



TERM 2 2016 YEARS 4, 5 AND 6 CURRICULUM OVERVIEW

Asst. Principal Jeanette Finegan

Alamanda College Principal Lyn Jobson

Dear Parents/Caregivers,

Welcome to Term Two!

After an exciting and productive first term, we hope the students have all had a safe and relaxing Easter break. With Semester One reporting coming up, it looks set to be another busy term.

Team Details (please note that our email addresses have changed):

Jeanette Finegan – Assistant Principal Years 4-6

Kirsten Murray – Leading Teacher Years 4-6

Kate Franco – Year Four Leader

4A Leisa Hockley 09327133@alamandacollege.vic.edu.au

4B Shannon Sebek 08193801@alamandacollege.vic.edu.au

4C Sarah Grenfell: grs@alamandacollege.vic.edu.au

4D Lara Stephens 09103988@alamandacollege.vic.edu.au

4E Kate Franco s552823@alamandacollege.vic.edu.au

4F Melissa Fragiotta: frm@alamandacollege.vic.edu.au

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 diary, 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.**

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

YEAR 4 IMPORTANT DATES

Curriculum Day (student free)
Reports uploaded onto Compass:
Final City Stay payment due:
3-Way Conferences:
Last day of Term 2:
First day of Term 3:
Year 4 City Stay (next term)

Friday 27th May
Thursday 16th June
Friday 17th June
20th-23rd June (inclusive)
Friday 24th June
Monday 11th July
1st-3rd August (3days/2 nights)

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 Thursday	Specialist Lessons Friday
4A - Timetable A	9:40am-10:00am	11:30am-12:10pm	Mondays 10am	Art Drama	PE LOTE
4B - Timetable A	9:40am-10:00am	11:30am-12:10pm	Mondays 10am	Drama Art	LOTE PE
4C - Timetable B	10:10am-10:30am	12:10pm-12:50pm	Fridays 11am	PE LOTE	Art Music
4D - Timetable B	10:10am-10:30am	12:10pm-12:50pm	Fridays 11am	LOTE PE	Music Art
4E - Timetable C	11:10am-11:30am	1:10pm-1:50pm	Thursdays 12pm	LOTE Art	PE Food Tech
4F - Timetable C	11:10am-11:30am	1:10pm-1:50pm	Thursdays 12pm	Art LOTE	Food Tech PE

Year Four Games: The Year Four classes will change their mixed game rotations from Wednesday afternoon to **Tuesday**. This is due to the fact that we have quite a few students who attend chess on a Wednesday afternoon. The games have proven to be a huge success as they have allowed the students to make new friendships and play regularly with their friends from other timetables.

Homework

In Year 4, the students will continue to complete homework investigations that will run for approximately 2 weeks each. These investigations are focused around the current Unit of Inquiry and allow for students to challenge themselves while achieving at their own level. The students then present their homework/learning to their classmates. Students will still be required to read daily. Additional Homework: If additional homework is desired, students may complete a second project, work on their personal learning goals from school, practise their personal spelling words or go on Mathletics.

iPads

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 iPad.

If possible, it would be ideal if you could purchase for your child their own headphones or earphones for class (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 when working on their personal learning goals or during Numeracy or Literacy rotations. Thank you!

iPads are used as a learning tool only. The only exception to this rule is if we have had 3 consecutive days of wet weather, class teachers may allow the students to have a play of some school appropriate games.

Edmodo Raz Kids and Mathletics

All Year Four students should now have access to these sites.

City Stay

We are extremely excited about our upcoming city adventure!

Please note that the second camp note with a confirmation of activities and payment details was handed out in Week One of this term. Thank you for all the kind offers of help for the city stay. At

this stage, we have enough adults for the expected numbers but will request help should this change.

Personal Learning Goals and Extension in Year Four

At Alamanda, we recognise that only some of the students in each class will actually be working at that year level. In any one classroom, the students may be working at anything from Prep right through to high school. And the level they are working at can vary greatly from subject to subject.

To meet the needs of our students and extend their learning, students at Alamanda have their own personal learning goals. This means that they are being challenged at whatever level they are ready for. For example, in Numeracy, the Year Four teachers work together to run lessons/workshops that address goals going right up to Phase 7. Students are also given time to independently pursue their goals through inquiry based investigations. The students also have their own personal learning goals in Writing, Spelling and Reading and are expected to be working on these not only in specially organised sessions but also in their everyday activities.

Students in Year Four are also offered various opportunities over the year if they need further extension.

Term Two Learning

We are now finishing our exciting second unit of inquiry. Here is a snapshot of what we have been learning!

Unit of Inquiry 2

Central idea:

We can better care for our Earth (living and non living things) by understanding causation.

Lines of Inquiry:

- Natural processes and the impacts on the Earth;
- Human activity and the impacts on the Earth;
- Identifying and describing the changes that have occurred to the Earth.

Assessment Tasks: • Explain how Earth has been affected by natural processes and/or human activity in order to

demonstrate an understanding of the fragility of the world we live in and the impact that human activity can have on that. Demonstrate this understanding by constructing and presenting a news report – using an ICT tool – that focuses on one specific change on the Earth that occurred either due to natural processes or human activity, or both.

Unit of Inquiry 3 - (to begin in the fourth week of this term).

Central Idea:

We can understand change by learning about migration through different perspectives.

Lines of inquiry:

- Our country's indigenous populations and contact with The First Fleet.
- How other indigenous populations have been impacted by migration.
- Whenever there is migration or immigration, someone will be impacted positively or negatively.
- Migration has had a positive impact on some indigenous communities but not others.

Assessment Task: Create a historical narrative by writing about an indigenous person who has been affected by migration, or someone who has migrated to an area that is mostly populated by indigenous people. Some of the content in your historical narrative should be based on fact, but you should use your understanding of the central idea to infer and understand that person's experiences.

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 each unit. Students will use Raz Kids as well as have access to year level libraries for their learning.

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

- Activating prior knowledge;
- Reading fluently and with expression;
- Making inferences about the feelings and actions of characters;
- Clarifying unknown words;
- Researching skills;

- Note taking (key words and supporting details);
- Reading as a writer – locating examples of excellence in writing;
- Summarising and retelling;
- Locating directly and indirectly stated information.

We will also be unpacking the text structure and language features of explanation texts and historical narratives as we prepare to write our own.

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;
- Using the correct text structure and language features to create an effective explanation and historical narrative.

The major writing task this term is to write an explanation text about a natural process or human activity that has affected the Earth. The students will then move on to writing a historical narrative about an indigenous person affected by migration or a migrant who has come into contact with an indigenous group.

Spelling

Spelling continues to be an important focus for the Year Four team. Our spelling program runs daily and includes the explicit teaching of spelling strategies as well as spelling investigations. Time is given to work on personal spelling goals and lists. The Year Four 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 throughout the day. The Year Four teachers strive to seize teaching/learning opportunities to address needs that come to light in the course of other learning experiences.

Students work on their personal learning goals for all areas of Literacy, using the WA First Steps Continuum.

Handwriting

The Year Four students have regular, explicitly modeled handwriting sessions. We have begun with revision of correct letter formation, entries and exits. Students self assess their own letter spacing and size, the spacing between words and slope. Cursive writing is beginning to be introduced to those students who are ready.

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 Units of Inquiry, students will be required to perform oral presentations.

Numeracy

This term in Numeracy, the Year Four teachers will be working on key concepts from all strands. Teachers will strive to support the specific areas of need for each student.

The following concepts will be addressed in Term Two:

Number and Algebra

- Recall multiplication facts and related division facts up to 10 x 10;
- Number sequencing with multiples;
- Number patterns resulting from multiplication and division;
- Multiplication and division (no remainder);
- Worded problems with multiplication and division (no remainder);
- Solve money problems –

calculating total costs and change to the nearest 5 cents.

Measurement and Geometry

Using scaled instruments to measure, compare and convert length.

Statistics and Probability

Describe possible everyday events and order their chances of occurring;
Solve problems related to the chance and probability of an event occurring while justifying answers;
Data: Collection, representation and interpretation.

Students work on their personal learning goals, using the WA First Steps Continuum.

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

Thank you,

Leisa Hockley, Shannon Sebek, Sarah Grenfell, Lara Stephens, Kate Franco and Melissa Fragiotta

The Year 4 Team

Specialist Curriculum Overview

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.

During this Term, Grade 4 will be looking at the art style of Pop Art and the influence its artists like Andy Warhol, Claes Oldenberg and Roy Lichtenstein had on the art world during its conception in the 1950's and 60's. Grade 4 will particularly look at the work of Andy Warhol as inspiration for our artworks throughout the Term.

His artworks became some of the most influential pieces of our time, we will look into the meaning of popular culture and how this became the subject of pop artists work. Our focus for this unit will be to look at the effect repetition has on the artwork and the process Andy used in order to achieve mass production of imagery. Whilst focusing on repetition, students will explore basic print making skills and have the opportunity to make choices about their art and decide on which techniques suits their style best. This piece will then be presented as an artwork demonstrating their skill development in printmaking.

As a continuation of this unit, Grade 4 will then design their own stamp or stencil to then use for printmaking. This is designed to allow the students to demonstrate their understanding of Warhol's work and his use of repetition through their own artwork, whilst giving them the freedom to be creative in their approach to their final outcome.

Along with our focus on open mindedness towards a new art style, 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. Cicivelli, Miss. O'Toole and Miss. Hendry

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 throwing, catching, athletics and punting. 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 this term

participating in an introduction to Soccer. They explore basic games' tactics such as: trapping, kick and passing, introducing the concepts of attack and defence and following the rules of the game. They begin to work with others to set and achieve goals in both cooperative and competitive games' settings. Teamwork is also a major aspect of this unit, requiring students to work with others and communicate proficiently. Thereafter, students will focus on Athletics, practicing for the Alamanda Athletics carnival. Grade 3 students will participate in a two week swimming program and will end term two with a unit on punting.

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 wear their PE uniform and to bring a 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.

Miss. Livori, Mr. Allan and Mr. Mills

Chinese Mandarin

In Term 2 of LOTE, there are two main units that will be covered by grade 4 students: Chinese numbers, and Chinese inventions.

Students will be able to count in Chinese, and recognise numbers when they are said. They will become familiar with numbers by placing them in the context of phone numbers. Students will rehearse the dialogue, What is your phone number? and reply with, My phone number is... and film themselves engaging with a partner in this dialogue. They will collect the phone numbers of other students in the classroom, and record them in Chinese, as well as create a mobile phone with a Chinese number keypad.

The second inquiry unit will take a

cultural focus and look at Chinese inventions. Students will be investigating what inventions originated in China, and complete a close reading of a text about gunpowder. During the close reading, they will think about whether the invention of gunpowder was important, and how its invention has affected history. Students will be challenged to collaboratively work in groups to research a Chinese invention of their choice, and create a presentation displaying what they have learnt. They will be encouraged to think critically about the importance of the invention, its impact upon the world, and how it may change over time.

A further cultural topic that will have its history and traditions introduced and discussed is the Dragon Boat Festival, which falls upon June 9, 2016.

Students are encouraged to inquire, think, communicate, take risks, reflect, and be open-minded throughout their Chinese learning. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are rooted in the classroom teaching and learning activities.

Miss. Crystal, Miss. Lee and Miss. Tiffany

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.

Students are continuing to experiment with 'Scene Spurs', which is the creation of short performances based on images, songs and videos. Students are experimenting with props and costume, showing an understanding of how they can enhance the presentation of a performance. Students have been developing their knowledge on how to modify their work in response to feedback from other students in the class, demonstrating an ability to select, arrange and express new ideas cooperatively.

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.

- **Mr. Moran**

Music

At Level Four, students will be developing their ability to communicate with voice and instruments through Chinese Music and Pop Music. During the 13-week program, they will be encouraged to work collaboratively with two particular attitudes of the Chinese Zodiac Legend for 2016; the Chinese monkey (curiosity and confidence).

Students will learn how to perform “Beautiful Jasmine” with percussion instruments. Scarves, ribbons and fans will be used with simple and flowing dance moves, to help develop their knowledge of rhythm and ability to keep a steady beat in simple metre. Co-operatively they will sing and play various instruments such as piano, ukuleles, xylophones, claves, finger cymbals, recorders and the Chinese gong. Their communication skills and confidence levels will improve when performing songs in groups using tuned and untuned instruments.

Students will independently sing songs from the Pop Era including “Let It Be”, “ABC” and “True Colours”. They will learn to use a natural voice with accuracy in pitch, rhythm, dynamics and breathing at appropriate places (such as at the end of a phrase). Students will talk about the meaning of their song lyrics and how this can be reflected in the way the song is performed and presented within the school community.

Throughout the program, students will develop concert etiquette with our weekly presentations during class. They will be encouraged to manage impulsivity and empathy when performing for one another in a respectful manner. Through feedback and self-evaluation of class videos, they will improve playing techniques, application of form, tempo and dynamic changes, and will refine performances. Students at Level Four will appreciate the world around them as they understand cultural differences and attain knowledge and skills with curiosity.

Mrs. King

YEAR 5 IMPORTANT DATES

NAPLAN:	10th – 12th May
Camp:	23rd – 25th May
Curriculum Day:	27th May
Reports Uploaded To Compass:	16th June
3-Way Conferences:	20th – 23rd June
Last Day Of Term:	24th June
First Day Of Term 3:	11th July

Dear Parents and Carers,

Welcome back to Term 2, what will be another productive, positive and progressive Term at Alamanda College. We have a very detailed and busy term ahead with planned excursions, camp, Naplan and other sporting events.

Teachers in Grade 5

5A classroom teacher: Callum Hickson

5B classroom teacher: Matt Dean

5C classroom teacher: Melanie Crynes

5D classroom teacher: Michael Nicolaides

5E classroom teacher: Sarah O'Connor

Art teachers

Timetable A = Caili O'Toole,

Timetable B = Amy Cicivelli

Timetable C = Kyra Hendry

Food Technology: Jaike Ludewig

LOTE teachers

Timetable A = Tiffany Zhang

Timetable B = Crystal

Timetable C = Wen Min Lee

Sports teachers

Timetable A = Dani Livori

Timetable B = Brennan Mills

Timetable C = Ryan Allan

Drama teacher: Sean Moran

Music teacher: Donna King

5A specialist timetable	5B specialist timetable	5C specialist timetable	5D specialist timetable	5E specialist timetable
Monday: PE & LOTE	Monday: LOTE & PE	Monday: Art & LOTE	Monday: LOTE & Art	Monday: Food Technology
Tuesday: Art & Music	Tuesday: Art & Music	Tuesday: PE & Food Technology	Tuesday: Food Technology & PE	Tuesday: Art & LOTE
				Wednesday: PE

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

Units of Inquiry

HOW WE EXPRESS OURSELVES

- Students are currently inquiring into the transdisciplinary theme of “How We Express Ourselves” with a central idea of “World Events Inspire the Arts”. Throughout this unit we are inquiring through the conceptual lenses of Perspective, Form and Function. The lines of Inquiry that will shape this unit include:
- The Arts

- Events that have influenced art
- The arts and critical thinking
- Artists and their styles

HOW WE ORGANISE OURSELVES

Students will be exploring the trans-disciplinary theme of “How We Organise Ourselves”. Throughout this unit we are inquiring through the concepts of Connection and



Causation. The Central Idea is currently being developed.

Students have been working with their teachers to discover their individual learning styles and set new learning goals, using the First Steps Reading, Writing and Spelling continuums. Students have practised skills that will be used throughout the year, such as problem solving, comprehension strategies, they have begun using their Writer's Notebooks, and thinking tools, such as MindMaps.

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.

Throughout literacy lessons, mentor texts will be used to support students' learning.

During the term, Grade 5 will be investigating Dreamtime Stories. Dreamtime Stories draw connections between world events and are expressed through various forms of art.

Students will read a range of fiction and non-fiction texts that link to world events, and the PYP Learner Profile and Attitudes, and the Habits of Mind. Students will also be practising the skill of 'note-taking and summarising' to record information.

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 5 students will be part of a discussion each week about Acts of Kindness. 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, persuasive and research skills.

Numeracy

During numeracy lessons, students will be exploring Money and Finance. 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.

This term, there will be a focus on money and finance and algebra to ensure that students have an understanding of real world situations to aid them with future financial skills. Individual learning needs will be taken into account, and students will have the opportunity to work in small groups with their teacher to build confidence and understandings, as well as use a continuum to set their own learning goals.

This term's focus will include work within: Money and Finance and Patterns and Algebra.

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

Homework

Homework will be sent home in the form of 'finishing-off tasks', 'pre-

learning tasks' and projects. The classroom teacher will set finishing off tasks as they arise. With each Unit of Inquiry, students will be required to complete a project requiring them to complete a range of tasks that practise skills learnt within the classroom, and present their ideas to the class. In some projects, students will be given the chance to choose the questions they answer and the way in which they present their work, based on their understandings and confidence. These projects will support students to become responsible for their own learning and time-management, in preparation for life in secondary school. Some homework will require students to check videos, ask questions or discuss issues that link to inquiry, literacy or numeracy to ensure they are prepared and are able to contribute to conversations that will occur in the classroom. In addition to homework and reading, students can always use Mathletics to continue their learning at home.

There will be weekly math learning tasks that will be relevant to the mini focus groups within the class. Regular reading is an expectation of every child with a minimum of 20 minutes a day.

iPads and Edmodo

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

Edmodo will continue to be used this year to support students when submitting work, and communicating in the classroom. If you need the codes for Edmodo, please see your teacher for the updated code.

Teachers can be contacted through Edmodo, or their email.

Callum Hickson:
09322200@alamandacollege.vic.edu.au

Matt Dean: 09187847@alamandacollege.vic.edu.au

Melanie Crynes:
09224450@alamandacollege.vic.edu.au

Michael Nicolaidis:

Specialist Curriculum Overview

08834069@alamandacollege.vic.edu.au
Sarah O'Connor: cos@alamandacollege.vic.edu.au

Although teachers make every effort to check their Edmodo pages and emails every day, please be patient with responses over weekends and holidays. 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 2 and 3 school hats are not compulsory, however they are still encouraged to wear. Students are to wear a full winter school uniform. We encourage your child to bring a water bottle daily which is to be placed on their school desks.

Kind regards,
Michael Nicolaides, Melanie Crynes, Matt Dean, Callum Hickson and Sarah O'Connor
The Grade 5 Team

Art

At Level 5, students work independently and collaboratively. They experiment with and apply a range of skills, techniques and processes using a variety of materials and equipment to create their artworks. In their artworks, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. They evaluate the effectiveness of their art works and make changes to realize intended aims. They consider purpose and suitability when they plan and prepare art works for presentation to a variety of audiences.

To begin Term 2 in Art we will be looking at the influential style of Pop Art. Students will be introduced to famous Pop Artists who were the pioneers of this style such as Andy Warhol, Wayne Thiebaud and Claes Oldenburg. Students will inquire into the differences between Pop Art and other types of fine art, and discover why Pop Art was such an important and transformative time in Art History. Students will understand why Pop Artists began to use everyday objects in a new context, for example Claes Oldenburg was famous for his giant food sculptures. To demonstrate their understanding, Grade 5 students will be creating their own 3D food sculptures from paper mache, in the style of Claes Oldenburg. Students will plan, design and reflect on our inquiry and their learning.

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. Cicivelli and Miss. Hendry

Physical Education

At Level 5, 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 term one with a unit focusing on Netball. They explore basic games' tactics such as: the concepts of attack and defence; following the rules of the game; and describing the roles of various positions. Students will also run their own tournament taking on roles

such as the umpire, scorer, coach and timer. Students will then move onto punting and an introduction to football. During this unit, students will focus on accuracy when punting a football. They will begin to transfer the attack and defence concepts they previously learnt in netball into a game of football. Term two will conclude with a two week swimming program practicing a range of movements such as: propelling the body on the front and back using freestyle, backstroke, breaststroke and survival backstroke for 10 to 20 metres; and a land-based rescue

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 wear their PE uniform and to bring a 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.

Mr. Allan and Mr. Mills

Chines Mandarin

In Term 2 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. They will know how to initiate a dialogue with the class by asking others how they feel and answer with how they feel.

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.

In the second unit, students will focus on a unit on family. They will learn to introduce their family by stating how many and whom. A cultural topic that will be introduced is the Dragon Boat Festival which is held on June 9, 2016.

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.

Miss Crystal Orr, Miss Tiffany Zhang

Music

At Level Five, students will be developing their ability to communicate with voice and instruments through Chinese Music and Pop Music. During the 13-week program, they will be encouraged to work collaboratively with two particular attitudes of the Chinese Zodiac Legend for 2016; the Chinese monkey (curiosity and confidence). Their communication skills and confidence levels will improve

when performing both independently and collaboratively with body movement, unison singing and tuned and untuned percussion instruments.

Students will learn how to perform "Beautiful Jasmine" with percussion instruments. Scarves, ribbons and fans will be used with simple and flowing dance moves to develop their understanding of simple meter and legato phrasing. Students will be taught how to play ukuleles, xylophones, claves, finger cymbals and percussion instruments.

In Music, students will independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to develop original compositions using GarageBand, Auxe Music Creation, Pic Collage and IMovie.

They will select and apply simple melodic, harmonic and rhythmic accompaniments to songs from the Pop Era including "Let It Be", "ABC" and "True Colours" and perform in small groups. Students will develop their vocal ranges to sing expressively with appropriate breath control, phrasing and interpretation of lyrics.

Throughout the program, students will develop concert etiquette and stage performance skills with our weekly presentations during class. They will be encouraged to manage impulsivity and use empathy when performing for one another in a respectful manner. Students at Level Five will develop knowledge and skills as they discuss and evaluate the effectiveness of their own performances and compositions.

Mrs. King

Food Technology

As outlined in the Victorian Curriculum, students at Level Five begin to investigate food preparation techniques used in modern and traditional societies. Grade Five students will conclude this 13 week program exploring modern food preparation and cooking techniques, such as using tools to assist with the cooking process and using equipment such as ovens to produce a variety of foods. We will also begin to explore some of the changes food incur when exposed to different cooking methods such as baking. During this unit, students

will engage in cooperative learning, as they will work in pairs or small groups to prepare dishes.

Throughout every Food Tech 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 maintaining the safe and orderly working environment. We encourage all students to be risk-takers and open-minded by trying new or unusual foods, inquirers and effective communicators by asking lots of questions, caring and reflective during Food Tech.

Parents are invited to follow along the progress of our students via the Alamanda College Primary Food Tech Blog. The link to access this blog is <http://alamandacollegefoodtech.weebly.com/>. I also ask that students bring a clearly named container, with a lid, to all Food Tech sessions to ensure that students can take their food home with them after their session.

Mr Ludewig



YEAR 6 IMPORTANT DATES

Year 5 to Year 9 House Athletics:	Tuesday 12th April
NGV excursions:	Thursday 14th April (6C & 6D) Friday 22nd April (6A, 6B & 6E)
Tasmania deposits due:	Friday 15th April
ANZAC Day Public Holiday:	Monday 25th April
School Photos	Wednesday 27th & Thursday 28th April
Mozart Meets Modern:	Thursday 28th April
Year 6 to Year 7 Transition Notes Due:	Friday 13th May
Curriculum Day:	Friday 27th May
Queen's Birthday Public Holiday:	Monday 13th June
Reports available on Compass:	Friday 17th June
Student-Led Conferences:	Monday 20th, Tuesday 21st, Wednesday 22nd and Thursday 23rd of June
Last day of Term 2:	Friday 24th June
First day of Term 3:	Monday 11th July

Dear Parents and Carers,

Welcome to Term 2 at Alamanda! The Grade 6 students have made an impressive start to the term, applying outstanding effort to meet their teachers' high expectations. We have had a number of new students to Grade 6 at Alamanda this term and all have settled in well. In connection to the PYP Learner Profile and PYP attitudes, students are focusing on being caring and empathic. As risk-takers, Grade 6 students have presented 'Kindness' presentations at our Assemblies in order to promote kindness within our school community.

Leadership:

The Grade 6 students are split between three timetables in order to lead the Primary School. All of the Grade 6 students have started leading the Primary School in an exceptional manner. We are proud to announce the following Year 6 leadership groups which have commenced successfully in Term 1:

- ICT
- Environment
- Reading
- Alamanda Watch
- News
- House
- Events
- Office
- Canteen
- Sports

Students meet with their leadership group and mentor every Tuesday afternoon to plan how they can Take Action within and beyond the school community.

Teachers in Grade 5

6A classroom teacher - Felicity Mayes
6B classroom teacher - Patrick Nelson
6C classroom teacher - Donna Coe
6D classroom teacher - Adam Al-Salihi
6E classroom teacher - James Blay

Teaching aide: Thomas Nelson
(working between classrooms)

Art teachers

Caili O'Toole, Amy Cicivelli, Kyra Hendry

LOTE teachers

Wen Min Lee, Crystal Or and Tiffany Zhang

Music teacher: Donna King

Sports teachers

Dani Livori, Brennan Mills, Ryan Allan

Drama teacher: Sean Moran

Food Technology: Jaike Ludewig

6A specialist timetable	6B specialist timetable	6C specialist timetable	6D specialist timetable	6E specialist timetable
Thursday: PE & LOTE	Thursday: LOTE & PE	Thursday: Music & Art	Thursday: Art & Music	Thursday: Food Tech & PE
Friday: Art, Drama & 5/6 Sport	Friday: Drama, Art & 5/6 Sport	Friday: PE, LOTE & 5/6 Sport	Friday: LOTE, PE & 5/6 Sport	Friday: LOTE, Art & 5/6 Sport

Students are allowed to wear their sports uniform on Fridays for 5/6 Sport.

TIMETABLE A 6A, 6B

TIMETABLE B 6C, 6D

TIMETABLE C 6E

Units of Inquiry

HOW WE EXPRESS OURSELVES

Central Idea: Pop(ular) Culture Unites.

Transdisciplinary Theme: How we express ourselves: An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values.

Key Concepts: Perspective and Change.

Our first Unit of Inquiry in Term 2 will allow students to inquire into artists responding to pop culture, the evolution of pop culture, the cultural power of art, and social media influencing pop culture. Through research, students will be able to: draw upon connections between art and pop culture, explain how 'things' become popular, inquire into how society and art have changed, and investigate how pop culture unites. To support student learning in our unit of inquiry, students have visited the Andy Warhol and Ai Weiwei exhibition at the National Gallery of Victoria.

Taking action is an essential part of the Inquiry Cycle. Taking action can take place on a small or large scale. The students have discussed and unpacked how the Year 9 Alamanda students took action by raising funds to purchase water filters for Nepal in the aftermath of the 2015 earthquake. As a result, the Canteen Leadership Group took action in Term 1 by baking and selling cookies. The leaders raised enough money to buy 3 Hurley water filters- Congratulations to all students involved!

The next Unit of Inquiry in Term 2 will be derived from the Transdisciplinary Theme, Sharing the Planet.

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.

Throughout literacy lessons, mentor texts will be used to support students' learning. During Term 2, Grade 6 students will continue to investigate the work of Chris Van Allsburg. His writing and illustrations will be used to support comprehension, use of graphic organisers, exploration of writer's voice and craft, and planting ideas in our Writer's Notebooks. Students will understand how texts can be interpreted to show different meaning; know how to use comprehension to understand a story and identify themes by choosing important parts of the story; and students will be able to write in response to the texts through retells, found poetry and Solo Taxonomy questions.

During Literacy sessions, students will be using their Continuums (WA First Steps) to set individual learning goals, and practise skills in explanations, persuasive writing, comprehension of fictional and real world texts, and note taking and summarising. By completing Quick Writes using images to prompt ideas for writing, students will work on their writing stamina, creating a writer's voice and keeping their writing focused and on topic. Through Independent Reading, students will rehearse their reading goals.

When writing persuasive texts, students will understand how writers convince their audience using persuasive strategies; students will know the features of a persuasive text, the function of a persuasive text, and persuasive texts and how to use them; students will be able to plan for persuasive arguments, use persuasive strategies, identify features of persuasive texts, and write in a persuasive manner.

To encourage our students to become internationally minded thinkers, the Grade 6 students will be part of a discussion each day about world and local events. 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, persuasive and research skills.

Students will understand how to take down keywords and summarise ideas; know the purpose of note taking and summarising; and be able to take notes and summarise an article.

Numeracy

As teachers continue to get to know students' abilities and understandings of mathematical concepts, their lesson structures are consistently altered to meet the needs of students. Using continuums, students set goals during Maths sessions, using pre-assessment tasks to support their choice in goals. During numeracy lessons, students explore a range of problem solving strategies and number strategies. Students will understand that Mathematics is a subject of language, thinking creatively and in a range of ways. They will know the tools and vocabulary related to mathematics. Students will be able to practise problem-solving strategies (drawing a diagram, working backwards, acting it out, using concrete materials and drawing a table) using RUCSAC (Read, Understand, Choose, Solve, Answer and Check).

When working in the area of Measurement and Geometry, students will understand how shapes are constructed and represented. Students will know how to construct, compare and investigate angles, and how prisms and pyramids are constructed. They will be able to calculate the area of shapes, use two- and three-dimensional shapes, construct and analyse prisms and pyramids, and compare angles.

The Unit of work on Number will allow students to understand the importance of basic number facts, and how the system of integers works. Students will know the four operations, fractions and decimals, and place value. By the conclusion of the Unit, students will add, subtract, multiply, divide, continue number patterns, and investigate real numbers.

Applications such as Mathletics can also be used to continue to practise mental maths and number facts at home and during Personal Learning time in the classroom.

Homework

Homework will be sent home in the form of 'finishing-off tasks', 'frontloading tasks', practice and inquiry-related projects. The classroom teacher will set finishing off tasks as they arise. With each Unit of Inquiry, students will be required to complete a project requiring them to complete a range of tasks that practise skills learnt within the classroom, and present their ideas to the class. In some projects, students will be given the chance to choose the questions they answer and the way in which they present their work, based on their understandings and confidence. These projects will support students to become responsible for their own learning and time-management, in preparation for life in secondary school. Some homework will require students to check videos, ask questions or discuss issues that link to their learning to ensure they are prepared and are able to contribute to conversations that will occur in the classroom. In addition to homework and reading, students can always use Mathletics to continue their learning at home.

Friday Five and Six Sport

Each Friday, the Grade 5/6 students come together for an hour sport session. Students are divided into their House groups, and rotate through four sports for the term. Each house every week is scored based on effort, team-work, sportsmanship and behaviour. Please ensure that students are wearing the correct sports uniform on Fridays. The Summer Interschool Sports (Softball, Rounders and Cricket) have been re-scheduled for Term 3. To enable students to meet with each other across the three timetables, whole class Brain Breaks will continue every Wednesday afternoon for the Grade 6 students.

iPads and Edmodo

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

Edmodo will continue to be used this year to support students when submitting work, and communicating in the classroom.

Specialist Curriculum Overview

6A Edmodo code: v9j5bn
6B Edmodo code: 5xxht5
6C Edmodo code: jwkmjz
6D Edmodo code: y9xaem
6E Edmodo code: y6nxfu

Teachers can be contacted through Edmodo, or their email.

Felicity Mayes: 08597694@alamandacollege.vic.edu.au
Patrick Nelson: nep@alamandacollege.vic.edu.au
Donna Coe: 09186808@alamandacollege.vic.edu.au
Adam Al-Salihi: mailto:als@alamandacollege.vic.edu.au
James Blay: mailto:blj@alamandacollege.vic.edu.au

Although teachers make every effort to check their Edmodo pages and emails every day, please be patient with responses over weekends and holidays.

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

If you have any concerns or just want to say “Hello”, please do not hesitate to contact your child’s classroom teacher. We look forward to seeing you at the Student-Led Conferences.

Kindest regards,

Felicity Mayes, Patrick Nelson, Donna Coe, Adam Al-Salihi and James Blay

The Grade 6 Team



Art

At At Level 6, students work independently and collaboratively. They experiment with and apply a range of skills, techniques and processes using a variety of materials and equipment to create their artworks. In their artworks, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. They evaluate the effectiveness of their art works and make changes to realize intended aims. They consider purpose and suitability when they plan and prepare art works for presentation to a variety of audiences.

To begin Term 2 in Art we will be looking at the influential style of Pop Art. Students will be introduced to famous Pop Artists who were the pioneers of this style such as Andy Warhol, Roy Lichtenstein and Claes Oldenburg. Students will inquire into the differences between Pop Art and other types of fine art, and discover why Pop Art was such an important and transformative time in Art History. Students will understand why Pop Artists began to use styles associated with Popular Culture (and not Fine Art) in a new context, for example Roy Lichtenstein was famous for his paintings that resembled comic book panels. To demonstrate their understanding, Grade 6 students will be engaged in planning, designing and implementing their own 2D “comic book” style artworks inspired by Roy Lichtenstein.

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

As students work towards the achievement of Level 6 standards in Health and Physical Education, they refine and expand their range of skills, and perform them with increasing precision, accuracy and control in more complex movements, sequences and games. Students begin to observe, and give constructive feedback on, the skill performance of their peers.

As students continue to participate in regular periods of moderate to vigorous physical activity, they explore the training principles for improving components of health related fitness and ways to monitor exercise intensity. They use strategic thinking, communication and cooperation to enhance performance and participation in order to improve game performance; for example, encouraging tactical awareness of space, force, time, self and others when making games-based decisions. Students begin to set personal goals to improve performance by reflecting on their skill development needs, and explore strategies to achieve them.

Throughout term 2, students will undertake a variety of sports. The sports that will be covered are T-Ball, AFL, basketball and European Handball. Working in groups, they discuss ways to design or modify a simple activity or game, and consider the object of the game, the playing conditions, the scoring and the rules and procedures for its safe conduct.

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.

Alamanda College strives to ensure activities are inclusive and maximum participation in PE is achieved. We ask for students to bring a hat and drink bottle to all PE classes even though in term 2, hats are not a requirement. 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.

Miss. Livori, Mr. Allan and Mr. Mills

Chinese Mandarin

In Term 2 LOTE, students will inquire into who they are. They will learn to introduce themselves in Mandarin by stating their name, age, nationality, where they live, likes and dislikes. Students will then apply this knowledge into making a Passport in Chinese.

A cultural topic that will be introduced is the Dragon Boat Festival which is held on 9th of June. Students will explore stories and customs of Dragon Boat festival in China.

Students will learn and consolidate these topics by working independently and collaboratively. They will use their iPads to assist them in discovering new vocabulary words, research and record themselves speaking Mandarin. Students will follow flashcards, play games and do presentation to engage them in the learning. In class, all activities will have an opportunity to display their learner profiles. The PYP attitudes of curiosity, commitment, enthusiasm and creativity will be embedded into to the teaching and learning.

Miss. Crystal, Miss. Lee and Miss. Tiffany

Music

At Level Six, students will be developing their ability to communicate with voice and instruments through Chinese Music and Pop Music. During the 13 week program, they will be encouraged to work collaboratively with two particular attitudes of the Chinese Zodiac Legend for 2016; the Chinese monkey (curiosity and confidence). Their communication skills and confidence levels will improve when performing both independently and collaboratively with body movement, unison singing and tuned and untuned percussion instruments.

Students will learn how to perform "Beautiful Jasmine" with percussion instruments. Scarves, ribbons and fans will be used with simple and flowing dance moves to develop their understanding of simple meter and legato phrasing. Students will be taught how to play

ukuleles, xylophones, claves, finger cymbals and percussion instruments.

In Music, students will independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to develop original compositions using GarageBand, Auxe Music Creation, Pic Collage and iMovie.

They will select and apply simple melodic, harmonic and rhythmic accompaniments to songs from the Pop Era including "Let It Be", "ABC" and "True Colours" and perform in small groups. Students will develop their vocal ranges to sing expressively with appropriate breath control, phrasing and interpretation of lyrics.

Throughout the program, students will develop concert etiquette and stage performance skills with our weekly presentations during class. They will be encouraged to manage impulsivity and use empathy when performing for one another in a respectful manner. Students at Level Six will develop knowledge and skills as they discuss and evaluate the effectiveness of their own performances and compositions.

Mrs. King

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.

Students are continuing to experiment with 'Scene Spurs', which is the creation of short performances based on images, songs and videos. Students are experimenting with props and costume, showing an understanding of how they can enhance the presentation of a performance. Students have

been developing their knowledge on how to modify their work in response to feedback from other students in the class, demonstrating an ability to select, arrange and express new ideas cooperatively.

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. Moran

Food Technology

As outlined in the Victorian Curriculum, students at Level Six begin to investigate food preparation techniques used in modern and traditional societies. Grade Six students will conclude this 13 week program exploring modern food preparation and cooking techniques, such as using tools to assist with the cooking process and using equipment such as ovens to produce a variety of foods. We will also begin to explore some of the changes food incur when exposed to different cooking methods such as baking. During this unit, students will engage in cooperative learning, as they will work in pairs or small groups to prepare dishes.

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Mr Ludewig