelyn Oasis Camp from Wednesday 6<sup>th</sup> May to Friday 8<sup>th</sup> May 2020.

*Please note:* It is very important that ALL children attend the camps. They provide the children with a number of new experiences and present them with opportunities to develop their self-confidence and leadership through social interaction in a different environment. Tasks are also completed based on their experiences when they return to school that we would not like the students to miss out on. Please ask your teacher if you have any queries.

# Specialists - Physical Education – Mr Clinton Walsh

## Level 3 Term 2 Curriculum – Invasion Games

### **What is an invasion game?**

An invasion game has two teams of 5 or more players. The aim of an invasion game is to score more than the opposition, either by propelling a ball through a goal area or target or by running the ball over an end zone. This is done by throwing, striking or kicking the ball.

### **Examples of Invasion Games:**

Netball	Basketball	Soccer	Hockey
AFL	Ultimate Frisbee	Touch Rugby	Rugby

### **Strategies Common to all Invasion Games:**

The aim of an invasion game is to score more than the opposition by:

1. Winning possession of the ball.
2. Keeping possession of the ball.
3. Creating space and moving into space to receive passes.
4. Creating scoring opportunities.
5. Preventing the opposition from scoring by denying space and applying pressure to win the ball back.

### **Example Learning Intentions:**

1. Develop knowledge and skills relating to creating space.
2. Develop knowledge and skills about where to move to receive the ball.
3. Develop knowledge and skills about when to pass.
4. Develop knowledge and skills about how to pass.
5. Develop knowledge and skills about when to run and where to run to receive the ball.
6. Defending team – reading cues to intercept passes.

### **Example Focus Questions:**

1. When should you pass the ball? (Draw defender)
2. When should you run with the ball? (When the defender stays back)
3. What type of pass works well/does not work well? Why? (bounce / lob / chest)
4. If you haven't got the ball, where should you run? (Space or away from defender)
5. What was the best way to defend? (Try to predict where pass is going)
6. Is it better for the attackers to move further apart (to spread the defenders), or move closer to each other? (Concept of space – it is harder for the defenders to cover more space).

## Level 3 Term 3 Curriculum – Net / Wall Games

### **What is a Net / Wall game?**

A net / wall game is commonly played with singles or doubles, with the opponents divided by a net (for example, tennis). However, a couple of exceptions exist: Volleyball, where there are six players on each team separated by a net. Racquetball or squash, where instead of a net, the ball is struck against a wall to rebound back.

The aim of a net/wall game is to score more than the opposition by striking the ball over a net or into a wall, then getting it to bounce away from the opponent so that the ball cannot be returned. The ball is struck by either the hand (for example, volleyball) or a bat or racquet (for example, table tennis).

### **Examples of Net/Wall Games:**

Tennis	Table tennis	Badminton	Volleyball
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### **Strategies Common to all Net/Wall Games:**

1. Hit the ball away from your opponent into space.
2. Use the length of the court or depth to move opponent(s) back deep.
3. Use width of the court/angles to move opponent(s) sideways.
4. Don't try to win the point on every shot; move opponent around to create space on court.
5. Position yourselves to cover as much court as possible.

### **Example Learning Intentions:**

1. Develop knowledge and skills about where to hit the ball in relation to the opponent.
2. Develop knowledge and skills about where to move after hitting the ball.

### **Example Focus Questions:**

1. Where should you aim to hit the ball?
2. Where should you try to force your opponent?
3. If your opponent is deep, what shot might you play?
4. Why might a short shot be risky?
5. Why shouldn't you let your opponent catch the ball close to the net?

## **Level 3 Term 4 Curriculum - *Striking / fielding games***

### **What is a striking / fielding game?**

A striking/fielding game involves a batting team and a fielding team. The aim of the batting team is to score as many runs as possible. The fielding team aims to minimise the runs or get the batting team out in a variety of ways (for example, catching the ball on the full). Each team bats for the same amount of time.

### **Examples of striking / fielding games:**

Cricket                                  Baseball                                  Softball                                  Rounders

### **Strategies Common to all Striking / Fielding games:**

#### Batting Strategies –

- Where to hit the ball (away from fielders) – maximise running time.
- How to hit the ball (shot selection, keeping ball along the ground, technique, e.g foot to ball)
- Where to run

#### Fielding Strategies –

- Where to throw the ball
- How to field the ball
- Where to place the field positions to minimise the opposition scoring

### **Example Learning Intentions:**

1. Develop knowledge and skills about where to hit and how to run.
2. Develop knowledge and skills about how to quickly field the ball and how to work together as a team.

### **Example Focus Questions:**

1. Where is the best place to hit or place balls (to enable maximum running time)?
2. What is the most effective way of running between the wickets (i.e slide bat and reach)?
3. How does the placement of the fielders affect your decision of where to hit the ball?

4. What is the quickest, most effective way for the fielding team to return the ball?
5. How does the fielding team work out where to best field?
6. What is the advantage of hitting the ball along the ground?

### Sport Education - Level 3 Friday Sport

In addition to Physical Education, Level 3 students will participate in a weekly 40 minute session of Sport Education. Sport Education will focus on the development of sport skills and provide students with an understanding of rules, strategies and tactics of various sports and an appreciation of codes of behaviour.

### Annual House Sport Carnivals

#### **House Swimming Trials**

This year's House Swimming Trials will be held at Aquanation Ringwood on Tuesday 11<sup>th</sup> February 2020. Students will have the opportunity to compete in the individual 50m freestyle, backstroke, breaststroke and butterfly events.

#### **House Athletics**

This year's House Athletics Carnival will be held at the Nunawading Athletics Track (Bill Sewart Reserve) on Thursday 5<sup>th</sup> March. Students will participate in the 100m sprint, 200m sprint, 800m, high jump, long jump, triple jump, shot put and discus events. The 1500m and hurdle events will be conducted at school during Level 3 Friday Sport.

#### **House Cross Country**

On Wednesday 18<sup>th</sup> March we will be running our House Cross Country Carnival between 11.10am and 1.10pm at Vermont Primary School. Children will run the course of Cantley Lane, Terrara Road, Canterbury Road and Nurlendi Road.

### School Sport Victoria Age Group and Distance Classification:

*8-9 year olds 2000m*

*10 year olds 2000m*

*11 & 12/13 year olds 3000m*

### **School Sport Victoria Competition Pathway and Progressions**

School Sport Victoria provides a competition pathway for member schools and individuals from member schools to participate in a competition structure that has a defined pathway across Victoria.

The SSV pathway for Vermont Primary School is:

**School** (Vermont PS) → **District** (Nunawading) → **Division** (Whitehorse) → **Region** (Eastern) → **State** (Victoria)

Progression through the SSV Competition Pathway applies to the House Swimming, Athletics and Cross Country Carnivals. The age groups consist of 9/10 years, 11 years and 12 years boys and girls. Ages are calculated as of December 31<sup>st</sup> in the year of competition. For example, if your child turns 10 during the year he/she will be in the 10 years age group. School teams and individuals must compete at each level of competition to reach the State Championships.

## Specialists – Digital Technologies – Mrs Hall & Mrs 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 enquiry 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 the computer desktop. 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 2 Do It Yourself and Microworlds Jnr (Grade 2). They will go through the process of defining, designing, implementing and evaluating their products.

Through cybersafety 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 Internet user agreement in Foundation or when they first commence at Vermont Primary. When you receive this, please **discuss** it with your son/daughter 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.

## Specialists – Music – Mr Fraser

The curriculum at Level 3 will cover the following aspects:

- Students in Year 3 will be issued with a recorder and will participate in a recorder program where they progress through a variety of music at their own individual pace. The main objectives of the recorder program are to develop instrumental confidence and sight-reading proficiency, which can then be applied to other instruments.
- Students will be introduced to more complex instruments such as guitars, drum kits and keyboards and will participate in performing simplified songs
- More complex rhythm patterns and musical styles will be studied and experienced
- Students will also participate in small drama units

Soiree Concerts which highlights the musical talent of our students will be showcased in the school stadium. This year the Junior Students (Foundation-Yr3) will hold their Soiree in Term 2 and the Senior

Students (Yr4-6) will have their concert in Term 3. These concerts will feature music groups such as the Choir, Orchestra and Rock Band. There will also be various solo and small group performances.

## **Specialists - Visual Arts – Mrs Christine Mulvany and 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. Their **name needs to be clearly visible on the front of the smock.**

The artwork in grade 3 and 4 responds to the class theme as well as the Resilience Project. Children learn new techniques with familiar materials. They develop the idea of planning and presenting their work. They also reflect on artwork of others and begin to identify characteristics of certain styles or cultures.

The role of Visual Arts Specialist is again being shared between Mrs. Mulvany, who works Mondays, Tuesdays and Thursdays and Mrs. Simpson who works Wednesdays and Fridays. Grade 3 classes will be taught by Mrs. Mulvany and Grade 4 classes will be taught by Mrs. Simpson.

## **Specialists – Indonesian – Bu Smith (Mrs Yvonne Smith)**

Selamat datang welcome to our new students who are learning Indonesian for the first time. Students undertaking Indonesian lessons will begin to acquire the skills of listening, speaking, reading and writing through a wide range of communicative activities and authentic sources. This will enable our students to not only learn about the language but also to develop an intercultural understanding and foster global communication which in turn develops greater tolerance and appreciation of others.

Learning a language fosters students' ability to think and reflect, develop mental flexibility and problem solving strategies. It offers students the opportunity and the ability to develop interpersonal skills and to practise higher order thinking skills in a meaningful context.

Students from Foundation through to Year 6 attend one 40 minute lesson of Indonesian each week. Students consolidate previously learnt language and extend their personal vocabulary and knowledge of the language structures. They read short texts, talk about themselves and adapt language that they know to new contexts. The students participate in stories, comprehension activities, reading, writing, games, songs and speaking activities. They will study the topics of the seasons, months of the year, birthdays, the human body, clothing names, fruits and foods of Indonesia, Indonesian transport, the staple food of Asia/rice and family life in an Indonesian Fishing village. They will also watch the DVD, Dance of the Ramayana performed by the Ramayana Dance Theatre. Students will make a model of a becak and a shadow puppet to perform a short play in pairs.