

SEMESTER 1: SPECIALIST OVERVIEW 2024 JUNIORS (PREP-2)

STUDENT WELLBEING

During Semester 1, students have explored the “Play is the Way” concepts of ‘Be brave: Participate to progress’ and ‘Treat others as you would like them to treat you’. They have worked through the ‘Resilience Project’ key principle of Empathy and Mindfulness. They have explored the topics of ‘Positive Gender Relations’ and ‘Problem Solving’ in the “Respectful Relationships” program. Through active participation, students have:

- used their voice, facial expression, movement and space to imagine and improvise characters and situations in drama games and role plays.
- played a variety of drama games such as “Boppity bop bop” and “Energy ball” to warm up their bodies and voices for performances.
- created a self portrait to explore their unique qualities and similarities and differences with others.
- listened and responded to the story “In my heart” to create a piece of art for the Art show, reflecting on how they link colours to different emotions.
- played the “Empathy” game to deepen their understanding of empathy and ways to listen and understand how others are feeling.
- demonstrated an understanding of empathy by using their body and face to show how someone might feel in different scenarios.
- worked cooperatively with others to discuss and draw ways to create a gender friendly classroom, such as playing with boys and girls together fairly in a game.
- performed in a group role play scenario using an example of gender based exclusion (e.g. A boy being pushed by a girl out of the sandpit and told only girls can play) and reflected on how the characters felt in each scenario.
- discussed solutions to problems they might have at school with other children and acted them out.
- reflected on the golden rule ‘Treat others as you would like to be treated’ and named ways we can show this through their actions.

PHYSICAL EDUCATION

During the Semester, the students have participated in a wide range of movement activities. They have performed skills such as hopping, jumping, skipping, running, catching and throwing. They have also been involved in the Cricket Victoria Program and Soccer Clinics and as a result their fundamental skills have continued to develop. Through active participation, students have:

Foundation

- practised sequences such as hand-eye coordination, locomotion, balance, rhythm and spatial awareness.
- participated in circuits involving perceptual motor skills.
- participated in games with and without equipment.
- developed skills in ball handling, throwing and catching, batting/striking and locomotion.
- followed rules when participating in physical activity.
- used strategies to work in group situations when participating.
- practised mindful breathing and relating to overall health.
- developed their understanding of how the body moves and the benefits of physical activity.

Grades 1/2

- developed fundamental movement skills by participating in a variety of physical activities, games and circuits involving perceptual motor skills.
- developed skills in ball handling, throwing and catching, batting/striking and locomotion.
- performed skills in participation, keeping safe and developing positive ways to interact.
- followed rules when participating in physical activities.
- participated in games with and without equipment.
- used strategies to work in a group situation.
- practised mindful breathing and relating it to overall health.
- built awareness of how their body reacts to physical activity.

MUSIC

In Music this semester, students have participated in a range of Performing Arts and Dance activities using their voices, movement and a variety of instruments. Students have worked in groups to play instruments, sing and dance. They have worked alone- with the support of the teacher, to develop personal dance and musical skills, and they have worked in small groups to create music, and experience and choreograph movements to a variety of music styles and genres.

Through active participation students have:

- used their imagination and experimentation to explore and respond to musical ideas through singing and using their voices.
- responded to music, becoming aware of the elements of beat, rhythm, pitch, dynamics and tempo, as they sing, play and improvise to music.
- learnt to feel the beat, sing with pitch accuracy and to discriminate between sound and silence, loud and soft, and fast and slow.
- experimented with sounds on non-melodic and melodic percussion instruments, learning to use instruments appropriately and safely.
- enjoyed playing a variety of instruments, such as claves, hand drums, tambours, tambourines, triangles, egg shakers, maracas and guiros to explore beat, dynamics and tempo.
- explored a variety of body percussion sounds, including clapping, tapping, stamping, clicking and patting.
- learnt and rehearsed the dance ‘The Bus Stop’ as a class and performed it using a variety of Music from different styles and genres.
- learnt some Tap-dancing moves and followed a simple Tap-dancing routine.
- participated in rehearsing and playing the chorus of the song ‘Yellow Submarine’ on the keyboard.
- developed skills in imagining, creating, exploring and performing music, and shared their music with their peers.
- been encouraged to respond to music, expressing what they enjoyed and why.

VISUAL ART

During Semester 1, the students have worked in the areas of drawing, painting, and printmaking, exploring and incorporating the art elements of line, shape, colour, and space to create contrast, repetition, pattern, movement and balance into their visual art works. Through active participation, students have:

- followed steps in a process to create an art piece.
- constructed a paper sculpture bending and manipulating paper strips.
- used a variety of lines and repetition to create patterns on a foam board.
- explored wax-resist technique using oil pastels and food dye.
- applied warm and cool colours to create contrast.
- followed the colour wheel sequence to create harmonious colours.
- developed an introductory understanding of the printmaking process as their foam board design was transferred to paper.
- cut stencils to create positive and negative block out shapes in a print.
- considered placement and presentation when mounting artwork.
- bent and manipulated pipe cleaners to create stick figures that show movement and balance.
- shared and described their ideas and responses to artworks created by famous artists as well as their own.

DIGITAL TECHNOLOGIES

During Semester 1, the students have learnt how to use technology safely and developed their mouse and keyboard skills by using a variety of programs that are located in the student portal. In Term 1, the students learnt about the parts of computers, the process of sending and retrieving information through the network and how devices collect and use data. In Term 2, the students focussed on STEM, requiring students to research, plan, design and reflect on their process in order to choose materials to help a hotwheels car go down a ramp as quickly as possible and as slow as possible. Through active participation, students have:

- reviewed the rules and expectations for Digital Technologies lessons.
- discussed and identified ways to use technology safely.
- practised logging into the school computers using their username and password.
- learnt how to access resources on the internet such as the SFS Student Portal by using Google Chrome.
- practised their mouse and keyboard skills by playing educational games accessed through the student portal.
- identified and sorted items into the categories; hardware and software.
- created a diagram to depict the parts of a computer.
- collected data from their classmates on their favourite animal and sport.
- displayed their chosen data as a graph.
- formed an assessment based on the data.
- identified how everyday items have been able to change and become more efficient with the introduction of electricity (eg a broom and a vacuum)
- ordered items of technology such as a telephone, computer and television from oldest to newest on a Google Slide.
- hypothesised what surface material (tea towel, foil, glad wrap, baking paper) will make the Hot Wheels car go the fastest and the slowest down the ramp.
- created their own ramp and chosen different surface materials for a given purpose based on research.
- drawn a conclusion about the reason why the different surfaces impacted the car's momentum.
- worked both independently and collaboratively with a partner to complete tasks.
- shared their work with their peers.

ITALIAN

During Semester 1, the students have worked, learnt, explored and reviewed Italian culture and language in various ways. Through active participation, students have:

- learned and reviewed songs, vocabulary, phrases and short sentences in the target language.
- demonstrated an understanding of emotion/feeling vocabulary by using their face to show expressions when the Italian word is called out or shown on cards.
- learned and expressed various greetings, how to introduce themselves, say how old they are and how they feel.
- listened, responded to, reflected on and repeated language from stories such as 'Pop Mangia Tutti I Colori', 'Mangio un Arcobaleno', 'Pallocini' and 'A Pesca'.
- practised using the iPads to explore the Circus app in the ELLA program, focusing on everyday words and phrases, short sentences about body parts and colours.
- practised and were exposed to functional language in the classroom, where appropriate, including but not limited to: 'occhi a me/ ascoltati/ silenzio/ grazie/ scusi/ mi dispiace/ mi serve il bagno/ posso bere/ seduti/ in piedi'
- identified Italian words and matched with pictures
- produced an image to contribute to a whole class poster on 'L'Amicizia' (friendship) after viewing a short video Il Tesoro Piu' Grande – The Greatest Treasure.
- created and designed pieces that will become a simple Pinocchio puppet for the Art show.
- presented information about themselves through writing and drawing in Italian, on familiar topics like their family.
- sung a variety of songs such as "La Canzone di Geppetto", "Dieci Piccoli Animali" and "Ciao Buongiorno"
- worked both independently and collaboratively with a partner to complete tasks.