

SPECIALIST TEAM NEWSLETTER

~ Term 4, 2021 ~

PHYSICAL EDUCATION

Prep students will be focusing on all the fundamental motor skills in Term 4. As we return to onsite learning, there will be an initial focus on striking, both the forehand and backhand strike as you would see in sports like tennis, as well as the two-handed strike that you would use in sports such as cricket. Throughout the second half of the term, we will be recapping skills such as throwing, catching, bouncing, kicking and dribbling.

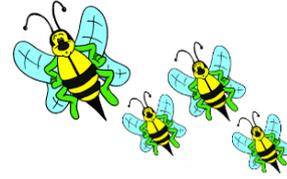
Grade 1 and 2 students will be focusing on all the fundamental motor skills in Term 4, as well as delving into some games. As we return to onsite learning, there will be an initial focus on striking, both the forehand and backhand strike as you would see in sports like tennis, as well as the two-handed strike that you would use in sports such as cricket. Throughout the second half of the term, we will be recapping skills such as throwing, catching, bouncing, kicking and dribbling, and playing small-sided games of sports such as cricket, soccer, basketball and many more.

Grade 3 and 4 students will be focusing on invasion sports. As we return to onsite learning, the sports that we will be focusing on are soccer, netball, handball and basketball. We will be stripping them back to learn all the skills and rules involved, and also discuss the similarities in the sports. We will spend around two weeks learning and playing these sports.

Grade 5 and 6 students will be focusing on summer interschool sports in preparation for 2022 for the Grade 5's and a review of these sports for the Grade 6's. As we return to onsite learning, students will play red-ball tennis, hockey 7's, volleyball, t-ball and basketball. We will spend one or two weeks on each sport, learning or relearning the skills involved.

Cruze Henshaw and Alycia Morgan (Physical Education Teachers)





VISUAL ARTS

Prep students will be provided with activities to extend their fine motor skills, creativity and imagination by utilising the materials they have at home. They will be exposed to different artists and ways of making art. As we return to onsite learning, students will focus on printmaking and textiles. In printmaking, students will be using a variety of everyday tools and materials, in addition to paint, to create their own prints. In textiles, students will engage with a range of tactile experiences using wool, ribbon and a variety of fabric. The term will finish with some Christmas themed creations (with alternatives if you do not celebrate Christmas) and students bringing home some special homemade gifts and their art portfolio.

Grade 1 students will be provided with activities to extend their fine motor skills, creativity and imagination by utilising the materials they have at home. They will be exposed to different artists and ways of making art. As we return to onsite learning, students will focus on units in printmaking and textiles. In printmaking, students will be using a variety of everyday tools, such as rubber bands and plastic forks, to create a variety of prints. In textiles, students will engage with a range of tactile experiences using wool, ribbon, fabric markers and a variety of fabric. The term will finish with some Christmas themed creations (with alternatives if you do not celebrate Christmas) and students bringing home some special homemade gifts and their art portfolio.

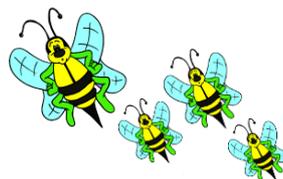
Grade 2 students will be provided with activities to extend their fine motor skills, creativity and imagination by utilising the materials they have at home. They will be exposed to different artists and ways of making art. As we return to onsite learning, students will focus on textiles and modelling. They will focus on using different textiles such as yarn, felt and calico, and explore weaving. Modelling will see them explore clay and ceramics. This includes how to manipulate, shape and join clay, as well as create shapes and texture. The term will finish with some Christmas themed creations (with alternatives if you do not celebrate Christmas) and students bringing home some special homemade gifts and their art portfolio.

Grade 5 students will be provided with a wide range of art activities including art appreciation, a collaborative art project, learning about the work of famous artists and creating pieces using technology and hands on materials. As we return to onsite learning, students will firstly complete their wall hanging project in the style of textile artist Elizabeth Pawle. A unit on modelling will see students explore a variety of clay manipulation techniques, joining, using tools, creating shapes and textures.

Grade 6 students will be provided with a wide range of art activities including art appreciation, a collaborative art project, learning about the work of famous artists and creating pieces using technology and hands on materials. As we return to onsite learning, students will firstly design and produce a porcelain tile that represents themselves and their time at Bellbridge Primary School. A unit on modelling will see students explore a variety of clay manipulation techniques, joining, using tools, creating shapes and textures.

Lisa Keem (Visual Arts Teacher)





PERFORMING ARTS

Prep students will be learning how to follow a beat and rhythm through chanting songs like 'who stole the cookie from the cookie jar' and 'doggy, doggy, where's your bone?' As the term progresses, students will be identifying the difference between beat and rhythm. All students will learn how to play instruments such as bells, castanets, rhythm sticks and maracas to varying beats and musical tempos.

Grade 1 students will be learning to understand beat and rhythm through a range of drumming instruments, such as djembes and bongo drums. As the term progresses, students will be using bells and boom whackers (lengths of plastic tubing that play different pitches depending on their length) to create music, such as 'hot cross buns', with a focus on timing and rhythm.

Grade 2 students will explore musical beat and tempo with the use of bells, triangles and bongos (African drums). As the term progresses, students will be further developing their percussion skills and understanding of musical notation by playing boomwhackers (lengths of plastic tubing that play different pitches depending on their length). They will also learn to play some simple songs on boomwhackers, such as 'hot cross buns'.

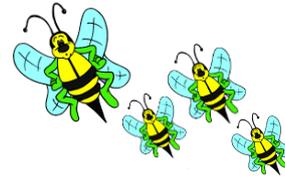
Grade 3 students will focus on timing, rhythm and following a beat. These concepts will be applied to correctly strum and play several chords on the Ukulele. They will also learn how to change chords while playing, which will allow them to eventually play some songs on the Ukulele. Students will consolidate their percussion skills and understanding of rhythm and timing by playing African djembes and bongo drums.

Grade 4 students will be focusing on the domain of music. During the remote learning section of this term, students will be completing listen and respond tasks, as well as completing some body percussion and playing some virtual instruments. When we are back onsite, they will be revising how to play the keyboard. Students will be continuing to learn how to identify specific notes on the keyboard, as well as the C major scale, how to play chords, composition of a melody and learning a song using sheet music. They will be working on their own, in pairs and as a whole class.

Grade 5 students will be focusing on the domain of music. During the remote learning section of this term, students will be completing listen and respond tasks, as well as completing some body percussion and playing some virtual instruments. When we are back onsite, they will be learning to play in a band. As a class, they will choose a song and complete a listening task for the song. After that, they will choose their own instrument (keyboard, ukulele, bass guitar, guitar or singing) and will practise and perform their song (if DET guidelines allow).

Alycia Morgan, Deanna Raptopoulos and Melissa Russell
(Performing Arts Teachers)





STEM (Science, Technology, Engineering and Mathematics)

Grade 2 students will continue to marvel at the wonders of Science all around us, through a series of interactive and fun experiments while still in remote learning. They will move on to looking at chemical reactions and the need for safety considerations in all aspects of their inquiry once we return to onsite learning. The term will end with a look at a variety of construction techniques, where they will test out materials and learn to use simple tools. Students will get to put their new-found engineering skills to the test in designing and creating some imaginative craft.

Grade 3 students will consolidate their understanding of Environmental Science, looking at ways we can become more sustainable while we continue in remote learning. On return to onsite learning, they will complete their study on magnetism and have the opportunity to create the magnetic games they planned during remote learning. Students will have the opportunity to harvest the plants we began to grow in Term 2 and enjoy the flowers in our nature space, as they continue to blossom under their nurturing. We will finish the year with a mini unit on Chemical Science and learn the steps involved in carrying out scientific experiments.

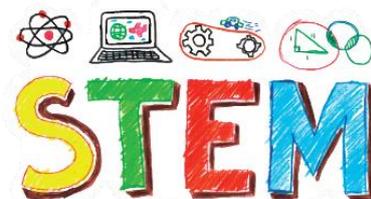
Grade 4 students will experiment with some early coding for the final weeks of remote learning. On return to onsite learning, they will get the chance to turn their 'Toy Story' ideas (created during remote learning) into full film productions, using Stop Motion animation software and IPEVO cameras. This will also incorporate different model-building techniques for more detailed animations. Students will then have a small Chemical Science unit to study chemical reactions and learn to make hypotheses and conclusions. The term will end with some creative design challenges.

Grade 5 students will complete their Chemical Science unit looking at different states of matter, including how changes can be reversible and irreversible depending on chemical processes. Experiments will be carried out under fair test conditions, so students can see how variables are determined and tested. When back onsite, we will aim to get our bike education program back on track, consolidating core riding skills before moving on to road safety skills. This will culminate with students being able to test their skills in on-road scenarios.

Grade 6 students will consolidate how Engineering and Maths skills are integrated as they test a variety of advanced measurement theories and look at how engineers use a variety of measurements in design. When back onsite, they will then have the opportunity to engage their creative side and learn to apply measurement, design and technology skills in a 'Design a Toy' project for a targeted customer, such as their Prep buddy. This will involve surveying preliminary customer wishes, testing designs and materials, and delivering an end product to specifications, including safety.

LET THE FUN RE-COMMENCE – POST LOCKDOWN!!!

Michael Sisson (STEM Teacher)





AUSLAN

Prep students will play a variety of games involving using the Auslan signs they have already learnt to strengthen and reinforce their knowledge. They will view stories simultaneously told in both Auslan and English, and learn to sign along with them.

Grade 1 students will learn to use signing as a means of communicating while playing games. The games will involve the use of signs previously taught, as well as new ones, giving students time to practise, remember and become proficient at signing.

Grade 3 students will learn how to translate simple sentences from English to Auslan and vice versa. They will create a short presentation about themselves, signed in Auslan. They will learn about the importance of using expression, through mime and facial expression, to enhance the message they are conveying.

Grade 4 students will discuss the type of information they would want to know about a new person (e.g. family members, age, gender, school, cultural background and languages spoken). They will learn to sign this information about themselves and to video themselves signing information. Students will translate the information signed by others. They will watch some signed stories and work on using all sources of information conveyed to help them translate the story.

Grade 6 students will learn how to translate English messages into Auslan. They will focus on the importance of conveying the meaning or intent of the message, and learn about the importance of using facial expression and mime to enrich the message and improve understanding. Students will use their netbooks to create presentations signed in Auslan.

Joan Hofmann (AUSLAN Teacher)

