



Dear Parents/Guardians,

It's been a very busy and productive start to Term Four at Alamanda College. This term will be full of excitement as another successful year draws to a close.

Our Grade 2 Team consists of:

- 2A – **Georgia Bell**
- 2B – **Gislaine Bottrell**
- 2C – **Mark Crossett**
- 2D – **Deanna Kotevski**
- 2E – **Allison Gatt**
- 2F – **Hannah Droedge**
- 2G – **Fiona Pritchard**
- 2H – **Kasey Foster**
- 2I – **Emily Adamek**

Teaching Aids – **Christina, Lisa, Ida Anna**
Assistant Principal – **Jackie Mouratidis**

In the first two weeks of Term 4, we will complete our fifth Unit of Inquiry based on the transdisciplinary theme of How We Organise Ourselves (Central Idea: Digital technologies influence the world in work and leisure) This Unit of Inquiry was explored through the lenses of 'Causation – why is it like this?', 'Function – how does it work?' and 'Connection – how is it connected to other things?'. The Lines of Inquiry enabled students to explore:

- Digital technologies has impacted significantly on leisure
- Digital technologies has impacted significantly on work
- Digital technologies are utilized differently around the world
- Advancements in digital technologies which are made to meet the needs of users

During Term Four we will be commencing last Unit of Inquiry based on the Transdisciplinary Theme of How We Express Ourselves (Central

YEAR 2 IMPORTANT DATES

26th of October	Child Wise Meetings for Parents 6:30pm-8:30pm
31st of October	Report Writing Day (Pupil Free Day)
1st November	Melbourne Cup day
11th of November	Remembrance day
27th November-	Alamanda School Fair
5th – 7th December	3 Way conferences
12th December	Christmas Carols Timetable A
13th December	Christmas Carols Timetable B
14th December	Christmas Carols Timetable C
16th December	Internal Transition for students
19th or 20th	Last day of school for students (TO BE CONFIRMED)

Idea: People around the world may or may not be able to express their ideas, beliefs and traditions openly.). This Unit Of Inquiry will be explored through the lenses of 'Perspective – what are the points of view?' 'Connection – how is it connected to other things?' and 'Causation – why is it like this?'

The Lines of Inquiry will enable students to explore:

- People's beliefs and traditions
- Ways that people express their beliefs and traditions
- Factors that inhibit the expression of their beliefs and traditions

In Literacy, our focus will be developing a narrative through the use of mentor texts. Students will be immersed in reading like writers. In Numeracy, students will be focusing on volume, capacity, length, perimeter, area and mass.

Literacy

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



to set their individual learning goals and will continue to work on them accordingly.

In Literacy students will be immersed in reading like writers. Students will be investigating techniques in writing that they would like to discuss with a view to using themselves. Students will be able to read texts in different ways:

- To read like a reader
- To read like a writer

Students will become familiar with a text as readers by reading aloud and using appropriate reading strategies such as making connections, visualising, questioning and inferring. Students will be rereading the text, looking at it as writers, focusing on the craft that the author has used. Students will work as a whole class, making a list of what they see, or in small groups, listening and talking

Reading and Writing

In Reading and Writing, we will be focusing on the genre of narratives. Students will understand:

- Writers write from their own life experiences
- Personal experiences can be shared or expressed through a variety of ways (written, spoken, drawings)
- Writers need to use the essential elements of the writing process (plan, draft, edit, revise, publish)
- Writers use voice to enrich their writing

Students will know:

- How to write in 1st, 2nd and 3rd person.
- The correct structure and elements (beginning, middle, end, orientation, problem, solution, characters, setting)
- Dialogue can enhance character and story development
- Language features i.e. nouns, adverbs and adjectives also using correct tense.
- How to follow and follow through with the writing process
- Narratives have a logical sequence and order
- How to differentiate between past, present and future tense.



Students will be able to:

- Use dialogue to convey conversations between characters.
- Create a published text that is beginning to reflect the intended purpose.
- Use appropriate language to engage the audience and convey a message
- Use the writing process and writer's notebook to develop a narrative.
- Differentiate between authors based on comparing and contrasting.
- Write and maintain in correct tense

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

Students will also be encouraged to join Ms. Sylaidos for her Book Club during the week. Students have the opportunity to go into the classroom at lunchtime and select from a range of quality literature.

Spelling

Spelling will be integrated throughout the reading and writing program, with the teacher introducing strategies to assist students in becoming familiar with how words work. Students will also



be involved in spelling investigations, which search for spelling patterns and word types.

- Onset
- Rime
- Spelling of High Frequency Words beyond the top 100

Speaking and Listening

Students will be focusing on using appropriate language of social interactions, take conversational terms as speakers and listeners and use polite conversational conventions (for example: excuse me, please, thank-you). Students will also respond to classroom expectations of polite behavior for example 'could you please?' and 'I'm sorry...' as well as waiting for their turn before answering and speaking.

Numeracy

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

Number Algebra (AUSVELS)

In the area of Number, Grade 2 students will continue to revise past strategies and content covered throughout the year. There will be a focus on multiplication and division and how they can be applied to number

and worded problems. Students will be focusing on problem solving where there are more than 2 steps required to solve a problem.

Statistics and Probability (AUSVELS)

In the area of Number, Grade 2 students will continue to revise past strategies and content covered throughout the year.

Measurement and Geometry (AUSVELS)

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

- Capacity & Volume
- Length, Area & Perimeter
- Mass

Students will be comparing and ordering several shapes and objects based on length, area, volume and capacity using appropriate informal and formal units. Students will also compare masses of objects using balance scales.

JOT

All students will have Edmodo accounts to connect, share ideas, ask questions, complete homework and showcase their achievements. Both students and parents will be able to give feedback to each other and discuss their learning.

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

Thank you,

Jackie Mouratidis, Georgia Bell, Gislaine Bottrell, Mark Crossett, Deanna Kotevski, Allison Gatt, Hannah Droege, Fiona Pritchard, Kasey Foster & Emily Adamek.



Specialist Curriculum Overview

ART

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

To begin Term 4, across all year levels we will be looking at Aboriginal artwork. Particularly looking at the use of symbolism and its rich history and the ability Aboriginal people have to tell stories and portray their history through their art. Students will take part in activities and creative projects that will help to imbue a deeper understanding of Aboriginal culture and the unique use of the dot painting technique.

This unit is designed to engage the students whilst being open minded to learning about the way in which Aboriginal people use their art to express their life and the land in which they share with animals and nature. Students will understand the significance of symbolism and the way in which they express themselves through not only their art but through dance and music.

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.

Miss O'Toole, Miss Cicivelli, and Miss Hendry

Physical Education

At Level 2, students demonstrate basic motor skills and some more complex skills such as; two hand strike and basketball. They combine motor skills and movement patterns during individual and group activities. They demonstrate control when participating in locomotor activities requiring change of speed, direction and level. They engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health. They explain the contribution rules and procedures make to safe conduct of games and activities. They can also use equipment and space safely.

Throughout term four, students will focus on the two handed strike. They will learn this skill through T-ball as well as Cricket. Students will also re-visit teamwork and communication during this unit. Students will take part in a peer assessment, providing feedback to a peer on their technique of the two handed strike. Students will then move onto a unit of Basketball, focusing on passing, catching, shooting, dribbling and team work. We will celebrate the end of the year with students' favourite games and activities.

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

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

Miss. Livori, Mr. Allan and Mr. Mills

CHINESE MANDARIN

In Term Four, students will continue to develop their thinking, communicating, knowledge and inquiring skills in relation to reading, writing, speaking and understanding Mandarin.

Grade Two will begin a unit on Western food. They will look at ten different kinds of Western food including hot chips 薯条, hot dog 热狗, hamburger 汉堡包, lollies 糖果, bread 面包, pizza 比萨饼, sandwich 三明治, ice cream 冰淇淋, salad 沙拉 and chocolate 巧克力. To become familiar with the vocabulary, students will participate in language games and activities that will assist them in learning to read, write, pronounce and understand the Western food vocabulary.

Students will learn to use sentence patterns to ask what kinds of food they have and express which food they like to eat. In class, the activities reflect all the learner profiles. The PYP attitudes of curiosity, commitment, enthusiasm and creativity are embedding in the teaching and learning.

Miss. Tiffany, Miss. Crystal and Miss. Lee

Drama

In Grade Two, students learn about a range of ways artistic elements can be used to communicate experiences, observations and things imagined. Using ideas and concepts taken from themes, scenarios, narratives and visual stimuli, they experiment with ways of expressing and communicating ideas and feelings to particular audiences or for particular purposes. Students begin to explore Drama elements and conventions such as costumes and props to create a character based on their observation and perception of a character in a story.

Our focus for the first unit will be to explore the elements of Physical Theatre, for students to create their own ensemble performances. To design these performances, we will work **creatively** to express situations and emotion. Students will develop unique performances based on movement and sound, demonstrating an ability to select, arrange and express new ideas cooperatively. Students will develop their knowledge on how to use our bodies to create art and represent artistic concepts.

Students will be inquiring into Celebrations through theatre. Researching different celebrations held around the world, and how Performing Arts is used in them, students will begin exploring cultural performances on the stage. Working collaboratively, each student will create and present their own unique performance based on a celebration of their choice.

Students will be encouraged to develop the PYP Learner Profile attributes of being **risk-takers** with their learning, approaching new ideas with **enthusiasm**; and being **inquirers**, incorporating questioning into their dramatic experiences to enhance units of inquiry.

Mr. Moran

Music

At Level Two, students will develop their ability to communicate with voice and instruments during a 13-week program. They will be encouraged to work co-operatively with two particular PYP 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.

Throughout the program, students will identify, describe, compare and discuss the characteristics of Pop Music and Chinese Music. They will sing independently with clear diction, pitch and rhythm with songs from the Pop Era including "Let It Be" and "ABC". By performing songs collaboratively with body movement, and using tuned and un-tuned instruments with curiosity, their communication skills and confidence levels will improve.

Students will identify and perform basic rhythmic patterns and distinguish between, explore and use various instruments to produce contrasts in dynamics (loud/soft). They will also learn how to create a rap song based on rhyming words and a simple beat using garage band.

In Music students will manage impulsivity and develop respect for one another

during weekly class presentations. Students will build friendships and a caring attitude towards one another as they begin to appreciate the similarities and differences between the music of different cultures.

Mrs. King

Food Technology

As outlined in the Victorian Curriculum, students at Level Two continue to explore how food is selected and prepared for healthy eating. As we continue this 13 week program, Grade Two students will develop their understanding of the food groups and the importance of eating a balanced diet. Students will apply this knowledge into the creation of healthy lunchbox items, including yoghurt snacks, dips and fruit snacks. Students will be encouraged to be independent learners by producing these recipes at home and incorporating them into their daily lunchbox. Across this program, students will also explore the tools, equipment and techniques used to prepare food safely and hygienically for healthy eating.

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

Dear Parents and Carers,

Welcome back! We are very excited to start another festive term. All students have settled back into their classroom routines, working towards achieving their goals, using the Western Australian First Steps Learning Continuum.

Unit of Inquiry Six

With the beginning of our new inquiry fast approaching, the Year Three students will be exposed to the diverse cultures, traditions and beliefs of our society. The students will inquire into their own family cultures, traditions and histories and through that develop an understanding and appreciation of others. We are all looking forward to our food festival, where students will share and experience a variety of dishes.

Transdisciplinary Theme: Who we are

Central Idea: Living in a cultural diverse society provides the opportunity to recognise and respect other peoples traditions and beliefs.

During this inquiry, students will be investigating:

- Look into your own family traditions, celebrations and history.
- Identity markers.
- Identities and perspectives can change over time.
- Diversity in traditions and beliefs.

Numeracy

In Numeracy, links will be made with the Inquiry units. Students will continue to take part in small focus groups, individual and small group practice, open-ended tasks as well as using concrete materials to support their understanding.

This term our focuses for Numeracy will be:

Number and Algebra: (AUSVELS)

- Recognise, model, represent and order numbers to at least 10 000 and beyond
- Recall multiplication facts of two, three, five and ten and related division facts
- Apply place value to partition,

YEAR 3 IMPORTANT DATES

Melbourne Cup
School Fair
Food Festival
Reports to Parents
Three-way Conferences
Christmas Carols Timetable A
Christmas Carols Timetable B
Christmas Carols Timetable C
Transition Day
Term 4 ends

1st of November
27th of November
30th of November
1st of December
5th – 7th of December
12th of December
13th of December
14th of December
16th of December
20th of December



- rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems
- Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9
- Recall multiplication facts up to 10×10 and related division facts
- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder
- Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation
- Recognise and explain the connection between addition and subtraction
- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems
- Describe, continue, and create number patterns resulting from performing addition or subtraction

Measurement and Geometry : (AUSVELS)

- Use scaled instruments to measure and compare lengths, masses, capacities and temperatures
- Compare objects using familiar metric units of area and volume

Data Representation and Interpretation: (AUSVELS)

- Select and trial methods for data collection, including survey questions and recording sheets
- Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values
- Evaluate the effectiveness of different displays in illustrating data features including variability
- Interpret and compare data displays

Literacy

With the support of mentor texts, fiction and nonfiction texts, our literary focus will be:

Reading: (AUSVELS and Western Australian First Steps Learning Continuum)

- Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience
- Identify features of online texts that enhance readability including text, navigation, links, graphics and layout
- Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation
- Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning
- Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features
- Makes inferences based on implicit information drawn from a text and can provide justification for these inferences
- Returns purposefully to make connections between widely separated sections of a text
- Comments and makes judgements on the ways authors represent people from different cultural and socioeconomic groups

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

Writing: (AUSVELS and Western Australian First Steps Learning Continuum)

In Writing, students will continue to focus on Persuasive and Narrative text. Students will know, understand and be able to:

- Understand that paragraphs are a key organisational feature of written texts
- Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement
- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation
- Write using joined letters that are clearly formed and consistent in size

Spelling: (AUSVELS and Western Australian First Steps Learning Continuum)

Once again, spelling will be integrated throughout the reading and writing program.

Understand how to use sound – letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’

Homework

Homework will remain the same as previous terms. Students will be taking home activities to further support their learning in class. Please feel free to speak to classroom teachers about homework or the challenges your child might have about homework.

JOT

All students will have Edmodo and Seesaw accounts to connect, share ideas, ask questions, complete homework and showcase their achievements. Both students and parents will be able to give feedback to each other and discuss their learning. Students will continue to use learning apps such as Mathletics and Raz Kids to support their learning both at school and home.

Once again, please feel free to speak to your child’s classroom teacher if there are any concerns.

The Grade 3 Team will be working in partnership with parents and carers to ensure all learning needs and other student needs are met and are carefully dealt with.

We look forward to working with you all this term.

Thank you,

Jackie Mouratidis, Rachael Cunningham, Suzi Koneski, Dave McGill, Danielle Colling, Chloe Curwood, Ellie Sunderman, Brooke Danaher, Ed Ezzy, Niki Sylaidos, Phill Cantone, Chris Lipiarski and Kelly Baillie

Year 3 Team



Specialist Curriculum Overview



Art

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

During Term Four, students are learning about Aboriginal culture and creating artworks using traditional Aboriginal painting techniques. Grade 3's will be using the Dreamtime stories 'Wayambah The Turtle' & 'Tiddalick The Frog' to inspire their artwork. Students will work collaboratively to research and share Aboriginal dreamtime stories. They will look closely at the how Aboriginal

people used symbols to communicate their beliefs, values and environment. Students will closely engage with the art elements of colour, pattern and line. To demonstrate their understanding, students will create a 2D painting inspired by the stories using traditional Aboriginal painting techniques.

Along with their PYP inquiry topic, 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

Chinese Mandarin

In Term Four of LOTE, students will continue to develop their thinking, communicating, knowledge, and inquiring skills in relation to reading, writing, speaking, and understanding Mandarin.

Grade Three students will inquire into the topic of places in the community. They will learn how to say eleven different important and common community buildings and places. The focus vocabulary includes: home 家; school 学校; supermarket 超市; shop 商店; restaurant 餐馆; park 公园; police station 警察局; bank 银行; post office 邮局; library 图书馆; hospital 医院. Students will be engaged in activities to develop their Chinese writing skills, both by hand and by using technology,

as well as encourage verbal practise and visual and aural recognition.

Students will learn how to introduce a place by using 这是 This is, and how to talk about places that they visit by using 我去. Students will also be asked to develop their critical thinking, as they work collaboratively to discuss which places are vital to a community and whether their community would be well-equipped to handle a range of different situations.

In class, the activities reflect all of the learner profiles. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are embedded in the teaching and learning.

Miss Crystal, Miss Lee and Miss Tiffany

Physical Education

At Level 3, students practice and use complex manipulative and locomotor skills in a range of movement environments (indoor, outdoor and aquatic). They practice and develop competency in a range of complex motor skills such as dodging, striking balls, dribbling, throwing and catching. Students begin to apply their skills in sport specific settings as well as participate in a range of activities that promote health related fitness components of cardio-respiratory fitness, flexibility and strength and explore the link between health related fitness and lifestyle activities.

Throughout term four, students will focus on Invasion games, focusing on concepts such as attack and defence. Students will then move onto a unit on running circuits where they will participate in a range of running challenges focusing on the correct technique and how to improve this to allow them to run faster. Students finished Term four with a unit on Basketball, focusing on dribbling, throwing and catching and shooting. Throughout this unit, students will also re-visit team work and communication.

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

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

Miss. Livori, Mr. Allan and Mr. Mills



Drama

In Grade Three, 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.

Our first unit will focus on looking at how to create atmosphere in a performance. We will discuss how the use of tension and suspense can manipulate a story and evoke emotions from an audience. Students will show their understanding by developing their own ensemble performance based on the children's book "Jumanji" by Chris Van Allsburg. As part of this process children will be guided to understand negotiation skills and an ability to work cooperatively in small groups.

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 use the PYP Learner Profile in class 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. The students will be encouraged to develop



Music

the PYP Learner Profile attributes of being risk-takers with their learning, approaching new ideas with enthusiasm and curiosity.

Mr. Sean Moran

At Level Three, 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). 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.

Students will use simple and flowing dance moves, to help develop their knowledge of rhythm and ability to keep a steady beat in simple metre with "Beautiful Jasmine". Students will also independently learn songs from the Pop Era including "Let It Be" and "True Colours". With the use of GarageBand, students at Level Three will create a beat and record their own rap.

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.

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 Three will appreciate the world around them as they understand cultural differences and attain knowledge and skills with curiosity.

Mrs. King

Food Technology

As outlined in the Victorian Curriculum, students at Level Three begin to investigate food preparation techniques used in modern and traditional societies. Grade Three students will continue learning about food preparation techniques for healthy lunchbox items this Term, using the Australian Guide to Healthy Eating food model to guide learning. During this unit, students will focus on being independent learners whilst preparing foods such as sandwiches, fruit salads and wraps and will be encouraged to continue to produce these recipes at home. Thereafter, students will begin to focus on modern food preparation techniques and explore the changes that foods undertake as they are exposed to different cooking methods.

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