

FRENCH				
	Foundation	Grade 1/2	Grade 3/4	Grade 5/6
Overview of Curriculum	Students are introduced to vocabulary and pronunciation of greetings and numbers via the Song "Bonjour mes Amis"	Students revise greetings and explore the theme of Community and Family members with "Ma Famille" Alain le Lait's song	Students revise greetings and explore the theme of Community with the song "En ville", about shops and places to visit in a local community	Students revise greetings and explore the theme of Community through " Me, myself and I" and "Quand je vais a l'ecole" (When I go to school,) topic and song on Languagenut with vocabulary relating to describing oneself and visiting community places
iPad Applications used	Seesaw	Seesaw	Seesaw and Languagenut	Seesaw and Languagenut
Home Learning Tasks	Share and revise vocab posted on Seesaw	Share and revise vocab posted on Seesaw	Share and revise vocab posted on Seesaw	Share and revise vocab posted on Seesaw
PERFORMING ARTS				
	Foundation	Grade 1/2	Grade 3/4	Grade 5/6
Overview of Curriculum	<ul style="list-style-type: none"> <li>- Understanding the Music Classroom</li> <li>- Understanding the importance of rules</li> <li>- Getting to know one another</li> <li>- Beginning to understand Musical Elements - Sounds and Movement</li> <li>- Importance of an audience and creating performance</li> </ul>	<ul style="list-style-type: none"> <li>- Re-establish the rules in the Performing Arts classroom</li> <li>- Recap musical elements learnt at the end of last year (tempo, pitch, dynamics, form and rhythm), and extend on them</li> <li>- Understanding and identifying musical elements to make informed decisions about musical styles and their preferences</li> <li>- Students encouraged to play xylophones, metallophones and resonator bells and glockenspiels</li> <li>- Students will also learn about using movement (dance) in preparation for the Whole-School Production early in Term 3</li> </ul>	<ul style="list-style-type: none"> <li>- Developing their resonator bell playing skills</li> <li>- Supporting their knowledge of musical elements</li> <li>- Working in groups to support one another in their development, as well as receive feedback from the teacher</li> <li>- Learning about the value of community when rehearsing the resonator bells and the importance of playing in front of an audience</li> </ul>	<ul style="list-style-type: none"> <li>- Learnign about how expressive skills which can be employed as a means of enhancing a performance</li> <li>- Students will apply these skills through the portrayal of a character for a mock audition</li> <li>- These auditions will help in the preparation for some students who will be auditioning for the school production, but for others this a useful demonstration of how one prepares for auditions and interviews in the future, linking with real-world tasks</li> </ul>
iPad Applications used	Seesaw	Seesaw	Seesaw	Seesaw
Home Learning Tasks	N/A	N/A	N/A	At-home preparation for those students planning on auditioning for a role in the Whole-School Production
SPORT AND PHYSICAL EDUCATION				
	Foundation	Grade 1/2	Grade 3/4	Grade 5/6

<b>Overview of Curriculum</b>	<p><b>Weeks 1-3:</b> Purpose of PE, PE Safety: During this unit, students will be introduced to PE and learn about why PE is important and how we can ensure we are always staying safe during PE classes.</p> <p><b>Weeks 4-6:</b> Locomotor Movement Skills: Students will learn about key locomotor movement skills, including walking, jogging, crawling, running, sprinting, etc.</p> <p><b>Weeks 7-9:</b> Junior Athletics and Cross Country Training: This will be a continuation of the locomotor unit, however this time with a specific focus upon distance running, in preparation for House Cross Country, which will take place in early Term 2.</p>	<p><b>Weeks 1-3:</b> Purpose of PE, PE Safety, PE values: During this unit, students will be introduced to PE and learn about why PE is important and how we can ensure we are always staying safe during PE classes. Students will also be exposed to core PE values such as teamwork, fairness and sportsmanship</p> <p><b>Weeks 4-6:</b> Locomotor Movement Skills: Students will learn about key locomotor movement skills, including walking, jogging, crawling, running, sprinting, etc. Building upon prior learning, students will be encouraged to recognise the different physical triggers/benchmarks typified by each of these locomotor movement types.</p> <p><b>Weeks 7-9:</b> Cross Country Training: This will be a continuation of the locomotor unit, however this time with a specific focus upon distance running, in preparation for House Cross Country, which will take place in early Term 2.</p>	<p><b>Weeks 1-3:</b> PE Safety, PE Values: Students will revisit already known guidelines and expectations around PE safety, and how to appropriately engage in PE lessons safely and sensibly. Students will also learn about the PE values - teamwork, fairness, communication and positivity.</p> <p><b>Week 4:</b> Fitness Testing: Students will engage in a number of basic fitness tests. The results of these tests will be discussed and understood, with a view to providing a benchmark that can be tracked later in the year.</p> <p><b>Weeks 5-8:</b> Striking and Fielding: Students will learn about skills and strategies associated with a range of striking and fielding games - including tee-ball, cricket and multi-ball.</p> <p><b>Week 9:</b> Cross Country Training: Students will train for the upcoming House Cross Country event, which will take place early in Term 2.</p>	<p><b>Weeks 1-2:</b> PE Safety, PE Values: Students will revisit already known guidelines and expectations around PE safety, and how to appropriately engage in PE lessons safely and sensibly. Students will also revisit prior learning about the PE values - teamwork, fairness, communication and positivity.</p> <p><b>Weeks 4 and 5:</b> Fitness Testing: Students will engage in a number of intermediate level fitness tests. The results of these tests will be discussed and understood and students will develop a fitness goal and fitness program that they can work towards, with a view to seeing improvement by the end of the year.</p> <p><b>Weeks 5-8:</b> Striking and Fielding: Students will revisit prior learning about skills and strategies associated with a range of striking and fielding games - including tee-ball, cricket, softball and multi-ball.</p> <p><b>Week 9:</b> Cross Country Training: Students will train for the upcoming House Cross Country event, which will take place early in Term 2.</p>
<b>iPad Applications used</b>	Seesaw	Seesaw	Seesaw	Seesaw
<b>Home Learning Tasks</b>	NA	NA	NA	NA

VISUAL ARTS				
	Foundation	Grade 1/2	Grade 3/4	Grade 5/6
<b>Overview of Curriculum</b>	<p><b>Introduction to the art-room and various art materials</b></p> <ul style="list-style-type: none"> <li>- rules and safety</li> <li>- various art mediums</li> <li>- various art materials/resources</li> </ul> <p>Thinking about art and how we use art to make us feel, communicate and understand. Exploring, experimenting and creating.</p> <p>This term students will be working with paint, ink, food dye, pencils, textas, paper, markers and play dough.</p>	<p><b>Drawing</b></p> <p>Self-portrait --&gt; drawing skills</p> <p>Focus on art elements; line, shape and colour</p> <p><b>Weaving</b></p> <p>Paper weaving --&gt; developing skill of weaving</p> <p><b>Print making</b></p> <ul style="list-style-type: none"> <li>- Creating own cardboard stamp, using various materials to make interesting pattern</li> <li>- Making prints, using various stamps and colours</li> </ul> <p>focus on art elements; line, shape, colour, texture and shape</p>	<p><b>Drawing</b></p> <p>Polaroid holiday reflection □ drawing skills</p> <p>Focus on awareness of background and space</p> <p><b>Sgraffito (Pattern and texture)</b></p> <ul style="list-style-type: none"> <li>- Hamsa hand □ cultural patterns</li> <li>- Sgraffito technique</li> <li>- Focus on pattern, line and shape</li> </ul> <p><b>Painting</b></p> <p>Responding to work of artist Jeff Koons</p> <p>Balloon dog painting in bright colours</p> <p>Exploring skills □ water colour and brush strokes</p> <p><b>Drawing technique / skill</b></p> <p>Exploring shading techniques using grey-lead</p>	<p><b>Drawing</b></p> <p>Contour drawing with lines (words) and colours</p> <ul style="list-style-type: none"> <li>- Typography self-portrait</li> </ul> <p><b>Painting</b></p> <p>Mono chromatic cubes</p> <p>Focus □ Colour; mixing colour with white or black to create lighter or darker values</p> <p><b>Drawing using 1 point perspective</b></p> <ul style="list-style-type: none"> <li>- Museum room --&gt; draw a room displaying artworks using art elements space and form</li> </ul> <p><b>Research art movement of choice</b></p> <ul style="list-style-type: none"> <li>- Recreating miniatures of famous paintings (observation, drawing skills, use of colour and line)</li> </ul>
<b>iPad Applications used</b>	N/A	Seesaw	Seesaw	Seesaw
<b>Home Learning Tasks</b>	N/A	N/A	N/A	N/A