

Term 3 Science Overview

Reception

Students will make observations of living and non-living things. They will investigate the school area to find examples of each. The students will determine what living things can do and what they need to survive. Students will identify and compare the needs of plants, animals and humans as living things. They will continue developing science inquiry skills and understanding of science as a human endeavour, students will share and reflect on observations, and ask and respond to questions about familiar objects and events.

Year One and Two

Students will be learning about Earth and Space Science. Students will explore the celestial objects within our solar system and how these objects create patterns in the sky. Through hands-on activities, investigations and interactive experiences, students will learn about the planets, the moon cycle, how shadows change as a result of the Sun and the patterns that can be observed in the stars.

Years 3 and 4

Students will learn about forces and motion in Physics this term. Our focus will be on identifying forces and how they are affecting motion, specifically friction, gravity, and magnetism. Students will conduct experiments to see how these forces can bring about or change motion, and write up short explanations of each to show their understanding. Some of the technical language we will be choosing and using includes attract and repel (magnetism), lubricate (friction), and velocity (speed and direction of motion), as well as obviously correctly naming forces. Students will spend the last couple of lessons working on a task to showcase a range of forces acting on a falling object that they are trying to protect.

Year 5 and 6

Students will learn about and investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors. Students will draw circuit diagrams and build simple circuits to power different components. We will investigate different ways to produce electricity and make batteries using fruit as the electrolyte. Students will utilise their new knowledge towards the end of the term to make a simple electronic game.



Dani Bator
Year 5-6 Science



Beck Phillips
Year 3-5 Science



Sophie Tarney
Reception - Year 2



Schona Murray
Reception - Year 2



Term 3 Chinese overview

Key Concept: Nature

Key questions

- What is your favourite season and why?
- How can we describe different weather conditions and seasons in Chinese?
- How do we say weather forecast and plants in Chinese?
- How to describe a natural landscape you have visited, such as a mountain, lake, or river, in Chinese?

Content (topics, knowledge, skills)

Reception - Year 2

Students will review previously learned verbs and be introduced to new vocabulary. They will practice conversational skills through role-playing activities with their peers. They will learn to recognize and read Chinese characters for the four seasons and twelve months. Using a calendar, students will ask about the current season and explore weather-related vocabulary. Additionally, they will learn to identify different types of weather in daily life.

Year 3 - Year 4

Students will expand their vocabulary to include terms for various weather conditions and landscapes in Chinese, allowing them to discuss future weather and landscape conditions accurately. They will also learn to describe weather changes, such as temperature fluctuations and seasonal transitions, using appropriate Chinese phrases and sentences.

Year 5 - Year 6

Students will deepen their understanding of the natural world in Chinese by learning vocabulary related to seasons, weather, and plants. They will explore terms for different types of weather, names of plants, and the four seasons, and practice constructing sentences to describe these elements. Through interactive activities and engaging lessons, students will connect with the environment around them while enhancing their proficiency in the Chinese language.

Content Description

Interacting in Chinese

- Initiate conversations and respond to modeled questions about weather and landscapes using common expressions.

Mediating Meaning in and Between Languages

Translating:

- Interpret and translate simple texts used in everyday contexts, identifying actions, words, and phrases that do not directly translate into English.
- Create bilingual texts such as signs, displays, and posters.

Understanding the System of Language

- Recognize key features of the Chinese writing system, including familiar components and characters, and simple sentence structures.

Achievement Standard

By the end of the term, students will:

- Use Chinese language to interact and share information related to nature and personal topics.
- Respond to questions and instructions using cues, and create texts using familiar words and modeled language with simple formulaic structures.
- Employ prepositions and possessive clauses, including the use of 的.
- Utilize a range of verbs, including verbs of identification and existence, as well as some modal verbs to express interest.
- Use simple connectives and conjunctions to link ideas.

Teachers

Min Mu



Reception, Year 1 and 2

Chengsheng Sun



Reception, Year 3 and 4

Ivy Liu



Year 4 - 6



Term 3

Physical Education overview



Florin Velea
Reception - Year 4

The Physical Education program aims to:

1. **Develop Movement Skills:** Provide students with opportunities to explore and enhance their movement skills, understanding, and learning through physical activity.
2. **Foster Social Interaction:** Create a supportive environment where students can engage with and contribute to a safe and active community, participating socially at various levels and within different groups.
3. **Promote Positive Values:** Encourage the development of sportsmanship, optimism, positive attitudes, friendship, and teamwork.
4. **Encourage Long-Term Participation:** Offer opportunities for all students to discover their favorite skills and develop a lasting interest in sports, encouraging them to join local sporting clubs outside of school.

The Physical Education program offers one lesson per week for each class from Reception to Year 6, focusing on the following curriculum areas:

- **Fundamental Movement Skills and Active Play:** This includes developing fundamental movement skills, understanding movement, learning through movement, and engaging in play and group activities.
- **Personal, Social, and Community Skills:** Emphasizes group interactions, promoting a safe and active lifestyle, and fostering a sense of teamwork and community involvement.

Reception to year 4 (F8 and F9) organised in two parts

Part One - Skills-Based Program

- **Fitness Program:** Focuses on locomotion exercises such as running, push-ups, sit-ups, skipping, and jumping.
- **Team Games:** Designed to enhance partnership and teamwork, using skills relevant to the upcoming Sports Day.
- **AFL Clinics:** Free clinics will be organized by SANFL for Year 3-6 students in Week 2.

Part Two - Sports Day Preparation

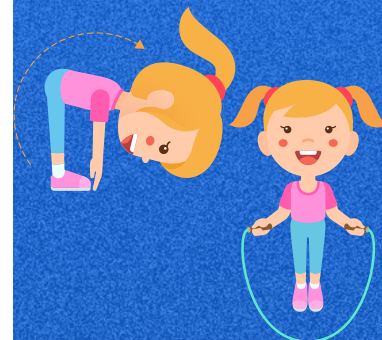
- **Preparation Block:** A 4-week period dedicated to preparing for Sports Day, which includes practicing activities, challenges, and races.
- **Event Date:** Sports Day is scheduled for Wednesday, the 18th of September, in Week 9.

Upper Primary (including F10 and F11)

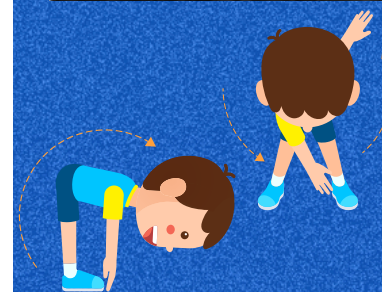
To start the term, students will spend the first week engaging in group activities designed to enhance teamwork and cooperation skills. These activities will include throwing, catching, shooting, and strategy games. In the second week, students will participate in an AFL footy clinic run by the SANFL.

Each term, we explore a different category of sports. Following the first term's focus on net and wall sports (tennis) and the second term's focus on invasion sports (Aussie Rules Football), we will now concentrate on target sports, with a particular emphasis on golf. Students will learn the basic skills of putting and chipping, as well as how the scoring system works.

With Sports Day scheduled for Wednesday of Week 9, we will dedicate the weeks leading up to the event to practicing Sports Day activities.



Andy Read
Year 5 - 6



Term 3

Reception to year 6

Performing Arts overview

In reception to year 6 music we will be:

- reinforcing musical concepts: beat, rhythm, pitch and notation
- practising in tune singing and playing musical games
- playing on the beat and developing an understanding of rhythm
- recalling, reinforcing and performing rhythmic patterns (taa) (ti-ti) (tikatika)
- experimenting with melodies on melodic tuned instruments
- holding and playing musical instruments safely and correctly.

In reception to year 6 drama we will be:

- exploring the 2024 Book Week theme "Reading is Magic" and using stories as a framework for Improvisation and roleplays.

In reception to year 6 dance we will be:

- participating in Footsteps workshops and learning a choreographed dance sequence to perform in our end of year concert "Australia: Past and Present"
- exploring dance elements - space, locomotor and non-locomotor movement

Busking For Change - Reception to year 6

We are learning to sing a song including some Aboriginal first language to perform at the end of term assembly in week 10.

Teachers

Georgea Champion



Music and Dance
Reception - Year 1

Music, Dance and Drama
Year 2-3



Milda Fahey



Drama and Media Arts
Reception / Year 1

Music, Dance and Drama
Year 4-6

