



IMPORTANT DATES

13th - 16th February

Get to know you interviews

Monday, 13th March

Public Holiday (Labor Day)

Thursday, 23rd March

Alamanda Primary Years
Programme Community
Evening

Friday, 24th March,

Monday, 27th March

& Tuesday, 28th March

School Photos

(Your child's photo day will be confirmed at a later date)

Thursday, 30th March

Year 2 Sleepover

(More information to follow)

Friday, 31st March

Last day of Term One

Tuesday, 18th April

First day of Term Two

YEAR 2 CURRICULUM OVERVIEW TERM 1 2017

Dear Parents/Guardians,

It's been a very productive Term One for Grade 2 students at Alamanda College. Our students are settling in well and have been very busy creating their classroom Essential Agreements to establish a safe and challenging learning environment for 2017!

Our Grade 2 Team consists of:

2A – **Mark Crossett**

2B – **Laura Hawes**

2C – **Allison Gatt**

2D – **Melanie Crynes**

2E – **Kasey Foster**

2F – **Mili Nenadic**

2G – **Hannah Droege**

2H – **Jessica Stellini**

2I – **Emily Adamek**

2J – **Gislaine Bottrell**

Education Support Staff – **Michelle, Leah, Sabina, Anna L**

Teacher Support – **Amanada Wolainuk**

Acting Leading Teacher – **Georgia Bell**

During Term One, the Year 2s have

been setting up classroom routines and expectations by establishing Essential Agreements and using the PYP Learner Profile and attributes. Students will understand how to interact with each other in the classroom and the wider community in a positive manner.

Over the upcoming weeks of Term One, we will be commencing our Unit of Inquiry on **Who We Are** (Central idea: Many factors influence our safety.). This unit of inquiry will enable students to explore:

- How to keep ourselves safe
- How our community is kept safe
- Safety and the rights of children around the world

In **Literacy**, our focus will be around Poetry and Writer's Notebook. Students will also focus on decoding and comprehension strategies.

In **Numeracy**, we will be looking at a range of topics including Place Value, Addition and Time.

LITERACY

In Literacy, teachers use the Western Australia First Steps Learning Continuum to plan, cater for different abilities, and to track and assess individual students. These continuums cover the four areas of reading, writing, spelling and speaking and listening.

READING

In reading, students will be focusing on reading fiction and non-fiction texts with a focus on reading poetry. They will be introduced to a range of reading strategies and skills, and asked to apply these to a variety of reading tasks. Grade 2 Reading focuses this term will include:

- Examining poetry;
- Reader's Theatre;
- Recognise and use simple punctuation reflecting it in the voice;
- Decoding and comprehension strategies;
- Notice and remember facts, concepts, or ideas from a text;
- Interpret illustrations and discuss how they make readers feel;
- Recognise and identify aspects of text structure;
- Remember and emphasise important information in a text while reading it aloud, and;
- Begin to understand the subtle changes in meaning that a writer can convey through word choice

In Year 2 your child will be supported in choosing appropriate reading material, and will also be encouraged to source their own texts. This may be from the local library or from your home collection. It is recommended that you read with your child every night for at least 10 minutes. Please take the time to listen to your child as your personal interest makes their reading experience more rewarding and enjoyable. After reading, ask your child to use the comprehension strategies covered in class, such as making connections, to discuss their book.



WRITING

In writing, students will focus on developing their own personalised Writer's Notebook and Poetry. Students will be involved in writing, with a clear and structured focus for each session.

Grade 2 Writing focuses this term will include:

- Understand how to craft poems using 'Mentor Texts' as models.
- Understand poetry as a unique way to communicate about and describe feelings, sensory images, ideas or stories.
- Understand the way print works in poems.
- Understand that there are different kinds of poems.
- The significance of important word choices in poetry.
- Understand that poems do not have to rhyme.
- Use poetic language to communicate language and meaning.

Students will be supported through the Writing Process of Pre-Planning (using their Writer's Notebook), Planning (using a range of graphic organisers), Drafting, Revising/Editing, Publishing (both by hand and digitally).



SPELLING

Spelling will be integrated throughout the reading and writing program, with the teacher introducing strategies to assist students in becoming familiar with how words work. Students will also be involved in spelling investigations, which search for spelling patterns and word types.

Grade 2 Spelling focuses this term will include:

- Use letter-sound knowledge to monitor reading and spelling accuracy;
- Inquiry investigation into the dependable rimes.
- Notice patterns and categorise high-frequency word to assist in learning them efficiently.
- Personalised spelling lists from student writing.

SPEAKING AND LISTENING

In Speaking and Listening students will have the opportunity to participate in both individual presentations and group discussions. They will be encouraged to bring in artefacts (items of personal significance from home) relating to our unit of inquiry to present to the grade. Skills associated with oral presentations will be reviewed and practised on a regular basis within the classroom. Strategies for speaking and listening in individual and group situations will include taking conversational turns as speaker and listener, responding to classroom expectations of polite behaviour, and following a series of instructions.

NUMERACY

In Numeracy, students will be practicing skills in real world authentic problems. Where possible, links will be made with Inquiry and Literacy. They will be taking part in teacher focus groups, individual and small group practice, and open ended tasks, as well as using concrete materials to demonstrate their understandings. Students will also use a range of iPad applications to help

practise skills and mental calculations. Students will be using the WMR Numeracy Continuum to set goals.

Number & Algebra (Victorian Curriculum)

In the area of Number, Grade 2 students will focus on:

- Investigating number sequences initially increasing and decreasing by 2's, 3's, 5's and 10's from any starting point and then moving to any starting point.
- Recognise, model, represent and order numbers to at least 1000.
- Group partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate counting.

Measurement & Geometry (Victorian Curriculum)

In the area of Measurement, Grade 2 students will focus on:

- Name and order months and seasons
- Use a calendar to identify the date and determine the number of days each month.
- Telling the time, including the relationships between units of time.

ITC

All students will eventually have Seesaw accounts to connect, share ideas, ask questions, complete homework and showcase their achievements. Students will also begin to access various reading apps including EPIC to support their own 'Just Right' book selection. Students will explore various applications that directly link to the Units of Inquiry including Garage Band, Explain Everything and Poplet.

Please do not hesitate to see your classroom teacher if you have any questions or concerns.

HOMEWORK

Our homework program will be commencing soon. The homework will consist of various tasks for your child to investigate new information and consolidate classroom learning. More information to follow.

Thank you,

Year 2 Team

Mark Crossett, Laura Hawes, Allison Gatt, Melanie Crynes, Kasey Foster, Mili Nenadic, Hannah Droege, Jessica Stellini, Emily Adamek, Gislaine Bottrell and Georgia Bell.

ART

At Level 2, students create visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of arts forms.

To begin this school year in art students will be creating artworks to prepare for the celebration of PYP Night, to be held towards the end of Term 1. As we are a PYP school and are aspiring to be Internationally Minded people, this year, we are exploring the India's culture and traditions around celebrations and festivals. Grade 2 students will be learn about India's National symbols, traditional clothing rugs and textiles. They will engage with the design process to create paper rug collage drawing inspiration from textile designs worn and seen in everyday life and celebrations. Students will select appropriate colours and create their own patterns and decorate with embellishments. They will build upon their knowledge of the art elements and principles, including repetition, pattern, colour and shape. An elephant will be incorporated into their artwork to represent the significance of elephant in Indian culture and their use in celebrations. The final result will then be displayed as part of our PYP open night, in celebration of our cultural diversity in our community.

Along with our focus on International Mindedness, the PYP Learner Profile has been incorporated to guide the students to understand how good learners learn and therefore take responsibility for their learning in the Art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Miss. O'Toole, Miss Hendry, Miss Cicivelli

MUSIC

At Level Two, students will develop their ability to communicate with voice and instruments during a 13-week program. In Music, students will learn the importance of music in our lives with our Unit "Why Music Matters".

Through pitched and non-pitched instruments, movement, games, singing, and rhythmic exploration, students at Level Two will develop their own innate musical talents in a way that is immediately successful and rewarding. To build a sense of belonging, students will collaborate together with movement using ribbons and scarves. Rhythmic skills and co-ordination will be taught as they participate in parachute movement activities and fun games.

Students will understand how rhythm and melody can be used to express thoughts and feelings. Throughout the program, they will collaboratively sing songs in different languages with clear diction, pitch and rhythm. They will also learn how to sing "In The Jungle" with percussion instruments and xylophones. With the use of the Primary Years Program Attitudes, students will learn how to manage impulsivity, and use a growth mindset to achieve personal goals in Music.

Mrs. King

PHYSICAL EDUCATION

At Level Two, students continue to engage in a variety of physical activities on their own and with their peers, with and without equipment, and in a range of environments (indoor, outdoor and aquatic). Students begin to develop more complex motor skills such as dodging, leaping, dribbling and striking balls and they explore different actions of the body and begin to understand how these actions affect movement efficiency. Students also begin to combine motor skills into movement sequences, and create simple movement sequences in response to a variety of stimuli.

Students will begin this term participating in a range of “get to know you” games, teamwork activities and minor games. Thereafter, students will recap a range of fundamental motor skills, beginning with a focus on the loco-motor skills such as running, skipping, hopping and jumping. Students will focus on improving their technique and movement efficiency of these skills. Students in grade 2 will then move onto a unit focusing on throwing and catching using a range of different equipment.

Throughout every PE lesson, students are encouraged to display the PYP learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful to the learning of others. We encourage all students to be risk-takers, inquirers, open-minded, effective communicators, caring and reflective during PE.

At Alamanda College, we aim for maximum participation in PE and ask for students to bring a hat and drink bottle to all PE classes. If your child cannot participate in a PE lesson, then please send them to their PE teacher with a signed note outlining the reason for their non-participation.

PE Team

FOOD TECHNOLOGY

Central idea: Human health depends on the choices we make

Lines of Inquiry: The differences between prepackaged/processed food and homemade options

During this term in Food Technology, The Grade 1/2 students will be inquiring into food packaging and what the list of ingredients actually translates to. This will help develop their awareness of what is and is not healthy to consume. Students will be encouraged to take responsibility for their choices in a healthy balanced diet. They will use ICT throughout the term by creating a presentation on Explain Everything that demonstrates their understanding of prepackaged/processed foods vs home made foods. We will look into some additives and delve into the hidden

‘sugars’ in processed food. During every session the students will be required to bring along their iPad as they will be recording their learning each week using Explain Everything and reflecting using Seesaw. These applications allow students greater freedom in how they express themselves and demonstrate their understanding. For example, students can use voice recording, movies, photos and screen pointers to make their presentation more engaging. I strongly encourage students to practice their skills at home, so wherever you can give your child the opportunity to assist in the kitchen. But most importantly ensure that they also clean up afterwards. I encourage experimentation as it helps develop creativity.

Mrs. Sylaidos

CHINESE MANDARIN

At Level 2, students are continuing to develop their understandings and awareness of the elements involved in the Chinese language, such as pinyin, tone marks, and stroke order for Chinese character writing. They will be exposed to these through a range of texts and resources, such as song, pictures, and teacher modelled exchanges.

In Term 1 of LOTE, Grade 2 students will focus on learning about Directions. They will learn to describe seven basic positions and directions in Mandarin Chinese. The vocabulary includes: 上(up), 下(down), 中(middle), 左(left), 右(right), 前(front), and 后(back). Through whole class, group and independent activities, students will practise listening, speaking, reading, and writing skills. Students will be given opportunities to engage with the language both inside and outside the classroom environment through a range of games and activities such as: ‘Treasure Hunt’, ‘Treasure Chest’, and ‘Navigation’. To engage them in the process of Chinese character writing and continue developing fine motor skills, students will be able to use authentic Chinese calligraphy material to practise writing the focus vocabulary words using the correct stroke order. A Chinese song will be introduced to assist them in their pronunciation skills and in consolidating the meanings of the vocabulary.

To demonstrate their learning and understanding of the inquiry top and the directional words, students will utilise a cube template to create a direction die.

Throughout LOTE lessons, students are encouraged and supported to inquire, think, communicate, and cooperate respectfully. The learner profiles and attitudes are embedded in the teaching and learning activities in order to support students to become risk-takers and responsible learners.

IMPORTANT DATES

Monday, 13th March
Public Holiday (Labor Day)

Thursday, 23rd March
Alamanda Primary Years
Programme Community
Evening

**Friday, 24th March,
Monday, 27th March
& Tuesday, 28th March**
School Photos
(Your child's photo day will be
confirmed at a later date)

Thursday, 30th March
Brainstorm Production
Incursion

Friday, 31st March
Last day of Term One

Tuesday, 18th April
First day of Term Two

Term 2
Camp Oasis
(more details to come)

YEAR 3 CURRICULUM OVERVIEW TERM 1 2017

Dear Parents and Carers,

We would like to take the time to welcome the families of our Year Three students to the team for 2017. We look forward to working in partnership with you to ensure that your child achieves their personal and academic goals. Students already need to be commended on their efforts thus far, as they have had a productive start to the year. We have all been busy working on creating our Essential Agreements and establishing our learning spaces.

During this time, the Year Three students have been establishing classroom routines and expectations through the PYP Learner Profile attributes and Attitudes. Students have begun taking part in lessons where they are 'Learning to Learn', looking into the idea that we are all capable of learning and that we have different learning styles and preferences. Students have learnt different strategies that we can use to help improve our memory, and therefore our learning.

Students have also looked into mind

mapping and the significance of this organizational thinking tool. It is delightful to see students making links between our PYP Learner Profile and the Habits of Mind. Many students already have a great understanding of persistence in order to achieve challenging goals.

The members of our 2017 Year 3 team are:

Acting Leading Teacher
Jaymee Stigwood

3A – Kristin Vanden Houte-Smit

3B – Ed Ezzy

3C – Ellie Sunderman

3D – Emily Gusman

3E – Brooke Danaher

3F – Teegan Brown

**3G and Acting Leading Teacher –
Suzi Koneski**

3H- Lauren Fleetwood

3I - Fiona Pritchard

3J -Louise Wylaz

**Educational support-
Lisa Attrill, Ida Tran, Anna Larkin
and Kelly Baillie**

ICT-Phill Cantone

INQUIRY

Within a few weeks we will begin our first Unit of Inquiry. Students will begin to unpack central ideas with teachers and their peers, further developing their understanding of the Primary Years Programme (PYP) and the world they live in. They will be posing questions and using the First Steps continua to set personal goals.

Our first inquiry will be into the transdisciplinary theme 'Who We Are' and students will be inquiring into the idea that 'Language in all its forms is a powerful and sacred tool'.

Throughout this inquiry, students will be investigating:

- Ethical behaviour online; and
- The way we communicate online can affect ourselves and others

It is important for students to understand the attributes of being a safe digital citizen. This inquiry will enable students to explore and investigate how a safe digital citizen uses multimedia as a tool to enhance learning and succeed in personal endeavors otherwise unachievable without technology. Students will look into the ethical behavior of young digital citizens and how the development of technology over the years has impacted on the various ways we communicate with others all around the world. They will then explore the ways we choose to use language to communicate can affect our own and others well-being.

LITERACY

In Literacy, teachers use the First Steps Continuum and other assessment tools to plan, cater for different abilities and to track and assess individual students. These tools cover all areas of literacy development: reading, writing, spelling and oral language.

READING

With the support of mentor texts, our focus will be on Question Answer Relationship (QAR), which teaches students where they can seek answers to questions from a text.

Students will know, understand and be able to:

- Draw connections between personal experiences and the world, and share responses with others
- Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative
- Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose
- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features
- Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences)
- Identify the features of online texts that enhance navigation
- Identify the point of view in a text and suggest alternative points of view

In Year 3, your child will be supported in choosing appropriate reading material, and will also be encouraged to source their texts independently. It is recommended that you read with your child every night for at least 10 minutes. Please take the time to listen to your child read, as your personal interest makes their reading experience more rewarding and enjoyable. Before, during and after reading ask your child to use the comprehension strategies covered in class such as predicting or making connections, to discuss their book.

WRITING

In writing students will focus on learning about the features of and writing persuasive and narrative texts.

Students will know, understand and be able to:

- Understand that paragraphs are a key organisational feature of written texts
- Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense

- Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle
- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation

SPEAKING & LISTENING

In speaking and listening, students will have the opportunity to participate in both individual presentations and group discussions. Students will be focusing on extended and technical vocabulary and ways of expressing their opinion including modal verbs and adverbs. They will understand that successful cooperation with others depends on shared use of social conventions, including turn-taking, and forms of address that vary according to the degree of formality in social situations.

SPELLING

Spelling will be integrated throughout the reading and writing program, with the teacher introducing strategies to assist students in becoming familiar with how words work. For example, how to use sound/letter relationships and knowledge of spelling rules to assist their reading and writing, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion'.

NUMERACY

In Numeracy, the students will be working on key concepts from all strands. Students will be supported with concepts from the Victorian Curriculum that proved challenging for the students when sitting previous NAPLAN assessments. Students will be taking part in focussed individual and small group practise. They will also learn to solve open ended tasks, as well as use mental strategies or concrete materials effectively. Students will also use a range of iPad applications for extra

practise and development of skills.

Students will know, understand and be able to:

Number and Algebra:

- Recognise, model, represent and order numbers to at least 10 000 and beyond
- Recall multiplication facts of two, three, five and ten and related division facts
- Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems
- Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9
- Recall multiplication facts up to 10×10 and related division facts
- Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation
- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder

Fraction and decimals:

- Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line
- Investigate equivalent fractions used in contexts
- Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation

Money and Financial Mathematics:

- Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies
- Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents

Measurement and Geometry:

- Describe, continue, and create number patterns resulting from performing addition or subtraction
- Tell time to the minute and investigate the relationship between units of time
- Make models of three-dimensional objects and describe key features

ITC

This term, students will be engaged in new and innovative ways of integrating Information Communication Technology (ICT) with our Inquiry into Cyber Safety and behaving ethically online. Students will explore a range of applications and web-based tools that foster communication. They will also join the class Edmodo group allowing access to homework activities that will begin this term, and Seesaw which acts a digital portfolio to capture and reflect on learning. Students will also continue to use Mathletics, Raz Kids and Epic! to enhance learning both at school and home.

NAPLAN

NAPLAN assessments will run during Term Two. Throughout Term One

students will familiarise themselves with skills that will assist with successfully interpreting test questions. The tests include Language Conventions, either a Narrative or Persuasive Writing task, Reading Comprehension and Numeracy. Students will sit practise tests to further familiarise themselves with the process and the language used in different questions, in order to reduce the worries of our more anxious students.

HOMEWORK

Homework will be handed out on a Tuesday and will be due back to the classroom on the following Friday. Students will have to complete and return their homework within a fortnight. Homework is designed to support student learning and extend activities and lessons taught in class. Homework will be posted on Edmodo,

CAMP OASIS-MT EVELYN

however we expect students to record their work in their books. Homework will begin in Week 5 of this term.

The Year Three students will be risk-takers as they take on a new experience during term two - their first Alamanda camp. There will be an expression of interest going out this term to confirm numbers and to finalise bookings. Further information about camp will be handed out in the near future.

Please contact your classroom teacher if you have any questions or concerns.

Thank you,
Year 3 Team
2017

ART

At Level 3, students create visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of arts forms.

To begin the school year in the art rooms, we are inquiring into art from India. As we are a PYP school and are aspiring to be Internationally Minded people, we are exploring the Indian culture and its traditions around celebrations and expressing their unique culture through art. Grade 3 students will be learning about symbolism in Indian culture, whilst learning the significance of the Indian tiger as the national animal. Students will create a cropped image of the tiger's eyes. Students will also further develop their understanding of drawing and pastel techniques by experimenting with effects and using these to add detail to their drawing. Students will end the unit by drawing their own tiger through guided drawing and step by step prompts. The final result will then be displayed as part of our PYP open night, in celebration of our cultural diversity in our community.

Along with our focus on International Mindedness, the PYP Learner Profile has been incorporated to guide the students to understand how good learners learn and therefore take responsibility for their learning in the Art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

Miss. O'Toole, Miss Hendry, Miss Cicivelli

MUSIC

At Level Four, students will develop their ability to communicate with voice and instruments during a 13-week program. In Music, students will learn the importance of music in our lives with our Unit "Why Music Matters".

Through pitched and non-pitched instruments, movement, games, singing, and rhythmic exploration, students at Level Four will develop their own innate musical talents in a way that is immediately successful and rewarding. To build a sense of belonging, students will collaborate together with voice and movement using ribbons and scarves. Rhythmic skills and co-ordination will be taught as they participate in parachute movement activities and fun games.

Students will understand how rhythm and melody can be used to express thoughts and feelings. Throughout the program, they will collaboratively learn how to sing "True Colours" and "In The Jungle" with percussion instruments, ukuleles, and xylophones. With the use of the Primary Years Program Attitudes, students will learn how to manage impulsivity, and use a growth mindset to achieve personal goals in Music.

Mrs. King

PHYSICAL EDUCATION

At Level 3, students will practice and use complex manipulative and locomotor skills in a range of movement environments, including indoor, outdoor and aquatic. Students will practice and develop competency in a range of complex motor skills such as leaping, dodging, the over-arm throw, dribbling and striking balls, as well as cartwheeling and handstanding. They discuss the performance criteria of motor skills and practice observing and giving feedback on a partner's performance. Students will also begin to apply their skills in sport specific settings. Students participate in a range of activities that promote health-related fitness components and explore the link between health related fitness and lifestyle activities. Students will begin term 1 with a cooperative games unit, developing their teamwork and communication skills through minor game activities. Thereafter, students will focus on speed, agility and quickness and what effect they play in different sports and finishing off with a unit on cultural games, promoting and bringing awareness to different cultures and the games they play.

Throughout every PE lesson, students are encouraged to display the PYP learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful to the learning of others. We encourage all students to be risk-takers, inquirers, open-minded, effective communicators, caring and reflective during PE.

At Alamanda College, we aim for maximum participation in PE and ask for students to bring a hat and drink bottle to all PE classes. If your child cannot participate in a PE lesson, then please send them to their PE teacher with a signed note outlining the reason for their non-participation.

CHINESE MANDARIN

In Grade 3, students continue to develop their Chinese speaking, reading, writing, and listening skills. They will gain a greater awareness of the similarities that can exist between Mandarin Chinese and English, and develop their ability to engage in simple, personal interactions with others.

As Alamanda College consists of a diverse, multi-cultural community, the inquiry topic for Term 1 is international food. Students will be given opportunities to discuss and introduce food from their countries and cultures, and are encouraged to bring photos to share with their classmates. The vocabulary for this unit will focus on food that students have discussed as special to their culture, or that they enjoy eating. Through whole class, group, and individual activities and discussions, students will be encouraged to keep an open-mind and develop respect and understanding of the connections, similarities and differences that can exist between cultures. Students will be asked to reflect on their own habits and preferences, and be supported to communicate these to their classmates verbally, and in writing. Using technology, students will be able to research and create presentations to display their knowledge and understanding of the different types of food they prefer, and the food that is enjoyed in other cultures. Grade 3 students will also be supported to develop their independence through the introduction of the Chinese dictionary 'Pleco'.

Activities are designed to encourage respect, open-mindedness, risk-taking, cooperation and thinking skills. The PYP learner profiles and attitudes will be referred to in order to ensure that students are making use of opportunities to become independent and responsible learners.

FOOD TECH

During this term in Food Technology, The Grade 1/2 students will be inquiring into food packaging and what the list of ingredients actually translates to. This will help develop their awareness of what is and is not healthy to consume. Students will be encouraged to take responsibility for their choices in a healthy balanced diet. They will use ICT throughout the term by creating a presentation on Explain Everything that demonstrates their understanding of prepackaged/ processed foods vs home made foods. We will look into some additives and delve into the hidden 'sugars' in processed food. During every session the students will be required to bring along their iPad as they will be recording their learning each week using Explain

Everything and reflecting using Seesaw. These applications allow students greater freedom in how they express themselves and demonstrate their understanding. For example, students can use voice recording, movies, photos and screen pointers to make their presentation more engaging. I strongly encourage students to practice their skills at home, so wherever you can give your child the opportunity to assist in the kitchen. But most importantly ensure that they also clean up afterwards. I encourage experimentation as it helps develop creativity.

DRAMA

In Grade Three, students learn about a range of ways artistic elements can be used to communicate experiences, observations and things imagined. Using ideas and concepts taken from themes, scenarios, narratives and visual stimuli, they experiment with ways of expressing and communicating ideas and feelings to particular audiences or for particular purposes. Students are able explain how the elements of Drama communicate meaning by comparing drama from different social, cultural and historical contexts.

Our focus for the first unit will be examining Bollywood performances, as part of the Specialist inquiry into Indian culture. Students will be researching the music and dance associated with modern Bollywood films, and using this inspire their own large ensemble performance. They will work in both small groups and as a whole class to collaborate, and give constructive feedback to one another. Students will develop unique performances based on movement and sound, demonstrating an ability to select, arrange and express new ideas cooperatively. Students will develop knowledge on how to use our bodies to create art and represent artistic concepts.

We will be using the PYP Learner Profiles in class to guide the students understanding of how a good learner involved themselves in their learning, and therefore take responsibility for their learning in the classroom. The students will be encouraged to develop the PYP Learner Profile attributes of being risk-takers with their learning, approaching new ideas with enthusiasm and curiosity.