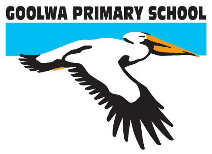
**Specialty Subject Areas Term 4 Overview**

***Including Visual Arts, Indonesia, Health, PE and Science***

### Learning Area: Visual Arts Teacher: Julia Thomas

This term students will be involved in the design of panels designing artworks for the Goolwa Primary School Christmas pageant float. Students will also be involved in lessons from the Dream Big Festival 2017 ‘Feed the Mind’ to explore the literal knowledge and understanding about what kinds of food do help fuel or feed the mind or brain; or as a metaphor to explore the ways in which we can fuel or feed our minds and the purposes for doing and explore all viewpoints of the theme both *in* and *through* the Arts. Through visual arts we can feed the mind through visuals, reading, colour, physical space, drawing, verbal imagery, photos, 3D models, video, television, multimedia. We will also be finding links to Australian Aboriginal Art that feed the mind.

**Reception – Year 2**

Students will engage in lessons on health eating making a collage of foods that help to feed the mind. They will engage in lessons that are designed to enhance their understanding of looking at and analysing art through role play and guessing games to allow them to see what elements in a work of art. They will have ‘gallery walks’ in the art room to see how other student interoperate the chosen theme.

**Year 3 and 4**

Students will view and discuss artworks from other times and places such as the style of pop art (eg Andy Warhol artworks with cans of soup, food and Giuseppe Arcimboldo). Topics around which to frame questions to guide the discussion may include: What is the subject? How is the subject represented? Subject matter (eg health food) Form (eg drawing, painting, sculpture) Technique (eg printmaking) visual convention (eg colours, lines, shapes). Look for geometric types of shapes.

**Year 5 – 7**

Students will be looking at artists that make portraits in different ways, such as Giuseppe Arcimboldo and Leonardo Da Vinci, and engage in discussions that help them to understand the content of the paintings, their elements, the artists intentions etc. Why do you think the artist created this work? What do you think the artist was trying to say? Wat does this artwork tell us about the culture/society/life at the time? Find out why Giuseppe Arcimboldo used fruit and vegetables for this portrait. They will draw a self-portrait using fruit and vegetables to fill the features. Colour the picture using coloured pencil, crayon or watercolour paints. Try to convey emotion in the face (eg smiling, frowning).

### Learning Area: Health and PE Teacher: Helen Maidment

**Reception**

This term we are focusing on tennis from weeks 1-5. During this unit we will continue to develop our striking skills aiming to get students successfully using racquets and track and hit a moving ball. Our key focus will be: racquet control- learning how to hold the racquet and move the racquet to control the ball, ball control- learning how to hit the ball with control to self and exploring movement skills. In weeks 6 and 7 we will be focusing on jump rope skills. Students will learn the basics of how to skip with a rope. The last two weeks of the term we will be doing a variety of games going through all the fundamental movement skills we have been learning this year.

**Year 1 and 2**

This term we are focusing on tennis from week 1-5. During this unit we will continue to develop our striking skills aiming to get students successfully using racquets and track and hit a moving ball. Our key focus will be: racquet control- learning how to hold the racquet and move the racquet to control the ball, ball control- learning how to strike the ball with control to hit a target, co-operatively rallying with a partner, learning how to use space to move your opponent. In weeks 6 and 7 we will be focusing on jump rope skills. Students will learn the basics of how to skip with a rope and developing new skills and tricks. The last two weeks of the term we will be doing a variety of throwing, catching and striking games going through all the fundamental movement skills we have been learning this year.

**Year 2 and 3**

This term in weeks 1-6 we are focusing on tennis, the middle primary students will have the opportunity to participate in the sporting schools program and have a professional coach come in to develop their tennis skills. Students will focus on ball and racquet control, using space to move your opponent and returning a moving ball over a net. In weeks 6 and 7 we will be focusing on jump rope skills. Students will learn start developing new skills and tricks and skipping to the beat of music. The last two weeks of the term we will be doing a variety of throwing, catching and striking games going through all the fundamental movement skills we have been learning this year.

**Year 3 and 4**

This term in weeks 1-6 we are focusing on tennis, the middle primary students will have the opportunity to participate in the sporting schools program and have a professional coach come in to develop their tennis skills. Students will focus on ball and racquet control, using space to move your opponent, developing their forehand, backhand and volley strokes, learning the rules and etiquette of a tennis game. In weeks 7-9 students will be learning cricket. Students will start to develop an understanding of the different movement patterns found in cricket, such as bowling and batting. Students will also work on how to co-operate effectively within a team and with a partner.

**Year 4 and 5**

This term in weeks 1-6 we are focusing on tennis. The middle primary students will have the opportunity to participate in the sporting schools program and have a professional coach come in to develop their tennis skills. Students will focus on ball and racquet control, using space to move your opponent, developing their forehand, backhand and volley strokes, learning the rules and etiquette of a tennis game. In weeks 7-9 students will be learning cricket. Students will start to develop an understanding of the different movement patterns found in cricket, such as bowling and batting. Students will work on how to effectively bowl for speed and accuracy, and learning attack and defensive shots when batting.

**Year 5**

This term in weeks 1-6 we will be focusing on tennis. Students will further develop their skills of forehand and backhand returns, how to use different strokes tactically, developing serve sequences and developing footwork for game situations. Students will work both individually and in pairs to try and beat their opponents in game situations. In weeks 7-9 students will be learning cricket. Students will start to develop an understanding of the different movement patterns found in cricket, such as bowling and batting. Students will work on how to effectively bowl for speed and accuracy, and learning attack and defensive shots when batting.

**Year 6 and 7**

This term in weeks 1-6 we will be focusing on tennis. Students will further develop their skills of forehand and backhand returns, how to use different strokes tactically in games, developing serve sequences and developing footwork for game situations. Students will work both individually and in pairs to use strategies to try and beat their opponents in game situations. Peer feedback will be used to improve body control and coordination when performing specialised movement skills. In weeks 7-9 students will be learning cricket. Students will start to develop an understanding of the different movement patterns found in cricket, such as bowling and batting. Students will work on how to effectively bowl for speed and accuracy, learn attacking and defensive shots when batting and apply throwing skills to hit a target.

### Learning Area: Junior Science Teacher: Julie Gilbert

**Physical Sciences**

**Reception and Year 1**

During term 4 students will learn about Physical Sciences. They will explore the way objects move, considering things such as size and shape. We will use equipment such as balls, tubes, blocks and marbles to investigate rolling, bouncing and sliding. Students will also investigate how the movement of different living things depends on their size and shape. Students will also explore sound. We will learn about our senses and how they are used to detect sounds and vibrations in the world around us. We will look at familiar objects and actions that produce sound such as striking, blowing, tapping, scraping and shaking.

**Years 1 and 2**

During term 4 students will learn about Physical Sciences. They will explore sound. We will learn about our senses and how they are used to detect sounds and vibrations in the world around us. We will look at familiar objects and actions that produce sound such as striking, blowing, tapping, scraping and shaking. Students will also investigate the effects of a push or a pull on an object. The class will consider the effects of objects being pulled towards the Earth. They will learn about ways that objects move on land and in the air.

**Years 2 and 3**

During term 4 students will learn about Physical Sciences. Students will investigate the effects of a push or a pull on an object. The class will consider the effects of objects being pulled towards the Earth. They will learn about ways that objects move on land and in the air. Students will also explore heat, ways it can be produced and how it can be transferred from one object to another. They will learn how heat can be produced through friction and motion.

**Years 3 and 4**

During term 4 students will learn about Physical Sciences. Students will explore heat, ways it can be produced and how it can be transferred from one object to another. They will learn how heat can be produced through friction and motion. They will compare the effect of friction between different objects, such as tyres and shoes on a range of surfaces. The class will explore the concept of force and motion. They will learn how forces can effect objects through actions such as throwing, dropping, bouncing and rolling. Students will pose questions, engage in group discussions and make predictions. They will draw labelled diagrams to show information.

**Years 4 and 5**

During term 4 students will learn about Physical Sciences. The class will explore the concept of force and motion. They will learn how forces can effect objects through actions such as throwing, dropping, bouncing and rolling. They will compare the effect of friction between different objects, such as rubber and shoes on a range of surfaces.

### Learning Area: Primary Science Teacher: Rowan Blake

**CHEMICAL SCIENCES -** exploring the properties and classification of three of the states of matter (solids, liquids and gases). The topics we will investigate consist of: three states of matter, exploring gases, investigating changes in state, gases in our world, and exploring colloids

**Unit Outline – *Matter Matters***

In this unit students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. They will understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students will pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They will represent data and observations in tables and graphs. They will identify patterns and relationships in data and suggest improvements to methods to improve fairness and accuracy. Students will understand that scientific understandings, discoveries and inventions are used to inform decision making and solve or prevent problems.

**EARTH & SPACE SCIENCES**

**Unit Outline – *Heavenly Bodies and Sensational Seasons***

In the *Heavenly Bodies* component of the unit, students learn about the interrelationships between the sun, Earth and moon system. They explore predictable phenomena such as eclipses, tides, phases of the moon and solar phenomena. In the *Sensational Seasons* component of the unit, students examine the relative positions of the Earth, moon and sun to examine the seasons and explore how science understandings influence the development of practices within agriculture and marine and terrestrial resource management.

**BIOLOGICAL SCIENCES**

**Unit Outline – *Organising Organisms***

In *Organising Organisms*, students will classify organisms based on their physical characteristics. They apply scientific conventions to construct and use dichotomous keys to assist and describe classification. Students analyse the effectiveness of dichotomous keys and suggest improvements. They explore how improvements in microscope technology led to changes in classification systems. Students consider how and why classification systems are used in a variety of occupations. They explore feeding relationships between organisms in an environment using food chains and food webs and construct representations of these relationships using second-hand data.

### Learning Area: Indonesian Teacher: Bu Jess and Helen Maidment

**Year 1 and 2**

This term we are looking at our cultural differences and similarities, we will look at how rice is grown and why it is such an important part of Indonesian life. We will also start to learn and pronounce some Indonesian animals found across the many Islands and create our own story about Indonesian animals.

