



Dear Parents/Guardians,

It's been a very busy and productive start to Term Two at Alamanda College. Students are currently working on building their Personal Learning Portfolio which will be presented at a 3 Way Conference at the end of the term.

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 – **Anna, Ida, Anna**

Assistant Principal – **Jackie Mouratidis**

During Term Two, we will be commencing our Unit of Inquiry based on the Transdisciplinary Theme of Where We Are In Place And Time (Central Idea: People Throughout History Have Made A Difference Through Their Thoughts Words And Actions). This Unit of Inquiry will enable students to explore:

- People who have shaped society (or a community);
- Personal qualities/ attributes that motivated their cause;
- The responsibility that comes with making a change;
- What was the need for change?
- The impact these changes have caused in society

In Literacy, our focus will be developing an Information Report based on a significant person that has changed the world and also the use of the Writer's notebook. Students will also focus on Inferring as a comprehension strategy.

YEAR 2 IMPORTANT DATES

Swimming Curriculum Day Reports available	Tuesday the 26th of April till Friday the 6th of May Report writing day 27th of May Reports are uploaded on Compass on Thursday 16th of June
Three Way Conferences	Monday 20th, Tuesday 21st, Wednesday 22nd and Thursday 23rd of June

In Numeracy, we will be looking at a range of topics including time and money.

The third Unit of Inquiry, will be commencing mid-term based on the Transdisciplinary Theme of Sharing the Planet (Central Idea: Certain decisions that we make can have an impact on the environment.) This Unit of Inquiry will enable students to explore:

- Earth's finite and infinite resources;
- The impact of people's choices on the environment;
- The balance between meeting human needs and the use of limited resources

In Literacy, our focus will be on analysing and creating a Persuasive writing piece on the use of finite resources. During Reading, students will be focusing on text connections by identifying similarities and differences between texts, themselves and the world around them. In Numeracy, we will be focusing

on the relationship between addition and subtraction as well as location and transformation.

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.

Reading

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



-Inferring – students will be using prior knowledge and evidence from the text to make inferences about what they are reading. Students will understand that when we read, we use our experiences and knowledge in conjunction with text clues such as pictures and words to make inferences. Students will be using graphic organisers to demonstrate their knowledge and understanding of this reading strategy.

-Text Connections – students will be making connections by comparing and classifying different texts. Students will make text to text connections, text to self connections and text to world connections during shared, guided and independent reading. They will understand that making connections makes the text more meaningful and relevant. Students will be using graphic organisers such as Venn Diagrams and T charts to organise their thoughts and demonstrate their understanding.

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.

Writing

In writing, students will focus on information texts and persuasive writing. Students will also be focusing on their individual learning goals from the Western Australian First Steps Continuum.

Grade 2 Writing focuses this term will include:

- Information Reports – Students will understand how to determine fact from fiction by analysing and discussing the features of an information report. Students will apply this understanding by taking notes of the main ideas and presenting their findings in a report format.

- Persuasive Writing – Students will be inquiring into different kinds of persuasive text types such as posters and letters. Students will be able to form an opinion on a topic and provide reasons with supporting evidence to persuade the reader.
- Students will be supported through the Writing Process of Pre-Planning (using their Writer's Notebook), Planning (using a range of graphic organisers), Drafting, Revising/Editing, Publishing (both by hand and digitally).

Spelling

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

Grade 2 Spelling focuses this term will include:

- Syllables
- Diagraphs
- Blends
- Word Families
- Compound Words
- Prefixes and Suffixes
- Nouns and Pronouns
- Adjectives and Verbs

Speaking and Listening

In Speaking and Listening students will have the opportunity to participate in both individual presentations and group discussions. They will be encouraged to bring in artefacts (items of personal significance from home) relating to our unit of inquiry to present to the grade.

Skills associated with oral presentations will be reviewed and practised on a regular basis within the classroom. Strategies for speaking and listening in individual and group situations will include taking conversational turns as speaker and listener, responding to classroom expectations of polite behaviour, and following a series of instructions.

Numeracy

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

Number Algebra (AUSVELS)

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

- Count and order small collections of Australian coins and notes according to their value
- Explore the connection between addition and subtraction
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies

Statistics and Probability (AUSVELS)

In the area of Statistics and Probability

- Identify practical activities and everyday events that involve chance



- Describe outcomes as 'likely' or 'unlikely'
- Identify some events as 'certain' or 'impossible'

Measurement and Geometry (AUSVELS)

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

- Tell time to the quarter hour using the language of 'past' and 'to'
- Interpret simple maps of familiar locations and identify the relative positions of key features

ICT

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,
The Year 2 Team

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



Specialist Curriculum Overview

ART

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

Students begin this school term learning about 'Pop Art'. They explore popular foods/brands, famous people/characters and everyday objects in relation to Popular Culture/Pop Art. Students respond to artworks by Andy Warhol, Claes Oldenburg and Wayne Theibaud while sharing their understandings of Pop Art. This unit requires students to research, explore, create, and present art. They directly engage with the elements of line, shape, colour and size, as well as the principles of scale, pattern and repetition. This occurs in both two-dimensional and three-dimensional forms.

Students engage in a fiber arts (weaving) unit of work encouraging the use of problem solving and increasing their fine motor skills. They increasingly review and refine decisions in their practice by using the design process. They respond to the larger than life sculptures of every day objects by Claes Oldenburg, while also drawing inspiration from the still life paintings of edible sweets by Wayne Thiebaud. Students create a larger than life woven lollipop and appropriate the famous Spoonbridge & Cherry sculpture by Claes Oldenburg.

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

**Miss. O'Toole Miss. Cicivelli
Miss. Hendry**

Physical Education

At level Two, students participate in a variety of physical activities in a range of environments (indoor, outdoor and aquatic). They explore different actions of the body and begin to understand how these actions affect movement efficiency. They practise basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking, rolling, balancing, twisting and turning and are introduced to more complex skills such as leaping, dodging, the over-arm throw, dribbling and striking balls, cartwheeling and handstanding.

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 2 students will participate in a two week swimming program focusing on water safety and basic swimming techniques.

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

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

Students are continuing to inquire 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 are working collaboratively as actors and directors to create a narrative performance. Students are encouraged to take responsibility when directing others in how the performance is presented.

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 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. They will identify and perform basic rhythmic patterns and distinguish between, explore and use various instruments to produce contrasts in dynamics (loud/soft).

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.

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

CHINESE MANDARIN

During Term 2 in LOTE lessons, students will focus on Directions and the Dragon Boat Festival. For the first unit on directions, students will learn how to describe the seven basic positions and directions in Chinese including (up), (down), (middle), (left), (right), (front), and (back). They will make a direction die using the cube template provided to demonstrate the understanding of Chinese positional words. Students will then be learning about the origin of the Dragon Boat Festival, the traditional celebration activities, the story of (Qu Yuan, a famous poet in Chinese history) and the connection between him and the festival as part of the Transdisciplinary Theme ‘How we express ourselves’.

As part of their learning and consolidation of the topic, students will practice listening and speaking, as well as fine motor skills such as writing, drawing, and colouring. They will be given opportunities to participate in whole class and group activities and games, practice appropriate actions to accompany vocabulary and customs. They will also work independently to practice listening, reading, writing, and speaking.

Students are encouraged to inquire, think, communicate, reflect, and cooperate. Students will be given activities that will help them to develop attributes of the learner profile. The PYP attitudes of

curiosity, commitment, enthusiasm, and creativity are fixed into teaching and learning.

Miss. Tiffany, Miss. Crystal and Miss. Lee

Food Technology

As outlined in the Victorian Curriculum, students at Level Two begin to explore how food is selected and prepared for healthy eating. To conclude this 13 week program, Grade Two students will continue to apply their understanding of the food groups and healthy eating when preparing dishes. With access to the kitchen, we will now begin to explore basic cooking techniques, such as baking, and will continue to 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.



Dear Parents and Carers,

After an exciting Easter break, the year three students have settled into term two well. Students and teachers have been working hard on practising for NAPLAN and preparing every student with the expectations of how to sit the test. Students will sit the NAPLAN tests on the 10th, 11th and 12th of May.

This term the Year Three students have finished their Cyber Safety Inquiry and are looking forward to beginning their new inquiry on Plants with the central idea, 'Population Growth Effects Environmental Sustainability.' To begin this inquiry students attended an incursion 'Green Technology Taster', where they participated in hands on activities. Students were encouraged to ask further questions about the role plants play in sustainability, management of farming resources as well as looking into how science is used to inform personal and community decisions. During this incursion, students designed a roof top garden for our school.

Year three students are very engaged with their personal learning goals. They are achieving as well as reflecting on their learning and feel proud about building their personal portfolios. Through our first inquiry 'Multimedia facilitates the discovery and expression of ideas,' students have taken it upon themselves to begin to use applications such as Seesaw to share and express their ideas and learning with each other. Students and teachers are reflecting on Seesaw to provide feedback and recognise effort.

The members of our 2016 Year 3 team are:

Assistant Principal-**Jackie Mouratidis**
3A-**Rachael Cunningham**

3B-**Suzi Koneski**

3C-**Brooke Danaher**

3D-**Niki Sylaidos**

Educational support-**Chris Lipiarski**

3E-**Ellie Sunderman**

3F-**Ed Ezzy**

3G-**Danielle Colling**

3H-**Chloe Curwood**

Educational support-**Lisa Attrill**

ICT-**Phill Cantone**

YEAR 3 IMPORTANT DATES

School Term:	11th of April to 24th of June
Incursion	26th April
NAPLAN	10th, 11th and 12th of May
Camp Oasis	6th of June to 10th of June

Literacy

In Literacy, teachers use the First Steps Continuum and other assessment tools to plan and cater for different abilities, as well as track and assess individual students. These tools cover the four areas of reading, writing, spelling, and speaking and listening. Students will also be setting personalised goals to support their individual learning.

With the support of mentor texts, our literacy focus will be:

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

Students will know, understand and be able to:

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

view

- Build literal and inferred meaning to analyse and evaluate texts, for example make inferences about a persons' motivations and intentions consider how this impacts on the audience
- Monitor meaning, for example by note-taking and recording of key information from a range of texts

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

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 verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense
- Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle
- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate

- to the audience and purpose
- Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation
- Use quotation marks to correctly signal dialogue, titles or quoted

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 know, understand and be able to:

- How to use sound/letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion'.

Speaking and Listening:

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

Numeracy

In Numeracy, the students will be working on key concepts from all strands. Students will be supported with concepts from the NAPLAN tests that proved challenging for the students from previous NAPLAN assessments. Students will be taking part in focus, individual and small group practise, open ended tasks, as well as using concrete materials. Students will also use a range of iPad applications for extra practise and development of skills.

Students will know, understand and be able to:

Number and Algebra: (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, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems
- Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9
- Recall multiplication facts up to 10×10 and related division facts
- Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation
- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder

Fraction and decimals (AUSVELS)

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

Money and Financial Mathematics: (AUSVELS)

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

Measurement and Geometry (AUSVELS)

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

ICT

This term, students will continue to be

engaged in new and innovative ways of integrated Information Communication Technology (ICT) following our inquiry into Cyber Safety. Students will continue to explore a range of applications and web – based tools that foster communication. Students will also continue to use Mathletics, Epic and Raz Kids to enhance learning both at school and home.

NAPLAN

NAPLAN will be on 10th of May to the 12th of May. Students have been familiarising themselves with skills to assist with interpreting test questions. The tests include Language Conventions, either a Narrative or Persuasive Writing task, Reading Comprehension and Numeracy. Students will have practice tests to further familiarise them with the process, the language of questions and reduce the worries of our more anxious students.

Homework

Similar to term one, homework will continue to be handed out on a Tuesday and will be due back to the classroom on the following Friday. Students will have to complete and return their homework within a fortnight. Homework is designed to support student learning and extend activities and lessons taught in class. Homework will be posted on Edmodo, however we expect students to record their work in their books.

Camp Oasis

Students are very excited about our upcoming Camp. We will like to thank all families for the prompt payments. This allows us to confirm our booking and make safe arrangements for your children.

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

Thank you,

Jackie Mouratidis, Rachael Cunningham, Suzi Koneski, Danielle Colling, Chloe Curwood, Ellie Sunderman, Brooke Danaher, Ed Ezzy, Niki Sylaidos, Phill Cantone, Chris Lipiarski and Lisa Attrill.

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 art forms.

During this Term Grade 3 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 3 will be particularly looking at the work of Wayne Thiebaud as inspiration for our artworks throughout the Term. His work was based around food as popular culture as he painted sweets and cakes, popular during his

time. Children will take this idea and inquire into what makes food popular by being involved in a range of activities including technology based tasks designed to engage and encourage students to make choices about their artwork and become more independent in their designs.

Children will complete two tasks during this Term based on their understanding of Pop Art and the influence food had on the style. Task number one will be a lolly or sweet treat inspired by the work of Wayne Thiebaud, this will build upon their drawing skills whilst encouraging the students to draw on a large scale using pencil and pastel.

Task two will continue with the same influence of food being a central idea of Pop Art, but move into using 3D sculptural techniques and the work of Claes Oldenberg. In order to fully understand this type of art, students will use the design process and a visual

diary to make choices about their work and complete a donut design before learning the skills needed to bring their design to life using clay. The use of a 3D medium like clay will build upon the children's skill base by exposing them to a skill that requires a higher level of fine motor skills, thus challenging the students to continue to develop their range of approaches to art.

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, students will be learning about seasons and the weather. They will know how to name the four seasons, and describe some of the weather patterns that are seen during these seasons.

Leading up to describing the weather and season, students will learn how to count with the accompanying hand gestures. They will know how to apply these numbers to say and write the days of the week, months of the year, and the date in Chinese. Students will have the opportunity to research, log and compare weather forecasts for a week in China and in Melbourne. They will also learn to express a preference using the structure, I like/don't like. For this unit, students will create a weather wheel. Chinese characters will be used to label the weather wheel with each of the four seasons, the months included in that season, and the weather patterns. Students will use their creativity skills to illustrate their weather wheel.

Grade 3 students will also be introduced to the cultural festival that occurs on June 9, 2016, which is the Dragon Boat

Festival. They will learn about some of the history and traditions of the festival, and make a rice dumpling out of paper.

During LOTE classes, students are provided with tasks that will challenge them to develop and increase their confidence, and other positive attitudes of learning and the learner profile. Activities encourage students to inquire, think critically, reflect, communicate, take risks, and cooperate. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are embedded in teaching and learning.

Miss. Crystal, Miss. Lee and Miss. Tiffany

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.

Students are continuing to research how to create atmosphere in a performance. We have been discussing how the use of tension and suspense can manipulate a story and evoke emotions from an audience. Students are showing 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 are guided to understand negotiation skills and an ability to work cooperatively in small groups.

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 being inquirers, incorporating questioning into their dramatic experiences to enhance units of inquiry.

Mr. Sean Moran

Music

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). 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 un-tuned 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 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 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

