



## YEAR 4 CURRICULUM OVERVIEW TERM 1 2017

### 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)

**Friday, 31st March**

Last day of Term One

**Tuesday, 18th April**

First day of Term Two

Dear Parents/Caregivers,

Welcome to Year Four!

The Year Four Team would like to extend a warm welcome to all of our parents, caregivers and students. With your support and partnership, we look forward to a positive and productive year ahead!

Introducing our team:

**Jackie Daniali** – Assistant Principal

4A - **Rachael Cunningham**

4B - **Lauren McDonald**

4C - **Sarah Grenfell**

4D - **Sam Bates**

4E - **Melissa Fragiotta**

4F - **Deanna Kotevski**

4G - **Danielle Colling**

4H - **Shannon Sebek**

#### Communication:

Please make your child's teacher your first point of call should you require clarification or have concerns. Contact can be made via person, a note in your child's bag, email or phone call. We ask that you arrange a time before or after school if you need to discuss anything in detail.

#### School Hours:

Doors open at 8:30am, ready for the students to learn at 8:40am sharp. In order to foster self-management, students are expected to come in by themselves and follow the set class routine. Please ensure that your child arrives on time for their learning so that they do not miss valuable instructions or disrupt the learning of others. The school day concludes at 2:50pm.

#### Early Departures:

If you need to collect your child before the end of the day, you will need to sign them out at the office before you collect them from their classroom. Teachers will be unable to release your child without a 'sign out' slip from the office.

#### Absences:

Please notify the school of any absences by a note, phone call or email to the office. Please ensure that your child is only absent for an important reason. When students miss key concepts or assessment pieces, it can be extremely difficult and at times impossible to catch them up on what they have missed.

#### Timetable/Assembly/Specialist Lessons

Class/ Timetable	Recess	Lunch	Assembly	Specialist Lessons Monday	Specialist Lessons Tuesday	Specialist Lessons Thursday	Specialist Lessons Thursday
4A Timetable A	9:40am- 10:00am	11:30am- 12:10pm	Wed 8:40 -9:40am			PE Drama LOTE	Art Science
4B Timetable A	9:40am- 10:00am	11:30am- 12:10pm	Wed 8:40 -9:40am			LOTE Art PE	Drama Science
4C Timetable B	9:40am- 10:00am	11:30am- 12:10pm	Wed 8:40 -9:40am			Art PE Drama	LOTE Science
4D Timetable B	10:10am- 10:30am	12:10pm- 12:50pm	Wed 11am -12nn	Music LOTE	Science	Art	PE
4E Timetable C	10:10am- 10:30am	12:10pm- 12:50pm	Wed 11am -12nn	Art PE		Music	LOTE
4F Timetable C	11:10am- 11:30am	1:10pm- 1:50pm	Wed 11am -12nn	PE Music		LOTE	Art
4G Timetable C	11:10am- 11:30am	1:10pm- 1:50pm	Wed 1:50 -2:50pm			LOTE PE	Art Food Tech
4H Timetable C	11:10am- 11:30am	1:10pm- 1:50pm	Wed 1:50 -2:50pm			LOTE PE	Art Food Tech

### School Supplies:

If you have not already done so, please send in ALL items on the Year 4 Stationery List immediately as we are already using these each day. Also, if your student does not yet have a pencil case, please send one in.

### Homework:

The school is currently in the process of having a discussion surrounding the expectations of homework, and what it will look like for 2017. A note will go home once the decision has been made, informing parents of the outcome. Along with this, students will complete a study schedule, which will allow families to record extra-curricular activities to better organise their homework, and develop their time management skills.

### iPads:

iPads are an important resource within our classrooms and will be used regularly for all areas of the curriculum. Students need to bring their own iPad to school every day, charged and will be the responsibility of the student.

### City Camp:

The Year Fours have a 3 day/2 night city camp. This year it will fall on Monday-Wednesday 14th-16th August. Last year the cost per student was approximately \$300 and it is likely to be a similar price again. We will send more information regarding the camp in the near future with a request for a deposit to hold your child a place. Once we get closer to the date and determine our numbers and needs, we will ask for parent help if needed.

## TERM ONE LEARNING

Over the last few weeks, the students have been busy getting to know each other and settling into routines. They have been investigating what the PYP values and attitudes are and have collaboratively written their Essential Agreements. The students have started to investigate the ways that their brains like to learn. This part of the year is called 'Learning to Learn'. We will begin our first Unit of Inquiry shortly.

### Unit of Inquiry 1

**Central idea:** Who we are affects how we react to situations.

**Summative Task:** Students will compose a poem that reflects their understanding of the central idea. They will be required to describe a situation that prompts an emotion, express their reaction and the strategy used in order to create a positive outcome.

### Lines of inquiry:

- Identifying who we are;
- How our emotions and reactions affect ourselves and others;
- We are unique in the way we respond to situations;
- Reflecting on our reactions allows us to identify strategies to improve our social and emotional wellbeing;
- Personal situations in perspective of the world;

## LITERACY

### Reading:

Mentor texts play a key role in the teaching of reading at Alamanda. Students will participate in shared, small group and individual reading experiences based on their needs and the concepts involved in the Unit of Inquiry. Students will use Raz Kids and Epic! to access year level libraries for their learning. Students will set and work on personal learning goals for all areas of Literacy, using the WA First Steps Continuum

This term, we will focus on a range of reading strategies and skills, such as:

- Predicting the text;
- Activating prior knowledge;
- Reading fluently and with expression;
- Clarifying unknown words;
- Questioning;
- Inferencing;
- Making Connections;
- Summarising and retelling;
- Locating directly stated information.

The reading focus this term is poetry. Students will divulge in a range of poetry and be able to recognise and discuss the elements of the text type. They will be able to identify specific words to enhance meaning, identify explicit rhyming patterns, how writer's express complex concepts in creative ways and justify their own interpretation of poetry read. Student's will explore how literary devices are used, such as,

similies, metaphors, idioms and emotive language.

### Writing:

Students will undertake focused sessions every day based around crucial writing strategies, the needs of the students and the genre for our unit. This will include modelled writing lessons, joint/guided writing, independent writing, one-on-one conferencing and writer's notebook.

This term, the students will focus on developing their writing skills. This will include:

- Accurately punctuating their work;
- Using logically sequenced paragraphs to organise their ideas;
- Writing sentences that are grammatically correct;
- Including detail and descriptive language;
- Developing their knowledge of spelling strategies;
- Increasing their vocabulary;
- Finding their writer's voice.

In conjunction with reading, students will immerse themselves in poetry writing. They will apply the skills developed through mentor texts into their own poems. Students will reflect on who they are and how this affects their feelings, and the way they respond to situations. Through the use of poetry, students will reflect on how they can express themselves, and manage their emotions and respond to situations in a positive way.

### Spelling:

The Year Four Spelling Program is planned around the needs of the students and includes the development of their knowledge of word parts, e.g. prefixes, suffixes, compound words. Spelling is naturally integrated throughout the reading and writing program throughout the day.

### Handwriting:

This year, the Year Four students will have regular, explicitly modeled handwriting sessions. They will begin with revision of correct letter formation, entries and exits. Students will assess their own letter spacing and size, the spacing between words and slope. New skills will be introduced sequentially. Those students who are ready will be introduced to cursive writing.

**Oral Language:**

Students will have the opportunity to participate in both individual presentations and group discussions. They will be encouraged to use tone, volume, pace, intonation, eye contact and gesture to enhance meaning. In our Unit of Inquiry, students will be required to perform informal oral presentations.

**NUMERACY**

This term in Numeracy, the Year Four teachers will be working on key concepts from Number and Measurement. Teachers will strive to support the specific areas of need for each student. Students will continue to set and work on personal learning goals, using the Mathematics scope and sequence.

**Number and Algebra**

- Recall multiplication facts and related division facts up to  $10 \times 10$
- Worded problems with addition and subtraction
- Investigate properties of odd and even numbers
- Recognise, order and represent numbers to at least tens of thousands
- Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems

**Measurement**

- Convert between analogue and digital time.
- Use AM and PM notation and solve simple time problems

We are looking forward to working in close partnership with you. If you have any questions, queries or concerns, please do not hesitate to contact your classroom teacher.

Thank you,

**Deanna Kotevski, Lauren McDonald, Rachael Cunningham, Shannon Sebek, Sarah Grenfell, Melissa Fragiotta, Sam Bates, Danielle Colling**

**ART**

At Level 4, 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 art 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 4 students will be learning about symbolism in Indian culture, whilst learning the significance and tradition of Mehndi designs during times of celebration. Students will create a clay bowl made from the shape of their hand. Students will also further develop their understanding of clay techniques by experimenting with a 3D form and using this to inform their skill development. Students will end the unit by imprinting their design into the clay and painting it in gold or bronze paint. 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**

**PHYSICAL EDUCATION**

At Level 4, students perform a broad range of complex motor skills. They demonstrate a wide variety of motor skills and apply them to basic sport specific situations. They create and perform coordinated movement sequences that contain a variety of motor skills and movement patterns. They participate regularly in physical activities for the purpose of improving skill and health, and identify and describe the components of health-related fitness. They begin to use basic games' tactics. They work with others to achieve goals in both cooperative and competitive sporting and games' situations, explain the concept of fair play, and respect the roles of officials. Students follow safety principles in games and activities.

Students will begin this term participating in cooperative activities, developing initiative and teamwork as they work together to solve problems through minor games. Thereafter, students will begin a focus on striking and fielding games, developing their throwing, catching and striking skills through softball and tee-ball; before concluding with a basketball unit, developing game related skills and exploring basic offensive and defensive strategies.

Throughout every PE lesson, students are expected 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**

## CHINESE-MANDARIN

In Grade 4, students will develop their knowledge of Chinese history and begin to understand how historical events and figures have had an impact on Chinese culture and society. Their understanding of cultural differences, and how culture can evolve over time, will be deepened. The learning focus in Term One is Mulan, who is a well-known historical heroine. Students will be exposed to a range of video clips and informative passages that tell the real story of Mulan. They will understand what Mulan did that brought her glory, and why her experiences have spread over time and places. They will create a presentation explaining their understanding of Mulan's story and making connections to the Learner Profile/Attitudes. To complete the presentation, students will work independently to search for and select important information about Mulan and present the information in a creative way using either digital devices or posters. Towards the end of the unit, students will watch the Disney movie "Mulan" in class. Students will have access to materials to ensure that they can identify similarities and differences between the plot of the movie and their new knowledge of the historical experiences in Mulan's life. To address and examine the differences that exist between the past and present Chinese culture and the past and present cultures of other countries, students will engage in whole class and small group discussions.

The PYP Learner Profile will be used to guide the students understanding of how a good learner involves themselves in their learning, and therefore takes responsibility for their learning in the classroom. 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.

## DRAMA

In Grade Four, students apply and develop their arts knowledge by exploring arts processes and ways to communicate concepts arising from their personal experiences and from the world around them. Students discuss the

possibilities of communicating without words, and create performances based on images, music or concepts.

Throughout the program, students will be exposed to a wide variety of sources to generate creative ideas. Our focus for the first unit is traditional Greek Theatre and Greek Mythology. Students will be inquiring into the history of theatre in Ancient Greece, and create their own ensemble performances based on different stories of Greek Mythology. Children will use the traditional stories to explore character and dramatic representations of a story. As part of this process children will be guided to understand negotiation skills and an ability to negotiate with others.

Students will begin inquiring into the different roles involved in theatre crafting; experimenting with directing other students in the performance making process. Using personal experiences as a stimulus, students will work collaboratively as actors and directors to create a narrative performance. Students will be encouraged to take responsibility when directing others in how the performance is presented.

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.

## 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.

## FOOD TECHNOLOGY

Central idea: Human health depends on the choices we make

Lines of Inquiry: Different cooking methods and the nutritious benefits

During this term in Food Technology, Grade 3/4 students will be developing their understanding of different cooking methods, such as boiling and frying. Students will study the theory behind different cooking methods, then they will follow that with a practical week where they can practice their new skills and create something healthy and yet tasty. They will also begin developing their creativity as they contribute to what recipes they create. They will use a website called Survey Monkey and select which recipes they would prefer to cook the following week. This is in preparation for later years when they independently create their own recipes and order their own ingredients. Additionally, students will learn how to read a recipe and how to follow the instructions. During every session the students will be required to bring along their iPad as they will be recording their learning each week using applications such as Explain Everything. This application allows 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.

## IMPORTANT DATES

**13th - 16th February**

Get to know you interviews

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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)

**Friday, 31st March**

Last day of Term One

**Tuesday, 18th April**

First day of Term Two

### YEAR 5 TEAM:

**Jackie Daniali**

Assistant Principal Years 4-6  
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5A - **Kate Franco**

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5F - **David McGill**

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## YEAR 5 CURRICULUM OVERVIEW TERM 1 2017

Dear Parents/Caregivers,

Welcome to Year Five!

The Year Five Team would like to extend a warm welcome to all of our parents, caregivers and students, old and new. We have a number of new students to Year 5 at Alamanda this year and are pleased to say that they have all settled in well. All of the students have made an impressive start to the term, applying outstanding effort and enthusiasm. With parental support and partnership, we look forward to a positive and productive year ahead!

### Essential Agreements

In the first few weeks of each year, the students in each class collaboratively write a set of 'Essential Agreements' based around the PYP attributes and attitudes and Habits of Mind. The classroom agreements are crucial to creating a positive learning environment.

**Current Unit of Inquiry** (this unit is currently being written):

**Transdisciplinary Theme:** Who We Are  
An Inquiry Into: The nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

**Our Central Idea:** Values, beliefs and attitudes define leadership.

### Key Concepts:

Responsibility and Perspective

### Lines of Inquiry:

Our values and beliefs;  
Defining what 'Leadership' means;  
Appreciating and respecting our differences;  
The qualities of a leader (PYP Learner Profile and Habits of Mind);  
Our responsibilities toward others.

## LITERACY

In Literacy sessions, students participate in whole class, small group and individual reading and writing experiences based on their needs, crucial reading and writing strategies and the concepts involved in each unit. Mentor texts play a key role in the teaching of both reading and writing at Alamanda College. These texts serve as writing exemplars to study and learn from.

### Persuasive Texts:

In Terms One and Two, the students will be reading and writing persuasive texts. They will learn that persuasive writing is used to influence how the reader thinks, feels, acts or makes decisions with regard to a particular idea, issue or proposal. In line with the 'Persuasive Marking Guide' provided by the Australian Curriculum, Assessment and Reporting Authority (ACARA), we will be focusing on the following areas:

Audience:	The writer's capacity to orient, engage and persuade the reader.
Text Structure:	The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure.
Ideas:	The selection, relevance and elaboration of ideas for a persuasive argument.
Persuasive Devices:	The use of a range of persuasive devices to enhance the writer's position and persuade the reader.
Vocabulary:	The range and precision of contextually appropriate language choices.
Cohesion:	The control of multiple threads and relationships across the text, achieved through the use of grammatical elements (referring words, text connectives, conjunctions) and lexical elements (substitutions, repetitions, word associations).

Paragraphing:	The segmenting of text into paragraphs that assists the reader to follow the line of argument.
Sentence Structure:	The production of grammatically correct, structurally sound and meaningful sentences.
Punctuation:	The use of correct and appropriate punctuation to aid the reading of the text.
Spelling:	The accuracy of spelling and the difficulty of the words used.

### Narrative Texts:

Along with persuasive texts, the students will be reading and writing narrative texts. They will learn that a narrative is a time-ordered text that is used to narrate events and to create, entertain and emotionally move an audience. Other social purposes of narrative writing may be to inform, to persuade and to socialise. In line with the 'Narrative Marking Guide' provided by the Australian Curriculum, Assessment and Reporting Authority (ACARA), we will be focusing on the following areas:

Audience:	The writer's capacity to orient, engage and affect the reader.
Text structure:	The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure.
Ideas:	The creation, selection and crafting of ideas for a narrative.
Character:	The portrayal and development of character.
Setting:	The development of a sense of place, time and atmosphere.
Vocabulary:	The range and precision of contextually appropriate language choices.
Cohesion:	The control of multiple threads and relationships across the text, achieved through the use of grammatical elements (referring words, text connectives, conjunctions) and lexical elements (substitutions, repetitions, word associations).
Paragraphing:	The segmenting of text into paragraphs that assists the reader to negotiate the narrative.
Sentence structure:	The production of grammatically correct, structurally sound and meaningful sentences.
Punctuation:	The use of correct and appropriate punctuation to aid the reading of the text.
Spelling:	The accuracy of spelling and the difficulty of the words used.

### Reading Strategies:

All Year Five classes will focus on crucial reading strategies such as: Activating Prior Knowledge, Predicting, Clarifying, Questioning, Making Connections, Inferring, Summarising, Personal View, Visualising, Evaluating, Synthesising and Note Taking (Cornell Notes).

### Author Study, Mentor Texts And Solo Taxonomy

This term, the Year Five students are undertaking an author study on 'Patricia Polacco'. Every 1-2 weeks we will 'unpack' a different mentor text by this author, using SOLO Taxonomy. SOLO Taxonomy is a framework within which the students work through levelled questions or tasks based around the given text. The use of SOLO allows us to upgrade the cognitive demand of the tasks we undertake and to scaffold students into deeper thinking and metacognition.

### Solo Taxonomy Levels

**Lower-Order Thinking Skills** – These tasks test students' surface thinking:

**Uni-structural** – the students can identify one idea.

**Multi-structural** – the students are able to identify a number of ideas, but are not yet able to see the connections between these ideas.

**Higher Order Thinking Skills** – These tasks test deep thinking.

**Relational** – the student sees the significance of how various pieces of information relate to one another.

**Extended abstract** – the student conceptualises at a level extending beyond the text. They are able to transfer their understanding to new situations and concepts.

## LITERACY GOALS

In Literacy, the classes will set whole group reading and writing goals based on the text type/s being studied, however, the students will also have additional personal goals of their own. They will also work on a range of whole class and personal spelling goals throughout the year.

Students are expected to be working on their goals throughout the day (where appropriate) and will be given time to independently work on them through inquiry based investigations. They are also encouraged to develop their Literacy skills and achieve their learning goals by using apps such as Literacy Planet.

### Writer's Notebook

A writer's notebook is a special book where the students are able to react to the world around them. In this notebook, they can record their observations, wonderings, thoughts, feelings, experiences and ideas. These begin as 'seeds' that can serve as stimuli for more formal writing. The writer's notebook is a safe place in which the writer may develop his or her writing skills by taking risks and experimenting with language.

## NUMERACY

With the use of assessment data, the Year Five teachers develop an understanding of their students' abilities and understanding of mathematical concepts. This data is also used to support the students in selecting personal learning goals from each strand (Number and Algebra, Measurement and Geometry and Statistics and Probability). The teachers then plan and run fluid workshops, within and across classes to best meet the needs of every student, rather than rigidly teaching only the Year Five curriculum. Throughout this term, we will provide workshops on the following areas, as needed:

### Number and Algebra:

The accurate and rapid recall of addition, subtraction, multiplication and division

number facts (time will be given for daily practise);

Strategies for solving worded number problems, including:

- RUCSAC (Read, Understand, Choose, Solve, Answer and Check).
- Acting it out or using concrete materials;
- Guessing and checking;
- Making an organised list;
- Looking for a pattern;
- Drawing a diagram;
- Drawing a table.

Revision of addition, subtraction, multiplication and division operations; Representing and ordering numbers to the hundreds of thousands and beyond; Comparing, ordering, adding and subtracting fractions; Comparing, ordering and representing decimals.

### Measurement and Geometry:

Units of measurement; Time; 2D and 3D shapes; Perimeter/Area/Volume; Mapping; Angles.

### Statistics and Probability:

Chance and probability; Data representation and interpretation.

The students will also be given time to work on their goals independently or with other students with the same goals. Students are encouraged to use sites/apps/programs such as Mathletics, Alamanda Maths, Khan Academy and Math Antics to develop their mathematical understanding and achieve their goals.

## SPELLING

Spelling is an important focus for the Year Five team. Our spelling program runs regularly and includes the explicit teaching of spelling strategies as well as spelling investigations. Time is given to work on personal spelling goals. The Year Five Spelling Program is planned around the needs of the students but includes the development of Phonological (sounds), Visual (the way words and letter combinations look), Morphemic (meaning) and Etymological (word origins) knowledge.

As well as this, spelling is naturally integrated throughout the reading and

writing program each day. The Year Five teachers strive to seize teaching/learning opportunities to address needs that come to light in the course of other learning experiences.

## HANDWRITING

The Year Five students have regular, explicitly modeled handwriting sessions. We continue to focus on the revision of correct letter formation, entries, exits and joins. Students self assess their own letter spacing and size, the spacing between words and slope. Both print and cursive instruction is provided as needed.

### Year Five and Six Sport/Outdoor Games:

Each Friday, the Grade 5/6 students come together for an outdoor sport session or game. The students are divided into their House groups, and rotate through four activities for the term. Each house every week is scored based on effort, teamwork, sportsmanship and behaviour. The sports for this term are Kickball, Cricket, Capture the Flag, Bob, Dodge-ball and Rob the Nest. Please ensure that students are wearing their sports uniform on Fridays!

### Communication:

Please make your child's teacher your first point of call should you require clarification or have concerns. Contact can be made in person or by a note, email or phone call. Please note that should you wish to speak to your child's

teacher face to face, you will need to do this before 8:30am or after 2:50pm. You will need to pre-book a time if you feel you will need longer than a few minutes.

### School Hours:

Classroom doors open at 8:30am, ready for the students to learn at 8:40am sharp.

Please note that students who arrive after 8:40am are marked as late on the roll. Please ensure that your child arrives on time for their learning so that they do not miss valuable instructions or disrupt the learning of others. In order to foster self-management, students are expected to come in by themselves and follow the set class routine. The school day concludes at 2:50pm.

### Early Departures:

If you need to collect your child before the end of the day, you will need to sign them out at the office before you collect them from their classroom. Teachers will be unable to release your child without a 'sign out' slip from the office.

### Absences:

Please notify the school of any absences by a note, phone call or email to the office. Please ensure that your child is only absent for an important reason. When students miss key concepts or assessment pieces, it can be extremely difficult and at times impossible to catch them up on what they have missed.

## TIMETABLES/ASSEMBLY/SPECIALIST LESSONS:

Class/ Timetable	Recess	Lunch	Assembly	Specialist Lessons
5A - Timetable A	9:40am- 10:00am	11:30am- 12:10pm	Wednesday 8:40am	Drama-Thursday Art, LOTE, PE - Friday
5B - Timetable A	9:40am- 10:00am	11:30am- 12:10pm	Wednesday 8:40am	Art-Thursday Drama, PE, LOTE -Friday
5C - Timetable B	10:10am- 10:30am	12:10pm- 12:50pm	Wednesday 11:00am	PE, LOTE - Wednesday Music - Thursday Art - Friday
5D- Timetable A	10:10am- 10:30am	12:10pm- 12:50pm	Wednesday 11:00am	Art- Monday LOTE, PE-Wednesday Music - Friday
5E - Timetable C	11:10am- 11:30am	1:10pm- 1:50pm	Wednesday 1:50pm	Art-Monday LOTE, PE - Wednesday Food Tech-Friday
5F - Timetable C	11:10am- 11:30am	1:10pm- 1:50pm	Wednesday 1:50pm	Food Tech-Monday LOTE, PE - Wednesday Art-Friday

#### Homework:

Homework for all year levels will begin at approximately mid term. We are currently revising our homework policy to ensure that all homework given is meaningful and consistent within each year level and right across the school. More information will be sent home in the coming fortnight.

#### Laptops and iPads

Laptops and iPads are an important resource within our classrooms and will continue to be used regularly to support the curriculum. They need to be brought to school fully charged, every day and will be the responsibility of the student. Students need to have their own Laptop or iPad.

We also request that you purchase a set of headphones or earphones for your child (they do not need to be expensive). During inquiry investigations, the students often need to view documentaries and news reports from sites such as 'Behind the News'. They also need to view tutorials or listen to texts when working on their personal learning goals or during Numeracy or Literacy rotations. Thank you!

The Laptops and iPads are used as a learning tool only. The only exception to this rule is if we have had ongoing wet weather where class teachers may allow the students to play school appropriate games.

#### School Supplies:

If you have not already done so, please send in ALL items on the Year 5 Stationery List immediately as we are already using these each day. Also, if your student does not yet have a pencil case, please send one in. We would also greatly appreciate it if you could donate a box of tissues that will be stored away until needed.

If you have any questions, queries or concerns, please do not hesitate to contact your child's classroom teacher.

Kind Regards,

**Kate Franco, Ben Leitch, Callum Hickson, Danielle Carter, Ashlea Childs, David McGill.**

**The Year 5 Team**

By the end of Level 5, students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks. They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks. Students describe the influences of artworks and practices places on their art making. They describe how artworks that they make and view can be displayed to express and enhance meaning. Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts.

To begin Term 1 we will be inquiring into cultural Art in regards to India. Students will discover the special festival Diwali which is important to many people in India. They will understand the significance of the festival, and what signs and symbols are used during the festival. Students will look specifically at the Rangoli designs and mandalas, which people use to decorate their houses and communities during Diwali. To demonstrate their understanding students will create their own Rangoli inspired mandalas, and learn how to use technical drawing instruments to create perfect symmetry in their designs.

Along with their PYP inquiry topic, the PYP Learner Profile will be used to guide the children 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 Cicivelli & Miss Hendry



## PHYSICAL EDUCATION

At Level 5, students will be refining and expanding their range of skills, and performing them with increasing precision, accuracy and control. They continue to work collaboratively in groups; designing and modifying games and sharing responsibilities within a team structure. Students begin to observe and give constructive feedback of skill performance to their peers, using checklists and video analysis.

Students will begin this term exploring teamwork and how cooperation and collaboration are essential within PE and sport. Students will participate in a range of activities designed to encourage positive communication, strategizing and collaboration to achieve a common goal. Thereafter, we will be revisiting the fundamental motor skills and looking at how we can improve these skills with the aid of a partner and their constructive feedback and effective communicating.

Students will participate in a range of sports focused on improving hand-eye coordination, accuracy and special awareness through striking and fielding events such as cricket and tee-ball. Students will be introduced to the fundamentals of Netball, including attacking and defending strategies, footwork and positioning and participate in both modified and full court games.

Throughout every PE lesson, students are expected 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.

Thank you,

**PE Team**

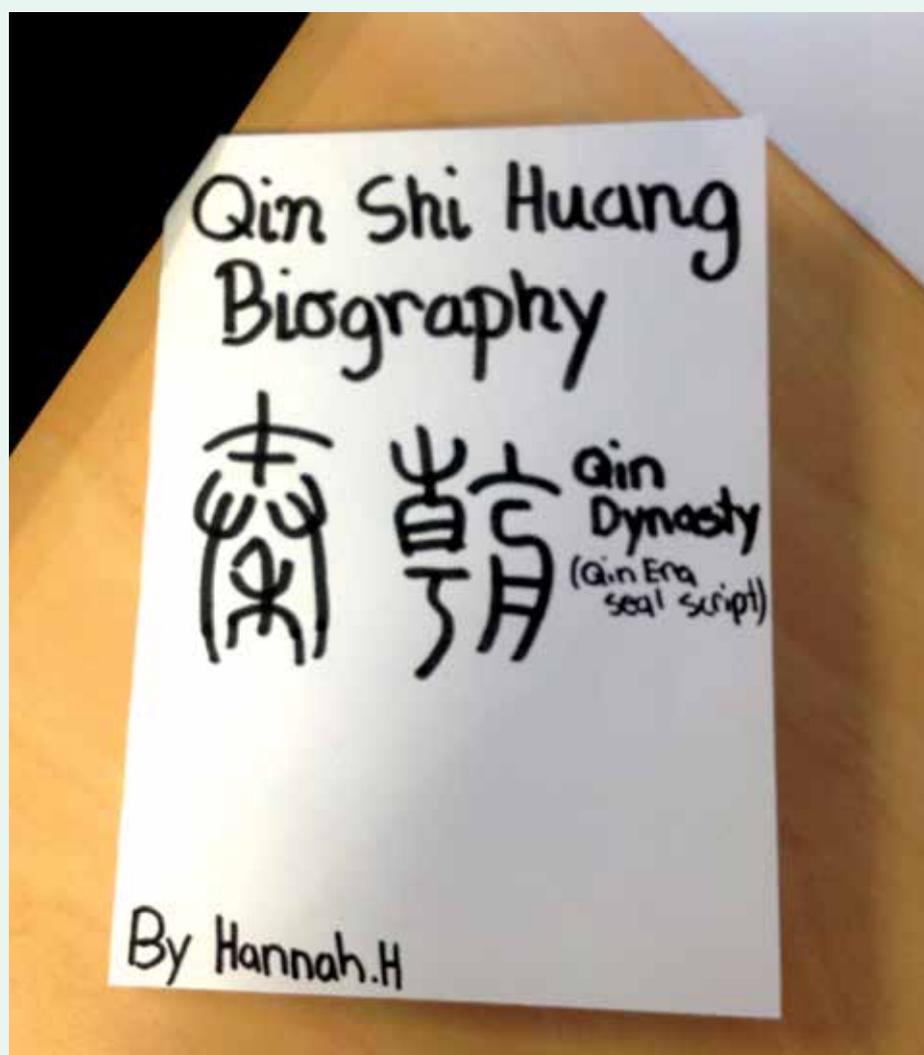
## CHINESE-MANDARIN

At level 5, students will begin to expand their social networks, experiences, and communication skills in their first language and in Chinese. Through teacher modelling and guidance, students are supported to participate in tasks that recycle and extend Chinese knowledge. Students are working towards identifying and recognising how relationships and context can affect interactions, and that variations exist within the Chinese spoken and written language.

In Term One of LOTE, students will inquire into the ways in which we express our feelings. Students will learn to say, write and understand eight Chinese vocabulary words that will assist them in describing their feelings and emotions in Mandarin. Students will be encouraged to explore how to look up new words and phrases up in the digital dictionary “PLECO” to facilitate their independent learning of Mandarin. They will know how to initiate a dialogue with the class by asking others how they feel “你觉得真么样?” and answer with how they feel “我觉得...” To encourage creativity, students will engage in a range of activities designed to allow them to show how different emotions can be displayed.

Inspired by Andy Warhol, students will create a pop art self-portrait displaying four different types of emotions. Students will use the iPad application ‘Popart lite’ and ‘PicCollage’ to create this. They will write sentences in Mandarin to describe their self-portrait.

Throughout all Chinese lessons, student will be encouraged to display their risk-taker, communicator, open-minded, principled, knowledgeable, inquirer, think and reflective learner profile through learning Mandarin and participating in all activities.



### FOOD TECHNOLOGY



Central idea: Human health depends on the choices we make

Lines of Inquiry: Different cooking skills and flavour combinations – the nutritious value

During this term in Food Technology, the Grade 5/6 students will be developing their knife skills along side of building their understanding of flavour combinations. The students will learn a technique one week and then the following week they will apply their understanding by preparing a dish that demonstrates their understanding. Additionally, students will learn how to read a recipe and how to follow the instructions. During every session the students will be required to bring along their iPad as they will be recording their learning each week using applications such as Explain Everything. This application allows students great 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. At this stage the students will be encouraged to evaluate their learning and decide on what flavour combinations work, where and why. Towards the end of the term the students will have the opportunity to create their own recipe design. Throughout the term, students will be encouraged to participate in conversations around healthy balanced choices. And that all foods are to be consumed in moderation, as too much of a good thing can sometimes have negative consequences. The aim is to also prepare students for Secondary School as they use a design based program there. I strongly encourage students to practise 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.

### 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.

### DRAMA

In Grade Five, students apply and develop their arts knowledge by exploring processes and ways to communicate concepts arising from their personal experiences and from the world around them. Students consider the purpose and audiences of their arts works as they experiment with various ways of presenting works in a range of arts forms, and begin to evaluate and refine their work in response to feedback. Students discuss the possibilities of communicating without words then create performances based on image, to suggest what may have happened before and after what is depicted in the image.

During our first focus for the program, students will be creating their own commercials; incorporating both dramatic and persuasive elements. Students will be researching how different commercials sell their product, and use the process of script writing, rehearsal and performing to produce a film on their iPads. To create the commercials students will work cooperatively and confidently to express ideas. Students will work in both small groups and as a whole class to collaborate, and give constructive feedback to one another.

Later this year, the Grade Five students will have the opportunity to participate in the Middle Years Musical of ‘Dr Seussical, The Musical’. Students will be able to experience theatre crafting, ensemble rehearsal and perform for the greater College community in the Alamanda College Theatre.

The students will continue to be encouraged to develop the PYP Learner Profile attributes of being risk-takers; approaching new ideas confidently and creatively; and being inquirers, enjoying their learning and being naturally curious about the activities they are undertaking.

**Mr Sean Moran**

# YEAR 6 CURRICULUM OVERVIEW

## TERM 1 2017

Dear Parents/Caregivers,

We welcome you to the 2017 school year. This year involves your children becoming 'Leaders' of our Primary School. It will consist of the students taking leadership roles and responsibilities throughout the school consisting of a variety of duties. Students will be creating special memories as they embark on this final journey of primary school and we will be there to support them every step of the way.

### Assistant Principal for Year 6

**Jackie Daniali**

**6A classroom teacher:**

**Mr Matt Dean**

**6B classroom teacher:**

**Mr Michael Nicolaidis**

**6C classroom teacher:**

**Ms Connie Vakaloudis**

**6D classroom teacher:**

**Mr Patrick Nelson**

**6E classroom teacher:**

**Ms Leisa Hockley**

### Art teachers

**Timetable A - Amy Cicivelli**

**Timetable B - Kyra Hendry**

**Timetable C - Caili O'Toole**

### LOTE teachers:

**Timetable A = Tiffany**

**Timetable B = Rida**

**Timetable C = Wen**

### Food Technology teacher:

**Niki Sylaidos**

### Sports teachers

**Timetable A = Daniel Grey**

**Timetable B = Dani Livori**

**Timetable C = Jaimee**

**Drama teacher: Sean Moran**

**Music teacher: Donna King**

### 6A SPECIALIST TIMETABLE

Wednesday: LOTE

Thursday: PE

Friday: ART & DRAMA

### 6B SPECIALIST TIMETABLE

Wednesday: MUSIC & ART

Friday: LOTE & PE

### 6C SPECIALIST TIMETABLE

Wednesday: ART & MUSIC

Friday: PE & LOTE

### 6D SPECIALIST TIMETABLE

Wednesday: FOOD

Thursday: ART

Friday: LOTE & PE

### 6E SPECIALIST TIMETABLE

Wednesday: FOOD

Thursday: ART

Friday: LOTE & PE

Students are allowed to wear their sports uniform on designated PE Class and Friday School Sport.

## UNITS OF INQUIRY

### TRANSDISCIPLINARY THEME

**WHO WE ARE :**

**CENTRAL IDEA :**

An empathetic mind and a kind voice improves our world.

An inquiry into...The nature of the self, rights and responsibilities and what it means to be human.

The students will focus their inquiry around our central idea of an empathetic mind and a kind voice improves our world.

The key concepts that will be emphasized within this inquiry are:

- Causation – why is it like it is?
- Responsibility – who is responsible?

The following lines of inquiry will define the scope of the inquiry into the central idea:

- Empathy and Kindness at a personal, local and global level.
- Social movements have come from the voice of one.

The following questions/provocations will drive these inquiries?

- What is empathy?
- What does empathy look like?
- How far can your voice go?
- How is happiness measured?
- How can our world be improved?
- What are the similarities and differences between Kindness and Empathy?
- Does all Kindness come from Empathy?

## 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)

**Friday, 31st March**

Last day of Term One

**Tuesday, 18th April**

First day of Term Two

## LITERACY

To link with our Unit of Inquiry, our reading and writing focus will be on the skills and knowledge needed to best demonstrate an understanding of the Central Idea.

During the term, year 6 students will be investigating Poetry. Students will read a range of poetry types that link to our transdisciplinary theme of Who We Are and our lines of inquiry; the PYP Learner Profile and Attitudes, and the Habits of Mind.

In our Literacy Workshops the students are understanding the importance of writing 'Poetry'. We want the students to KNOW that Poetry is a form of human artistic expression. We want them to UNDERSTAND the different tools and techniques that poets can make use of when they and we want them to write Poetry using the poetic devices.

In our Reading Workshops, we want the students to KNOW how to use comprehension to understand a story, identify themes of a text and the importance of summarising. We want the students to UNDERSTAND how to discuss a text and identify key words and we want them to be able to read and discuss texts, take notes and write responses to the text as part of the DO process.

After goals from WA First Steps continuums are set, students will be teamed up according to their reading interests and goals, to work with teachers in small groups. Goals will be reassessed during student-teacher conferences and reflected upon daily.

To encourage our students to become internationally minded thinkers, the Grade 6 students will be part of a discussion each week about Kindness and Empathy. Teachers will facilitate this discussion using Debono's Direct Attention Thinking Tools, and guiding questions. Students will also watch Behind the News, and practise note-taking, researching and summarising.

## NUMERACY

During numeracy lessons, students will focus on Data and Statistics and Number. As teachers begin to get to know students' abilities and understandings of mathematical concepts, their lesson structures will be altered to meet the needs of students. Individual learning needs will be taken into account, and students will have the opportunity to work in cooperative learning situations with their teacher to build confidence and understandings, as well as use a continuum to set their own learning goals.

Data and Statistics: In our Numeracy Workshops, we require our students to use their problem solving strategies to complete learning tasks. During our unit on Data and Statistics we expect the students to KNOW that in order to create graphs they need to collect data. We want them to UNDERSTAND categorical and numerical data and different methods for data collection. We want them to interpret and compare data displays and evaluate the effectiveness of different data displays as part of the DO process.

Number: The learning objective for our students is to multiply large numbers. We want them to KNOW the multiplication facts up to  $10 \times 10$ . We expect them to UNDERSTAND that multiplying numbers by whole numbers increases the value of a number. We want them to be able to multiply large numbers using a variety of strategies as part of the DO process.

Khan Academy, IXL and Alamanda Maths, will be used to support students' individual learning goals, along with other websites and applications.

## HOMEWORK

Homework is set for students to practice a new skill, or develop their understanding of the content that is being taught within the classroom. Short, quality, purposeful homework tasks make a difference to fostering good lifelong learning and study habits. Students are encouraged to identify people within their home or family that can be their homework

helpers, and plan out their weekly homework tasks in order to manage their time effectively throughout the week. Families will be asked to map out their after school activities on a weekly timetable, so that students can establish a homework routine. This timetable is designed to help students with balancing their time spent on extra-curricular activities with time spent on homework tasks, and can be referred to regularly by teachers and parents in order to monitor progress and provide help when needed.



## RESTORATIVE PRACTICES

Alamanda College is committed to the process of Restorative Practices, which assists teachers, students and parents with building, maintaining and restoring relationships. Restorative Practices helps to build capacity to enable students to self regulate their behaviour, and contributes to the overall improvement of learning outcomes across the school. Within the classroom, students are maintaining healthy relationships with each other and with their teachers through mutual understanding and respect. When conflict or issues arise, students are encouraged to communicate and express their concerns, while reflecting on their actions and how they can improve the situation for themselves and others. These practices will be reflected in classroom Essential Agreements, and be referred to throughout the year.

## ART

**School Times**

We encourage students to be dropped off at school and make their way to the classroom at 8:30am for an 8:40am start. If you have a child in the secondary school, children are to wait in the great space where they will be supervised until they get picked up.

**iPads / MacBooks**

iPads and Macbooks are an integral part of the classroom program, as they strongly support individual goal setting, and research. Please ensure that iPads and Macbooks are charged overnight, as due to healthy and safety students are unable to charge their devices at school.

Please note that staff have 48 hours to reply to an email.

A friendly reminder about bringing in a box of tissues for the classroom – your support is very much appreciated!

Terms 1 and 4 school hats are compulsory. Students are to wear a full summer school uniform. We encourage your child to bring a water bottle daily which is to be placed on their school desks.

We look forward to seeing you at the getting to know you interviews.

If you have any concerns, please do not hesitate to contact your child's classroom teacher.

**Matt Dean**

dem@alamandacollege.vic.edu.au

**Michael Nicolaides**

nic@alamandacollege.vic.edu.au

**Leisa Hockley**

hol@alamandacollege.vic.edu.au

**Patrick Nelson**

NEP@AlamandaCollege.onmicrosoft.com

**Connie Vakaloudis**

vak@alamandacollege.vic.edu.au

Kind regards,

**Jackie Daniali, Michael Nicolaides, Leisa Hockley, Matt Dean, Patrick Nelson and Connie Vakaloudis.**

The Grade 6 Team

By the end of Level 6, students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks. They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks. Students describe the influences of artworks and practices places on their art making. They describe how artworks that they make and view can be displayed to express and enhance meaning. Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts.

To begin Term 1 we will be inquiring into cultural Art in regards to India. Students will discover the special festival Diwali which is important to many people in India. They will understand the significance of the festival, and what signs and symbols are used during the festival. Students will look specifically at traditional Indian architecture and how it is unique compared to other modern buildings around the world. To demonstrate their understanding, students will create their own drawing inspired by Indian Architecture. They will learn and develop techniques for watercolour painting and technical drawing.

Along with their PYP inquiry topic, the PYP Learner Profile will be used to guide the children 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. Cicivelli and Miss. Hendry**

## PHYSICAL EDUCATION

At Level 6, students will be refining and expanding their range of skills, and performing them with increasing precision, accuracy and control. They continue to work collaboratively in groups; designing and modifying games and sharing responsibilities within a team structure. Students begin to observe and give constructive feedback of skill performance to their peers, using checklists and video analysis.

Students will begin this term exploring teamwork and leadership, and how cooperation and collaboration are essential within PE and sport. Students will participate in a range of activities designed to encourage positive communication, strategizing and collaboration to achieve a common goal. Thereafter, we will be revisiting the fundamental motor skills and looking at how we can improve these skills with the aid of a partner and their constructive feedback.

Students will participate in a range of sports focused on improving hand-eye coordination, accuracy and special awareness through striking and fielding events such as cricket and tee-ball and begin to develop tactical awareness during game play. Students will undertake a Basketball Unit and will gain a deeper understanding of the rules of the game including double dribble, travelling, free-throws and fouls. Students will also understand proper shooting form and be introduced to the correct one-handed shooting technique.

Throughout every PE lesson, students are expected 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**

## YEAR 6 SPECIALIST SUBJECTS

### LOTE

In Grade Six, students apply and develop their arts knowledge by exploring processes and ways to communicate concepts arising from their personal experiences and from the world around them. Students consider the purpose and audiences of their arts works as they experiment with various ways of presenting works in a range of arts forms, and begin to evaluate and refine their work in response to feedback. Students discuss the possibilities of communicating without words then create performances based on image, to suggest what may have happened before and after what is depicted in the image.

During our first focus for the program, students will be creating their own commercials; incorporating both dramatic and persuasive elements. Students will be researching how different commercials sell their product, and use the process of script writing, rehearsal and performing to produce a film on their iPads. To create the commercials students will work cooperatively and confidently to express ideas. Students will work in both small groups and as a whole class to collaborate, and give constructive feedback to one another.

Later this year, the Grade Six students will have the opportunity to participate in the Middle Years Musical of 'Dr Seussical, The Musical'. Students will be able to experience theatre crafting, ensemble rehearsal and perform for the greater College community in the Alamanda College Theatre.

The students will continue to be encouraged to develop the PYP Learner Profile attributes of being risk-takers; approaching new ideas confidently and creatively; and being inquirers, enjoying their learning and being naturally curious about the activities they are undertaking.

### MUSIC

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

Students will learn how to play various percussion instruments and play basic chords and melodies with ukulele and keyboards. They will rehearse in small groups to perform varied arrangements of "Play That Song" and "Can't Stop The Feeling" and will present their items to active peer audiences. Throughout the program, students will interpret performances and evaluate the skills of their peers in a caring and respectful manner.

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. Students at Level Five will develop their skills with a cooperative and balanced attitude and a strong work ethic.

### DRAMA

In Grade Six, students apply and develop their arts knowledge by exploring processes and ways to communicate concepts arising from their personal experiences and from the world around them. Students consider the purpose and audiences of their arts works as they experiment with various ways of presenting works in a range of arts forms, and begin to evaluate and refine their work in response to feedback. Students discuss the possibilities of communicating without words then create performances based on image, to suggest what may have happened before and after what is depicted in the image.

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the greater College community in the Alamanda College Theatre.

The students will continue to be encouraged to develop the PYP Learner Profile attributes of being risk-takers; approaching new ideas confidently and creatively; and being inquirers, enjoying their learning and being naturally curious about the activities they are undertaking.

### FOOD TECHNOLOGY

Central idea: Human health depends on the choices we make

Lines of Inquiry: Different cooking skills and flavour combinations – the nutritious value

During this term in Food Technology, the Grade 5/6 students will be developing their knife skills along side of building their understanding of flavour combinations. The students will learn a technique one week and then the following week they will apply their understanding by preparing a dish that demonstrates their understanding. Additionally, students will learn how to read a recipe and how to follow the instructions. During every session the students will be required to bring along their iPad as they will be recording their learning each week using applications such as Explain Everything. This application allows students great 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. At this stage the students will be encouraged to evaluate their learning and decide on what flavour combinations work, where and why. Towards the end of the term the students will have the opportunity to create their own recipe design. Throughout the term, students will be encouraged to participate in conversations around healthy balanced choices. And that all foods are to be consumed in moderation, as too much of a good thing can sometimes have negative consequences. The aim is to also prepare students for Secondary School as they use a design based program there. I strongly encourage students to practise 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.