The Curriculum Celebration is an initiative that started last year. At the beginning of each term we will send home a Curriculum News letter for students indicating what they will be taught in each class—P/1, 1/2, 3/4 and 5/6. At the end of each term, the Curriculum Celebration will be sent home to showcase examples of work and educational experiences from all year levels. Please enjoy your read!

Alicia McMillan (Deputy Principal/ Master Teacher)

Prep/Year 1

Science/Technology

This term in Science the Prep and Year One students have been learning about materials and their properties. We have investigated materials such as plastic, wood, glass, metal and fabric to find out whether they would be appropriate to use when we created a wind chime (Prep) and a boat (Year One). Their creation had to be sturdy, durable and able to withstand the elements when used outside. The students had a selection of materials to use to create their designs. We tied this Science unit in with a technology unit on design and construction. The students thoroughly enjoyed designing and creating their wind chimes and boats and the Year Ones had a great time testing whether their boats were waterproof and sturdy enough to float. To the right are some pictures of some wind chimes and boats.

English

In English this term, Prep and Year One students listened to three of the Willy the Monkey series. Their favourite book was Willy the Wimp. Prep students practised retelling the stories by identifying the beginning, middle and the end and writing about an aspect of the story that they had made a connection with. Year One students added a character to one of the books and wrote a description about one of the characters and how he/she fitted into one of the stories.

P/1M was fortunate enough this term to have a fourth year Student Teacher for five weeks of the term. Miss Siddans planned and prepared interesting lessons for the children and taught and assessed some of the subject areas. One of the lessons she planned for the letter ‘z’ was making zebra masks.
Every minute at school counts. Here is a brief overview of a typical day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:50</td>
<td>Bell rings, Mark roll, Sort fruit and lunch boxes for the day, Swap classes.</td>
</tr>
<tr>
<td>9:00</td>
<td>Spelling, English, Writing, 30 minutes for Reading Groups, Fruit Break.</td>
</tr>
<tr>
<td>11:00</td>
<td>Lunch break and play</td>
</tr>
<tr>
<td>11:30</td>
<td>Eating</td>
</tr>
<tr>
<td>11:45</td>
<td>Handwriting, Maths</td>
</tr>
<tr>
<td>1:15</td>
<td>Afternoon Tea and Play</td>
</tr>
<tr>
<td>1:30</td>
<td>Eating</td>
</tr>
<tr>
<td>1:45</td>
<td>Science, Geography, Technology</td>
</tr>
<tr>
<td>2:50</td>
<td>Stickers and stamps, rewards</td>
</tr>
</tbody>
</table>

During Semester 1, students worked on this wonderful Visual Arts Project involving shapes.

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- Students made boats out of 3 materials: Plasticine, Alfoil and Brown Paper. We had fun testing the boats to see if they floated!

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Throughout our History unit, students investigated celebrations, commemorations and community diversity. They were required to sequence a range of celebrations and commemorations on a timeline, annotate a timeline to identify celebrations and commemorations and explain their significance. From this information, students wrote a historical narrative.

In our Science unit, Spinning in Space, students investigated the effects of the Earth’s rotation on its axis. They identified the observable and non-observable features of Earth and compared its size with the sun and moon. Students considered how everyday observations, including day and night; sunrise and sunset; and shadows occurred because of the Earth’s rotation.

In our Geography unit, ‘Exploring similarities and differences in places near and far,’ students described the characteristics of different places in Australia and neighbouring countries. They then identified and described similarities and differences between the characteristics of these places. Students represented data and information in tables and graphs and located places and their features using grid references and compass points.

This term, the students have been practicing the different disciplines of athletics including shot put, long jump, high jump, discus, ball games and running events in preparation for our athletics carnival in July.
This term the Year Five students have been writing newspaper reports. They had to decide if they wanted to support a local community in keeping a creature or if they should relocate it. The students did a fantastic job of creating a persuasive argument to support their opinion.

The students did whatever it took to get their work in before the printing deadline. Students should be proud of their efforts.

In English Year 6 students were asked to complete a multi-modal presentation designed to persuade the viewer to visit a particular place. Students created movies, slide presentations, charts and 3D models. They explored persuasive language and methods used in the world of advertising. Students were then asked to explain their choice of language features, sounds and images.

A wide variety of wonderful presentations were created and students clearly had made insightful decisions about the techniques they used. Well done to all!