

## SPECIALIST TEAM NEWSLETTER

~ Term 3, 2018 ~

### PHYSICAL EDUCATION

**Prep** students will be focusing on a variety of fundamental motor skills, such as: kicking and punting. This allows them to form a fantastic physical development foundation for any future sports and activities they may pursue. Students will learn explicit kicking skills, such as: learning to dribble a ball, how to strike a ball using the inside of their foot and how to trap a rolling ball. They will then progress to explicit skills of punting, such as holding and dropping the ball correctly onto their foot, and punting towards a target.

**Grade 1 and 2** students will be focusing on a variety of fundamental motor skills, such as kicking and punting. This allows them to form a fantastic physical development foundation for any future sports and activities they may pursue. Students will then explore the explicit rules and skills of sports, such as A.F.L and Soccer, and learn how to play them fairly, displaying acts of sportsmanship.

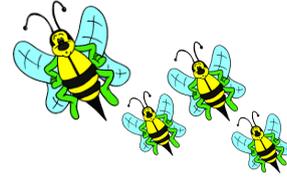
**Grade 3 and 4** students will be learning about net and wall sports, focusing on the sport of Tennis and the skills involved. They will be focusing on the forehand and backhand strike, and learning the way you score in a game of Tennis. Students will also be involved in a unit on invasion games, focusing on the sport of Ultimate Frisbee. While learning the skills of invasion games and Ultimate Frisbee, they will also be completing a Sport Education in the Physical Education Program (SEPEP) Unit. They will get the chance to learn the non-playing roles of sports, such as: umpiring, time keeping and scoring.

**Grade 5 and 6** students will be learning about net and wall sports, focusing on the sport of Badminton and the skills involved. They will be focusing on the forehand and backhand strike, and learning the way you score in a game of Badminton. Students will also be involved in a unit on invasion games, focusing on the sport of Touch Rugby. They will be learning the basic skills, such as: passing, agility, attacking and defending, as well as the rules involved in Touch Rugby.

***Cruze Henshaw and Alycia Morgan***

***Physical Education teachers***





## VISUAL ARTS

**Prep** students will be involved in a unit on modelling. They will use paper clay, clay and salt dough to make a variety of objects. Students will use their prior knowledge of paper construction to create a three-dimensional city and make a special hat to commemorate their 100 days of school. They will continue to refine their fine motor and gross motor skills, by using: scissors, folding paper and card, threading string and painting.

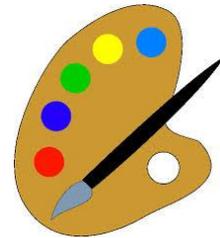
**Grade 1 and 2** students will be learning about using a variety of materials for modelling. They will use air-dried clay and paper clay to create a variety of objects, and use their knowledge from the previous two terms about paper folding and construction to create a three-dimensional city, as well as sketch portraits for Father's Day. Students will also use their knowledge of line drawing to complete a zentangle (a picture consisting of many small patterns) and paint a boomerang as part of Indigenous Literacy Day.

**Grade 5** students will be looking at collage and will be doing their own collage in the style of artist Henri Matisse. They will learn how to make a candle, making a candle of their own to take home. Students will also study water colour and will paint water colour pictures using one and two point perspective.

**Grade 6** students are going to design and colour a porcelain tile that represents themselves and their time here at Bellbridge. They will also be looking at collage, in particular collages by Henri Matisse.

**Naomi Bennett**

*Visual Arts teacher*



## STEM (Science, Technology, Engineering and Mathematics)

**Grade 3** students will be introduced to their first semester of STEM via a series of fairytale themed problem-solving, engineering, and design activities. They will be provided with opportunities to further develop their interpersonal skills by means of group work, and will use a variety of tools and materials to build and test their designs.

**Grade 4** students will continue to investigate forces, such as friction and gravity, through the process of designing and creating a marble run. There will be an emphasis on growth mindset and the design thinking cycle, where students are encouraged to challenge themselves and view failed attempts as opportunities for learning.

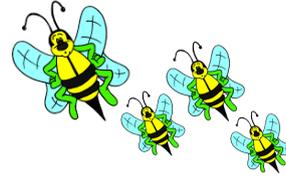
**Grade 5** students will begin to explore simple machines such as levers, inclined planes and pulleys. Our major project will consist of designing and creating a catapult which can accurately deliver a projective to a target. Students will have the opportunity to work with peers in teams as a means of further developing their interpersonal skills.

**Grade 6** Students will begin to explore coding and robotics. They will have the opportunity to learn basic programming using block coding, and use various technologies to solve problems.

**Sarah Murphy**

*STEM teacher*





## PERFORMING ARTS

**Prep** students will be working in the music domain of Performing Arts this term. They will learn to sing popular nursery rhymes and songs, which they will perform in front of their class. Musical instruments will be introduced, such as: tambourine, bells, clackers, glockenspiel, triangles, maracas and rhythm sticks. Students will learn about beat and using these instruments to enhance songs. They will make their own instrument using recycled materials.

**Grade 1 and 2** students will be working in the domain of music. Students will learn to sing some songs by Peter Combe. They will use instruments to enhance their performance of these songs. Instruments that will be used include: tambourine, bells, clackers, glockenspiel, triangles, maracas and rhythm sticks. Students will also learn how to make music using body percussion skills. The musical concepts of beat, rhythm and expression will be introduced.

**Grade 3** students will be focusing on the domain of music. They will be discovering beat, rhythm and pitch with the boom whackers, djembes and bongos. Students will be learning different rhythm patterns and playing on their own and in a group. They will re-learn notation and use this when they are playing the boom whackers. Throughout the term, they will also be listening and responding to different styles of music, making judgements and identifying what instruments they can hear.

**Grade 4** students will be focusing on the domain of music. They will be focusing on the djembes and bongos, and learning a variety of rhythm patterns. Throughout the term, they will also be listening and responding to different styles of music, making judgements and identifying what instruments they can hear. Students will be re-learning notation, and learning some different rhythms and songs on the keyboard as well.



*Alycia Morgan and Joan Hofmann*

*Performing Arts teachers*

## Recycled materials needed

This term, Prep students will be making musical instruments with plastic single serve drink bottles. If you could send any water, juice, or soft drink bottles to Room 31, that would be greatly appreciated. Please rinse the bottles out before sending these to school.

