Bellbridge Primary School
Individual Paths, United Journey

Be Respectful
Be Responsible
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SPECIALIST TEAM NEWSLETTER

~ Term 4, 2026 ~

PHYSICAL EDUCATION

Prep–Grade 2 students are developing their two-handed striking skills. Students are learning the key steps for a successful strike, including grip, stance, swing and follow-through. Through fun mini-games and partner activities, students will develop their coordination, confidence, control and accuracy when striking different objects.
Later in the term, students will revisit fundamental movement skills including kicking, throwing, running, jumping, hopping and skipping, building stronger movement foundations and applying these skills in a variety of games.
Support learning at home: Use a tennis racquet, plastic bat, cricket bat or cardboard tube to practise hitting a soft ball. Start with a stationary ball before progressing to a gently rolled or tossed ball.

Grade 3–4 students will be developing their skills through tennis and target sports. In tennis, students will practise forehand and backhand strokes, serving, movement, positioning and ball control through partner activities, modified games and mini-tennis challenges.
Students will also explore target activities involving throwing, rolling, kicking and striking, developing accuracy, control and decision-making. Throughout these activities, we will continue to focus on teamwork, sportsmanship, following rules and adapting games for different abilities.
Support learning at home: Practise hitting a tennis ball with a racquet, allowing the ball to bounce first or hitting against a wall. For target practice, use buckets, hoops, cones or chalk circles and challenge your child to throw, roll or kick towards the target. Adjust the distance to increase or decrease the challenge.

Grade 5–6 students will explore striking and fielding sports, including cricket, T-ball, baseball and softball. Students will develop striking, throwing, catching and fielding skills while exploring game strategies, rules, teamwork and decision-making. Students will also discover sports from different countries and cultures, exploring their origins, rules and unique characteristics before adapting and playing them at school.
Another exciting focus will be Paralympic sports, with students participating in modified activities inspired by goalball, sitting volleyball, boccia and para-athletics. These experiences will develop communication, teamwork, problem-solving, resilience and sportsmanship, while building an appreciation of diversity and inclusion in sport.
Support learning at home: Visit a local park to practise throwing, catching and striking using safe equipment. Try a simple cricket or T-ball game, ask your child to teach the family a sport they have learnt at school, or research a sport from another country and try a simplified version together.

Cruze Henshaw and Alycia Morgan (Physical Education Teachers)

PERFORMING ARTS

Prep students will begin to explore dance and will be encouraged to move their body to a changing rhythm and beat. Students will learn to respond in time to a variety of music styles by imagining they are different animals, or objects floating in the wind. Students will learn the movements for some well-known dances, such as the Chicken Dance and the Hokey-Pokey. Students will choreograph their own dances to share with the class. At home, students can make up animal dances using animal movements.
Grade 1 students will be exploring dance through different body movements that enable them to dance safely and expressively. They will learn some modified popular dances from around the world, for example the 'Cha Cha' and the 'Mexican Hat Dance'. They will also explore dancing to different music styles, such as pop, rock and blues. Students will be choreographing their own dances and learn about body percussion. At home students could make up a weather dance, pretending to be the wind, the sun or a thunderstorm.
Grade 2 students will learn some traditional dance sequences and engage in circular shaped dances like the Australian bush dance, "Heel and Toe Polka". They will explore the techniques and traditions of Indigenous dancing and discuss the importance of dances in culture. They will extend their ideas and techniques for choreography, and they will create their own dances to perform. Students will plan their own body percussion sequences to perform also. At home students could make up a dance that uses superhero moves like superhero poses, jumps or flying movements. They could make up a mirror dance with their sibling where one leads and the other follows.
Grade 3 students will be taking a journey around the world through a unit called Dances Around the World! They will explore traditional and cultural dances from different countries and learn how dance can communicate stories, traditions and celebrations. Students will explore dances such as the Chinese Dragon Dance, Ukrainian Hopak, as well as dances from other countries and cultures. They will learn about the movements, music, costumes and cultural significance associated with each dance. Students will have opportunities to learn short movement sequences and work together to perform dances inspired by the different cultures they have explored. At home talk to your children about any cultural dances from your background and teach them how to do it.
Grade 4 students will be travelling through time as they explore how dance has changed from the 1920s to today through a unit called The Evolution of Dance. Students will investigate different eras and discover how music, fashion, popular culture and society have influenced the way people dance. They may explore styles such as the Charleston, swing, rock 'n' roll, disco, hip hop and contemporary dance, before comparing these with popular dance styles of today. Students will learn movement sequences from different decades and investigate how dance styles have developed and changed over time. The exciting end goal will be a whole-class performance, where students will combine movements from different eras to create a journey through the history of dance! At home you might be able to explore music from different decades together and discuss how the music, movements, fashion and dance styles have changes over time.
Grade 5 students will become choreographers this term. They will learn how to create their own short dance routines and teach them to their classmates. The first unit will be 'Create your own Just Dance' where students choreograph different movements, organise sequences and use music to create an engaging performance. They will film their dances and share them with their class to dance along to. The second unit will be exploring Flash Mobs and how they are planned, how dancers work together without an audience knowing what is about to happen, and how synchronisation and teamwork can turn a simple dance into an exciting performance. At home you may be able watch examples of child-friendly dance routines or flash mobs and discuss what makes the performance interesting and engaging.

Alycia Morgan and Rebecca Burgess (Performing Arts Teachers)

S.T.E.M. (Science, Technology, Engineering and Mathematics)

Grade 2 students will continue their S.T.E.M. journey, looking at the Engineering and Maths elements, investigating a variety of design and construction techniques. They will use different craft tools and materials and use measurement skills to build with accuracy. They will bring most of their creations home, so have them explain the mechanics on how they work and celebrate their work.

Grade 3 students will study a unit on magnetism, learning how magnets work, and then have the opportunity to create magnetic games, applying their knowledge. They will continue to consolidate their understanding of Environmental Science, looking after the plants we grew in Term 2, harvesting the vegetables and enjoying watching the flowers bloom in our nature space. We will finish the year with a mini unit developing their skills ready for the netbook program in Grade 4.

Grade 4 students will have a Chemical Science unit to study chemical reactions and learn to make hypothesis and conclusions. They will learn how scientists carry out 'fair' tests in experiments to test one variable at a time. They will then move on to a mini unit on Coding, introducing them to Digital Pixel Art and block coding programming. It will be an opportunity for students to show their potential for further extension in Coding Club in Grades 5 and 6.

Grade 5 students will complete a unit on '**LIGHT'**. They will learn how light rays can be reflected and refracted, applying their knowledge in creating some practical applications. They will get creative producing a variety of shadow imagery and using their netbooks to bring their images to life. They will also study about other forms of rays in the electromagnetic spectrum, including studying U.V. rays and how we can protect ourselves from harm.

Grade 6 students will have a more in depth look at Block coding, building on work from last year, to create their own digital games and animations. Once they have mastered key coding skills, we will look at programming and Robotics using M-Block and Edison robots. They will learn how to program motors and a variety of sensors to carry out a series of missions. They will then conclude their STEM journey at Bellbridge by having student voice in creating a variety of craft designs including greeting cards, using electric circuits knowledge.

Maddison Kitchen and Shaam Nundlall (S.T.E.M. Teachers)

AUSLAN

Prep students will revise their learning from previous terms, including signs for family, colours, numbers, feelings and location words. They will enjoy learning how to play various games utilising the signs they have previously learnt. Students will be introduced to the Auslan signs for farm and Australian animals and enjoy and sign along to some stories; nursery rhymes and songs related to this theme such as “Old McDonald Had a Farm”. They will sign along with the story ‘We’re Going on A Bear Hunt’ and retell the stories events in sequence using mime and constructed action as a class. Finally, they will sign along to some Christmas songs.
You can help your child at home by asking them to share some family signs in a sentence structure that they have practiced during class (e.g. I have one sister). Also, invite your child to sign some numbers and colours that they know during everyday relevant conversations. For example, colours of cars, balloons, flowers etc. Ask your child to teach you some of the Auslan signs from the songs and nursery rhymes they have been learning is a fun way to practice and consolidate their learning at home.

Grade 1 students will revisit previously learnt handshapes used for signing in Auslan and the importance of ‘HOLME’ and what it stands for. Students will learn how statements and questions are differentiated in Auslan signing. They will revise their signing of colours, numbers, feelings and positional words and practice sharing information about these topics in Auslan signed sentences. Grade 1’s will use their knowledge and recognition of the Auslan Alphabet by fingerspelling small words and each other’s names. They will play various games like ‘Alphabet Bingo’ to practice their recognition and signing of the Auslan Alphabet. They will be introduced to the signs for farm and Australian animals. They will enjoy learning and participating in some stories signed in Auslan, including ‘The Very Cranky Bear’ and “The Hungry Caterpillar”. Finally, they will celebrate by signing Christmas songs.
You can help your child’s learning at home by encouraging them to share the signing of their name (maybe even try signing some other family names), the Auslan Alphabet and their favourite farm or Australian Animals. Any practice of signs and phrases learnt during Auslan class will benefit your child’s learning in Auslan.

Grade 3 students will revise handshapes and the importance of ‘HOLME’ in Auslan. They will revisit and extend the signs for colours, numbers, feelings, family and location words through the signing of information in Auslan sentences. They will also practice their Auslan fingerspelling by playing various games such as ‘Alphabet Bingo’, ‘Fingerspelling Quiz’ and ‘I Spy’, beginning letter. Grade 3’s will learn to sign the States, Territories and Capital cities of Australia. Children will enjoy learning and signing a variety of farm and Australian animals names and participate in signing sentences containing adjectives about their animals and completing some craft activities on this theme. Grade 3’s will create a short story text or a simple silly sentence to sign and present to the class. They will sign along with the story ‘Dear Zoo’. They will learn to introduce themselves in Auslan and share their information with other class members. Finally, they will enjoy learning how to sign Christmas songs.
At home, you can assist your child’s learning of Auslan by inviting them to share what they have learnt after each Auslan lesson. It might be some of the handshapes they have identified, sorted and practised and the words that use this handshape, however, have a different meaning due to their location, movement and/or orientation. Maybe discuss the Australian States and Capital Cities in Australia (Maybe some you’ve visited) and see if you can sign some of these with your child.

Grade 4 students will revise previously learnt signs for family, colours, numbers to 100 and emotions and use these signs to build more complex sentences signed in Auslan. They will learn more about the important elements of Auslan signs and what ‘HOLME’ stands for. Students will play a variety of games and complete a range of activities which involve mime and learning to communicate language without a voice.

They will focus on the connection between mime and Auslan and how individuals communicate not only with their hands, but with facial expressions too. Students will learn to recognise and sign a range of animal names and practice this by participating in a range of activities such as 'Animal Bingo' and card games. They will learn to translate and sign a text in Auslan (e.g. time for bed). They will also learn how to use 'Signbank'. Grade 4's will plan and sign a 'Show and Tell' presentation in Auslan. Finally, they will sign some Christmas songs.
At home you can assist your child's learning in Auslan by encouraging them to share what they have learnt during their Auslan session. It might be English words that have the same Handshape but a different meaning. Why is this the case? See if your child can explain the importance of HOLME to the Auslan Language. During the term your child might like to share their "Show and Tell" signing and their part in translating and signing a passage from the story, Time for Bed.

Grade 6 students will be exposed to Deaf Culture and what it is like to be deaf or hearing impaired. They will complete a 'Research Project' about the history of Auslan. Grade 6's will revisit the elements of Auslan 'HOLME' and what it stands for. They will extend their knowledge and understanding of the importance of 'Handshapes' in Auslan by recognising and sorting a variety of words into their correct handshapes. Students will revisit the signs for a variety of animals and choose one of these to plan and present a 'non-fiction' text about their chosen animal. They will create 'Chatterboxes' and use them to sign information while playing. They will learn to sign 'o'clock' and 'half past' times. They will learn how to sign and translate the text "The Wrong Book" into Auslan. Grade 6's will also create a text, using 'Signbank' to translate and present memories of their time at Bellbridge. Finally, they will sign some Christmas songs.
At home you may wish to ask your child to share with you what they have learnt during their Auslan classes each week as the term progresses. "HOLME" (Handshape, Orientation, Location, Movement, Expression) is fundamental to the Auslan language. Maybe ask your child what they know about this and sign some examples of words to show its meaning. You might invite your child to share the signing of their "Auslan Animal Information Report" and their "Bellbridge Memories" presentation. These are only a few examples of the learning we will be enjoying this term in Auslan.

Rebecca Burgess and Colleen MacLeod (Auslan Teachers)

VISUAL ARTS

Prep students will continue to develop their fine motor skills as well as their creativity in Term 4. The major units covered will be Print Making, Threads and Textiles, and Modelling. Students will learn about and create their own mono prints. Using printing foam and etching flower designs, students will print their flowers, cut out and assemble them to create a floral masterpiece. Students will learn what threads and textiles are and will implement some basic threading and weaving skills. They will make 'snakes' and coils with play doh and learn to join pieces together. From there, Preps will create a small creature from Magic Clay that demonstrates their modelling skills. There will also be some fun Christmas and/or end-of-year activities to conclude. Preps will take a year's worth of amazing artworks home at the end of this term – enjoy!
To support your child's learning at home, suggested activities include finding out about mono prints and trialling it (as simple as smearing paint on a smooth surface, drawing a picture with your finger, placing paper on top of it and then gently pulling it up to reveal your print. Smear paint and repeat!), and opportunities to play and create with play doh, focusing on joining pieces together.

Grade 1 students will be getting colourful and creative during the major units of Collage, Mark Making and Construction in Term 4. They will learn about colour value and apply this knowledge when collaging 'feathers' onto their budgerigars with hues from magazines. Students will take inspiration from Australian artist, Laura Horn, and explore collaboratively with mixed media and mark making, to create individual artworks. Students will learn about insects and then design and construct their own bugs made from recycled materials. There will also be some fun Christmas and/or end of year activities to conclude the term.
To support your child's learning at home, suggested activities include finding out more about the artist, Laura Horn. Learning about all different types of bugs and insects and their anatomy. Allowing children to cut up pictures or colours from magazines (FREE at Coles and Woolworths!) to create funny pictures or even a collage of colours.

Grade 2 students will cover major units on Print Making and Modelling in Term 4. They will learn about and take inspiration from the Spanish artist, Joan Miro. His abstract 'Constellation' collection will provide examples and ideas for students to create their own imaginative designs of unique shapes and lines. These designs will be etched onto printing foam and printed onto a bright collage of tissue paper. Students will reinforce their modelling skills; making coils and joining pieces by 'scoring and smoothing'. They will produce and paint a coiled heart from air drying clay. There will also be some fun Christmas and/or end of year activities to conclude the term. Grade 2 students will take their Art folders home this year, that is two years' worth of amazing artworks – enjoy!
To support your child's learning at home, suggested activities include finding out more about the artist, Joan Miro, and his artwork. Allowing children opportunities to play and create with play doh, focusing on joining pieces together so they are secure.

Grade 5 students will cover major units on Modelling, Drawing and Painting, and Threads and Textiles in Term 4. For the Modelling unit, students will use recycled materials and papier mâché to construct and paint a small bird. The Drawing and Painting unit will include learning about one line and blind drawings. Students will study works from the Swiss/German artist, Paul Klee and take inspiration from his abstract works and use of colour. Students will layer water colour paints to achieve colour depth. They will implement blind drawing portraiture and combine collage to produce their artwork influenced by Klee's *'Senecio'* and his abstract landscape works. The Threads and Textiles unit will incorporate Christmas by students making a sequined Christmas bauble. An alternative Threads and Textiles activity will be available for those who do not celebrate Christmas.

To support your child's learning at home, suggested activities include researching how to achieve a smooth papier mâché effect, researching and practicing 'blind' and 'one line' drawings (remember to have fun!), and to find out more about the artist Paul Klee and his artworks.

Grade 6 students will be completing last term's Drawing unit, with the finishing touches on their Dragon's Eyes. The two major units covered in Term 4 will be Threads and Textiles, and Print Making. For the Threads and Textiles unit, students will learn to make a paper pattern and some basic hand sewing stitches. They will learn how to sew on buttons. Students will use these skills for sewing and embroidery and produce a Christmas/end of year gift for their Prep buddy students (Shh! It's a surprise!) For the Print Making unit, students will use gel plates, brayers and quality acrylic paints to create artwork. They will explore a variety of gel plate printing techniques with a range of materials to create unique prints focusing on the art elements of texture, line, colour and value. If time permits, students will transform one of their prints into a negative painting to reinforce the art element of Space. There will also be some fun Christmas and/or end of year activities to conclude the term.
To support your child's learning at home, suggested activities include providing opportunities to sew the basic running stitch in small lengths, learning how to sew on a button, finding out more about gel plate printing and learning about negative painting.

Jane Walton and Ann-Marie Spilsbury (Visual Arts Teachers)