THE
LEARNING
LINK

Term 4, 2015

Connecting the St Kevin’s Community
St Kevin’s Vision and Mission

VISION:
As a Catholic school community, St Kevin’s will:

*Empower all to achieve success, embrace life’s challenges and develop relationships based on Christian values.*

MISSION:
SUCCESS – *We foster a quality curriculum, encouraging all to grow in knowledge and understanding of themselves and others.*

VALUES – *With a commitment to Gospel values we strive to develop our faith and spirituality, nurturing a love and respect for each other through work, prayer and service.*

COMMUNITY – *We build community where each person is able to grow in the love of God, as an individual and together in strong partnerships.*
Welcome to our fourth publication of The Learning Link for 2015.

Each edition of the Learning Link will provide information about…..

- Key Learning Area/Subject Related Information.
- Upcoming Events and Excursions.

This Learning Link will inform you of children’s engagement in the Key Learning Areas of Religious Education and other Australian Curriculum subject areas.

Whole School General Information

Tuesday 13th, 20th & 27th October – Prep Orientation Mornings for new students
Tuesday 13th – Friday 16th October – Year 6 Camp at Noosa North Shore
Monday 19th October – Pupil Free Day
Sunday 25th October – Family Mass
Friday 30th October – World Teachers Day
Wednesday 11th November – Remembrance Day
Sunday 15th November – Family Mass
Friday 20th November – Japanese Day
Friday 27th November – Achievement Awards
Friday 27th November – P and F Christmas Disco
Monday 30th November – Parents will receive Reports and 2016 Class Placements
Wednesday 2nd December – Thanksgiving Mass and Awards
Thursday 3rd December - Year 6 Graduation Liturgy and Dinner
Thursday 3rd December – Last Day for prep Students (Finish 3 pm)
Friday 4th December – End of 2015 school year – 12 noon.
Key Learning Area/Subject Related Information

Literacy Activities

This term we will be consolidating many of the literacy concepts we have taught this year. The children will continue to revise all of the single sounds of the alphabet and will learn the digraphs ‘sh’, ‘ch’ and ‘th’. The children will continue learning sight words but will also be encouraged to write familiar (sight words) and attempt unfamiliar words in their writing tasks. We will continue to model to the children different ways to ‘sound out’ words so they can start to use to their ‘reading’ and ‘writing’ brains to read simple sentences and have a go at writing simple and complex sentences. This will also help with the children’s weekend recount on a Monday morning. They will have exposure to extend their written language by using sentence starters such as ‘Then’ ‘After that’, ‘Next’ and ‘I felt’. The children will also begin to use connective words such as ‘and’, ‘but’, ‘because’ and ‘so’ to help write more complex sentences.

As part of our Literacy work, the children will engage in looking at a variety of texts to develop vocabulary, descriptive language and prediction, questioning and reading skills.

Guided Reading in small groups will continue this term. The purpose of Guided Reading is to engage children in a text that is appropriate to their reading level so they can make meaning from the text by using reading strategies that early readers need in order for them to be confident and fluent readers.

Numeracy Activities

We will continue consolidating our work with numbers up to 20; with a particular focus on connecting number names, numerals and quantities, including zero, initially up to 10 and then beyond. The children will also be introduced to the different ways we can represent practical situations to model addition, subtraction and sharing through the use of concrete materials. The concepts of weight and volume will be covered as well as chance and data.
**Religious Education**

This term in Religion, the children will investigate the theme “What is the Church?” They will look at images of many churches around the world and discuss what looks the same and different. The children will look through the church at St Kevin’s and list what we find inside and we will discuss what these things are used for and at which times of the year. They will learn that the Church has important ways of praying together through celebrations and rituals, marking special times in the life of believers (e.g. Baptism, Eucharist) and in the Church year (the liturgical seasons). Many stories of Jesus will be read from the New Testament and we will discuss how Jesus spoke and what he did in these stories. They will identify celebrations and rituals that mark special times in the life of the Church community and in the Church year, with a particular focus on Advent and Christmas. The Prep children will perform the Nativity Play at the end of Term for the school community.

In Prep W, Prayer Bear will go home with each child for one night and the children are encouraged to write a prayer and decorate their page. Once the folder is full, we will give it to Father Robert to read and keep. In Prep B, Billie the Bee will continue his adventures in the classroom and the children will have the opportunity to take him home on a weekend. We will continue to say simple prayers and learn many songs that will enable us to participate fully in school celebrations.

**Science**

This Term we will be covering the Physical Sciences Strand with a particular focus on the way objects move and how they move depends on a variety of factors including size and shape.

**History**

In History, we will be looking the Indigenous history of our country. The children will discuss “What is welcome?” and they will listen to Dreamtime Stories, look at aboriginal art and listen to music. A guest speaker will be invited to talk to the children about what it is like living in the outback and tell the children some stories.

**Geography**

This Term the children will look at and discuss the countries and places that are important to the Indigenous and Torres Strait Islander peoples and why these places are important to them. The children will learn to understand reasons why some places are more special than others.

**Upcoming Events and Excursions**

Please see other Whole School Events on the first page.

Aussie Christmas Show – Friday November 27th - 9 am
Prep Nativity Play – Thursday 3rd December 8.30 am
Last Day of Prep Dec 3rd.
St. Kevin’s Year One  
Term 4, 2015

Key Learning Area/Subject Related Information

Literacy
This term students will investigate characters from familiar stories and look at features of the narrative structure such as the plot and twist. There will be a focus on learning about the importance of describing words within narratives to help convey a character within a story. In particular, the students will create their own written Christmas character description.

Spelling words will continue within the weekly homework with additional spelling activities introduced. Challenge words each week will extend the eager spellers. Exploring adjectives will enhance our narrative and journal writing. Blends and digraphs will continue to be taught in conjunction with THRASS activities. Letter writing will be introduced with a focus on writing a letter to Santa and to their senior buddies. Sight words are now revised at an individual pace and remain an important part of reading strategies.

Numeracy
Children will continue their number work with revising addition and subtraction, simple operations and will be introduced to recognising Australian coins along with their value. They will also begin early multiplication and division concepts with learning about equal groups and sharing equally. We will continue to revise their number work from the year with previously learnt concepts.

Religion
This term the students will listen to stories about Mary the mother of Jesus and find out what is the same and different. Stories of the Joyful mysteries will be explored. It is expected that students will be able to name the key people and retell stories of Mary. An explanation of what they know about Mary through images will be demonstrated. Students will explore how the prayer, The Hail Mary, is connected to the stories about Mary in the Bible.
Science
The science focus for this term will be on Earth and Space with a particular emphasis on the daily weather. Students will be investigating seasonal changes as well as daily weather patterns. The contract between the weather in the Northern and Southern Hemispheres will be explored.

Geography
The students will be looking at the ways that space within a place such as a classroom or school ground can be arranged to suit different activities or purposes. The features of a school environment will be discussed and evaluated. The concept of a birds eye view will be explored before the students plan and build their ideal school.

Upcoming Events and Excursions
Please see other Whole School Events on the first page.
Aussie Christmas Show – Friday November 27th - 9 am
Religious Education
In Religion this term the children will examine how they can be stewards of God’s creation. They will explore the creation story and focus on how they can care for the world around them. The class will share stories of Saints like St Francis of Assisi and discuss how the saints showed their care of creation. The children will participate in activities that demonstrate their care for God’s creation.

Literacy
This term the children will examine the different forms of procedural texts used in recipes, board games, instructions and manuals. The children will construct a recipe for a Christmas treat and present a list of instructions to create a Christmas craft item. They will then use their knowledge of procedural texts to write a step by step procedure to explain the process. We will continue our work on reading, spelling, grammar and handwriting skills.

Numeracy
This term the children will be revising all concepts covered across all strands of mathematics. Particular attention will be on money, measurement, probability and data collection.

Science
Students will develop an understanding of how push and pull forces affect the movements of objects. They will investigate the way an object moves depends on a variety of factors, including their size and shape. Students will also demonstrate the different ways that forces (including push and pull) change the shape and motion of objects.

Geography
Students will identify the features of a local shopping centre and record this data on a bar graph. They will contribute individual data to collated class data. The children will interpret the data collected and respond their findings by planning a shopping centre that includes important features.

History
Students will be using the internet, community information guides and local knowledge to write a biography on a significant local individual to reveal information about the past.
Term 4, 2015

Key Learning Area/Subject Related Information

Literacy Activities

An indepth study of “The Island” by John Heffernan and Peter Sheehan

The Island is about recognising and treasuring what really matters in life—moments of happiness.

An overview of the story: A small child, unable to see, was befriended by a sea creature, those with sight only feared. They enviously watched from the shore as the child fearlessly laughed and played with his new friend. This unusual story cleverly explores the meaning of happiness and how to create it. It is an engaging and thought-provoking story that contains many peace-building elements:

- happy ending
- everyone winning
- nonviolent resolution
- imaginative and creative
- challenges existing stereotyping
- faith and hope
- peace with the environment
- finding personal peace

Techniques used to explore the written text will be the use of alliteration, similes, metaphors and personification. Visual techniques such as the use of black and white, loss of colour and size of characters in relation to importance will be identified.

The grammar focus of this term will be on clauses with a process, participant and circumstance. Children will learn to construct accurate sentences using this terminology.

Children will then be encouraged to write their own poetry engaging in quality writing with the use of similes, metaphors and personification.

Different forms of poetry will be studies, such as cinquains, haiku and free verse.

Spelling continues to be important this term as we consolidate our learning with simple strategies for training our visual memory. Children are given 15 words each week and should set goals to obtain 100% accuracy each week. The minimum amount of words to be tested is 10 of their choice but children are encouraged to choose between 10-15 if they want to challenge themselves. Pink group have ten words only therefore we hope that they receive a 10/10 score.
**Literacy Rotations:**

Tuesday’s and Friday’s are the literacy rotation days. Parents, Grandparents and carers are most welcome to assist from 11:45 until 1:15pm. We appreciate any support that you can give in this area.

**Handwriting**

The use of diagonal and horizontal joins should now be in place and it is expected that children demonstrate this ability in all of their written work. It will be further developed and encouraged in class.

**Numeracy Activities**

Place value of ten thousand is our main focus in number.

The commutative and associative properties are also a major focus of number development along with subtraction, multiplication, short division and 3 step addition using high numbers up to 10,000.

The introduction of equivalent and decimal fractions, tenths and hundredths and decimal notation are an important development this term. Strategically placing decimals and fractions on a number line help support this concept.

Measurement is dealt with in litres, millilitres, kilograms, grams, kilometres, metres and centimetres.

Time will be revised with the introduction of 24 hour time.

Tables maintenance and speed will be important and a focus for home learning as well.

**Religious Education**

Our topic is “Jesus is Born.” We will be searching the New Testament for scripture references and looking at the different groups of people that Jesus associated with, e.g. Levites, Pharisees, women, disciples etc. We will compare the scripture readings of Jesus birth.

**Science**

The strand is Physical science. Heat can be produced in many ways and can move from one object to another. It can also be measured along with learning the safety measures required to undertake these experiments. Experiments will be undertaken and the concept of fair tests explored. Our students will develop the skill of making predictions and describing patterns and relationships within our discoveries.
**History/Geography**

The geographic content in this year level involves two strands: geographic knowledge and understanding and geographic skills. Different people and cultural perceptions of special places will be explored. Students will be asked to discover places that are special to family members and how these places make them feel. Different modes of expression such as songs, visual art, paintings and artefacts will be looked at as a way of expressing these emotions we have for significant places. The class will provide suggestions of how protection of these special places may occur.

Children will be given an opportunity to share family traditions and culture with the class, maybe sharing favourite foods, costumes, holiday destinations etc in the form of a short, informal talk. We have a wealth of cultural differences in our own community so it should be an exciting time for us as we share these special aspects of family.

Christmas around the world will also be a special feature in our end of term learning.

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**Technology and ICT**

Our students will be encouraged to learn keyboarding skills using the home keys and to learn touch typing. We will also encourage the use of this technique at home so that it has time to strengthen in speed and accuracy.
This term the children will be collating all the information they have learnt this year to determine who Australia’s influential people from the 1800’s are. The children will investigate those who fought for social justice, authors, artists, missionaries, amongst many others. Along with this, the students will be introduced to the world of Australian poets and poetry. They will explore the writings of some famous Australian poets such as Banjo Patterson, Henry Lawson, Dorothy Mackellar, Noel Stallard and Rupert McCall. The children will study different forms of poetry, create a small anthology and present one of these poems in a group, to the class.

**Religious Education**

Our fertile question this term is: What impact did Pioneering Catholics have in determining our local church history today? Students will develop their understanding of community through an exploration of different texts and experiences of different communities, including Jewish communities, early Church communities in Australia and contemporary parishes and dioceses. The children will demonstrate their knowledge through learning journals, timelines of events and other class activities.

**English**

Our genre focus for this term is poetry with a particular emphasis on Bush Ballads. The children will undertake a number of poetry related activities including the collection of various poems such as cinquains, haikus, limericks, acrostic, shape and ballads. The children will present their poetry creatively. Noel Stallard, a local poet, will visit the school and present some of his poetry to the children. The children will create a biography on Noel and a reflection on his visit. The children will also be covering a number of comprehension and reading activities based on poetry.

**Mathematics**

This term during Mathematics the children will continue to explore basic computation using addition, subtraction, multiplication and division. Coupled with this, classes will also be enhancing skills in the following areas: fractions, chance and data, graphing: line graphs and dot plots, square metres, timetabling, nets of 3D shapes / enlargements and reductions, measuring in millimetres / hectares, mapping, volume, and spreadsheets.

**Science**

Our Science work this term will allow the children to looking at Chemical sciences and in particular solids, liquids and gases and the different observable properties they have. The children will also explore how solids, liquids and gases behave in different ways according to their chemical make-up at any given time. The students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. They test predictions relating to the behaviour of solids, liquids and gases by conducting investigations focused on the observable properties and behaviours of solid, liquids and gases.
Questions that shape this inquiry include:

- What are examples of everyday substances that exist as a solid, liquid or gas?
- What is a solid? What is a liquid? What is a gas?
- What are the observable properties of solids, liquids and gases?
- What changes occur when heating or cooling solids, liquids or gases?
- How do we investigate gases if we can’t see them?
- If a gas has mass how can we measure it?

**History**

Our History this term is closely aligned with our Religion Unit. The children will be looking at the passenger manifesto of the First Fleet and subsequent Fleet arrivals in the establishment of the First colonies in Australia but in particular looking at the development of the Catholic Church in the early settlement. The children will research significant Catholics: individuals or groups and the role they played in shaping the Catholic Church in Australia. Questions that will be explored include:

- Were there Catholics on the First Fleet?
- Where and how did they pray?
- Where was the first church built? Who ran this church (Priest or Bishop or lay people)
- When did religious missionaries arrive and become known?
- Who was the first bishop?

**Geography**

Geography this Term will see the children taking an interactive online study of Africa and South America. They will look at the location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents. Australia, Africa and South America all have in common the fact that they are in the southern hemisphere and so we will be looking at the question of climate and habitat. What endangered animals, sea and land creatures, do Africa and South America have and what can we do to protect their environments.

**Upcoming Events and Excursions**

- Excursion to Samford Museum Historical village – Wednesday 14 October
- Visit by Noel Stallard, Poet - Friday 23 October
St Kevin’s Year 5
Term 4, 2015

Religious Education
This term students will investigate the many ways the school/parish celebration of the Eucharist strengthens, nourishes and sustains our school community of believers. Students will demonstrate their understanding of how the community is nourished and sustained by the Eucharist.

They will also identify many ways in which faith is shared and strengthened in communities of believers. Students will explain the significance of personal and communal prayer and worship, including the Eucharist, Sabbath rituals and prayers for nourishing and strengthening communities of believers. They will explore practices from the Shabbat to understand more fully the Shema, the meals, songs etc and to develop their understanding about the connections between the Shabbat practices or prayers and why they are significant. Students will explore how the practice explains or represents the Jewish relationship with God.

English
Students will continue to develop their knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. They will be exploring poetry this term, and will focus on devices such as repetition, creating similes, metaphors and personification whilst examining the structure and language features of the text. Students will create texts incorporating these devices. They will present a personal point of view with regards to the poems, along with an interpretation of the author’s purpose. Students will be encouraged to use metalanguage and to reflect on the viewpoints of others. They will continue to complete many reading comprehension activities this term and will keep working with their ‘Grammar Conventions’ and ‘Targeting Handwriting’ texts.

Mathematics
Students will develop understandings and skills involving:
- Chance - order chance events, express probability on a numerical continuum, apply probability to games of chance, make predictions in chance experiments
- Data representation and interpretation - investigate an issue (design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion)
- Using units of measurement - read and represent 24-hour time, convert between 12- and 24-hour time
- Number and place value - apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples
**Science**

Now you see it!

In this unit, students will investigate the properties of light and the formation of shadows. They will investigate reflection angles, how refraction affects our perceptions of an object’s location, how filters absorb light and affect how we perceive the colour of objects; and the relationship between light source distance and shadow height. They will plan investigations including posing questions, making predictions, and following and developing methods. They will analyse and represent data and communicate findings using a range of text types, including reports and annotated diagrams. They will explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples’ lives.

**Geography**

This term Year 5 students will investigate the inquiry questions 'How do people influence the human characteristics of places and the management of spaces within them?' and 'How can the impact of extreme weather events on people and places be reduced?', investigating the interconnection between people, places and environments and the effect these have on places. To complete these tasks students will focus on their local community and safety procedures and practices that state and local government have initiated.

**Art**

This term students will focus on creating cartoon images predominantly focusing on animals. They will investigate proportion and scale whilst examining the placement of facial features in their pencil drawings.
St Kevin’s Year 5-6W  
Term 4, 2015

Religious Education

This term students will identify many ways in which faith is shared and strengthened in communities of believers. Students will explain the significance of personal and communal prayer and worship including the Eucharist, Sabbath rituals and prayers for nourishing and strengthening communities of believers. Students will explore practices from the Shabbat to understand more fully e.g. the Shema, the meals, songs etc. and to develop their understanding about the connections between the Shabbat practices or prayers and why they are significant. Students will explore how the practice explains or represents the Jewish relationship with God.

Year 5 students will also investigate the many ways the school/parish celebration of the Eucharist strengthens, nourishes and sustains our school community of believers. Students will demonstrate their understanding of how the community is nourished and sustained by the Eucharist.

Year 6 students will extend this by identifying and describing many ways in which faith is celebrated in the lives of believers, including the Church’s liturgical year and liturgical celebrations and the celebration of Eucharist. Students will be encouraged to explain the significance of personal and communal prayer, including the Our Father for the spiritual life of believers.

English

Whilst all students are exploring poetry this term, students will focus on devices such as repetition, creating similes, metaphors and personification whilst examining the structure and language features of the text. Students will create texts incorporating these devices.

Year 5 students will present a personal point of view with regards to the poems along with an interpretation of the author’s purpose. Students will be encouraged to use metalanguage and to reflect on the viewpoints of others.

Year 6 students will examine how author’s choices influence a personal response to differing texts. Students will also analyse how text structures and language features work together to meet the purpose of the text.

Mathematics

Decimals will be a significant feature of Year 5 Maths this term. Students will begin by examining decimal place value and then continue to explore both multiplication and division of decimals. Students will also add and subtract fractions. Students will collect data using questionnaires, compare measurement data and explore dot plots.

Year 6 students will investigate negative numbers and recurring decimals. They will also investigate data sampling, data exploration along with misleading data and comparing graphs.
**Science**

Year 5 students will investigate the properties of light and the formation of shadows. They will investigate reflection angles, how refraction affects our perceptions of an object’s location, how filters absorb light and affect how we perceive the colour of objects; and the relationship between light source distance and shadow height. They will plan investigations including posing questions, making predictions, and following and developing methods. They will analyse and represent data and communicate findings using a range of text types, including reports and annotated diagrams. They will explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples’ lives.

Year 6 students will investigate electrical circuits as a means of transferring and transforming electricity. They will design, create, test and improve on 3D structures, motor powered cars, small electronic games and Christmas decorations using electrical circuits to make observations, develop explanations and perform specific tasks, using light bulbs, motors, buzzers, batteries and copper wire safely.

**Geography**

This term Year 5 students will investigate the inquiry questions 'How do people influence the human characteristics of places and the management of spaces within them?' and 'How can the impact of extreme weather events on people and places be reduced?', investigating the interconnection between people, places and environments and the effect these have on places. To complete these tasks students will focus on their local community and safety procedures and practices that state and local government have initiated.

Year 6 students will look at statistics and how geographers can represent statistics in different ways. They explore the issue of global wealth and how its uneven distribution affects people. They investigate the problem of safe drinking water and how people in many countries do not have access to local, clean drinking water. They research how Australia responds to this problem and helps countries overcome this problem.

**Art**

This term Year 5 students will focus on creating cartoon images predominantly focussing on animals. In contrast Year 6 students will create caricatures of themselves that feature their leadership strengths whilst emphasising features. All students will investigate proportion and scale whilst examining the placement of facial features in their pencil drawings.

This term, Year 6 students will be actively involved in all aspects of their graduation. They will help prepare the liturgy, prepare artwork and are involved in the graduation dance.

Year 5 students will be preparing to become leaders of the school investigating leadership roles, participating in teamwork activities and writing speeches.
Religion

Students identify ways in which faith is lived out in the life of believers, personally and communally. They identify ways in which believers actively participate in liturgical celebrations and interpret the meaning of these for believers. They identify the parts of the Mass, including the Liturgy of the Word and the Liturgy of the Eucharist. They make connections between their own experiences and the seven petitions of The Lord’s Prayer and communicate an understanding of the key purposes of the Eucharist.

English

Students delve into the world of poetry. They learn the different types of poetry and the devices employed by poets. They analyse how poets play with language, language features and language patterns to achieve particular effects and discuss the content and style of poetry. The students will produce imaginative and original poetry based on published works studied in class.

Mathematics

This term students revise fractions and percentages. They apply this knowledge to real life problems and to the calculation of probability. Students will also be continuing with number patterns, algebra and negative numbers. They will continue with application of various mathematical concepts in solving their Murder Mysteries.

Geography

Students look at statistics and how geographers can represent statistics in different ways. They explore the issue of global wealth and how its uneven distribution affects people. They investigate the problem of safe drinking water and how people in many countries do not have access to local, clean drinking water. They research how Australia responds to this problem and helps countries overcome this problem.
Science

Students will investigate electrical circuits as a means of transferring and transforming electricity. They will design, create, test and improve on 3D structures, motor powered cars, small electronic games and Christmas decorations using electrical circuits to make observations, develop explanations and perform specific tasks, using light bulbs, motors, buzzers, batteries and copper wire safely.

Art

In art students will create caricatures of themselves that feature their leadership strengths whilst emphasising or deemphasising features. All students will investigate proportion and scale whilst examining the placement of facial features in their pencil drawings.

Graduation

Students are actively involved in all aspects of their graduation. They help prepare the liturgy, prepare artwork and are involved in the graduation dance.
St Kevin’s – Music
Term 4, 2015

Prep
• Provide a variety of music for children to begin to appreciate soft/loud, fast/slow elements that are used in different types of music.
• Continue to develop music elements that are used in different types of music.
• Students perform the beat and rhythm in known songs using untuned percussion.
• Learn a repertoire of Christmas songs that can be enjoyed individually, as a class and with the school community.

Year 1
• Provide a variety of music for children to begin to appreciate soft/loud and fast/slow elements that are used in different types of music.
• Continue to develop elements introduced in term 1, 2, and 3.
• Students place melodic elements so and mi on staff in different positions.
• Learn songs to prepare the rhythmic element za.
• Learn a repertoire of Christmas songs that can be enjoyed individually, as a class and school community.

Year 2
• Practice melodic concept la in known and unknown repertoire.
• Make conscious 4 metre and melodic element do.
• Read so, me, la songs on staff notation.
• Introduce 4 beat melodic ostinato.
• Make conscious ties and rhythmic element minim.
• Develop an understanding of simple musical terms and practice identifying musical terms in certain songs.
• Consolidate musical elements learnt in Term 1, 2 and 3.

Year 3
• Read, write and perform stick notation for rhythm patterns using ta, titi and tikatika and za.
• Practice known melodic elements do, re, mi, so and la in known and unknown contexts in staff and stick notation.
• Learn intervals (distance between two notes) as major 2\textsuperscript{nd} and minor 3\textsuperscript{rd}.
• Continue 2 and 3 part canon singing.
• Sing songs as part of our liturgical education including Christmas Carols.
Year 4
- Practice do pentatonic scale using letter names. (do = F, G, and C)
- Continue learning about orchestral instruments
- Introduce major 3\textsuperscript{rd} interval
- Read and perform stick notation for rhythm patterns using known rhythms
- Prepare repertoire for melodic element high do.
- Learn rhythm of 2 uneven sounds on 1 beat in compound time.

Year 5
- Prepare and perform a small group ensemble piece.
- Continue practicing melodic and rhythmic elements learnt in term 1, 2 and 3.
- Practice extended do pentatonic scale.
- Practice major 2\textsuperscript{nd}, minor 3\textsuperscript{rd} and major 3\textsuperscript{rd} intervals.

Year 6
- Sing canons in 3 parts as a class and as a small group
- Practice known songs with rhythmic ostinatos
- Prepare and perform a small group ensemble piece.
- Practice extended pentatonic scales with body ostinato
As we begin Term 4, with the purple Jacarandas blooming, its autumn AKI あき in Japan and the whole country is a lovely shade of orange.

I am so looking forward to showcasing the wonderful samples of student work from year 5 and 6 at the Languages Project EXPO 2015 on October 30th. Students have been participating in an action research project over the past 12 months titled “Let’s read Japanese iBooks and Shape poems”.

The Japanese day will be celebrated on Friday 20th November. The theme this year will be ORIGAMI. The plan is for the whole school to create a whole school ORIGAMI MURAL. We all have beautiful origami creations to look forward to. Tuckshop will be providing a sushi lunch deal again and we will gather as a whole school in the session after lunch.

**Learning Intentions:** Students are learning in

**Year 3:** all about Japanese festivals celebrated throughout the year matching the activity and celebration the correct month. Then there will be a focus on the fun activities celebrated during OSHOUGATSU お正月 New year.

**Year 4:** to describe their CLASSROOM DOJO MONSTERS in Japanese identifying colours and body parts and then talk all about them in the iPad app Puppet Edu, or Chatter Pix.

**Year 5 and 6:** to talk and read all about Japanese Cuisine WASHOKU 和食. They will listen to Podcasts about the different varieties of SUSHI and other traditional Japanese dishes.

**Criteria for Success:** Students will be successful when

**Year 3:** they can talk all about festivals MATSURI 祭り celebrated throughout the year in Japan.

**Year 4:** they complete the Monster story in Japanese on the iPad.

**Year 5 and 6:** they are able to successfully navigate the Wiki Japanese Cuisine and have a conversation in 日本語 about their preferences for Japanese food.
St Kevin’s Physical Education
Term 4 2015

Prep
“Animal Dance”…. children explore the elements of movement (speed, level and shape) and plan and perform a sequence of movement in response to music. They will identify and describe how their body responds to movement.
Perceptual Motor Program activities are included in every lesson.

Year 1 & 2
“Travelling and Balancing”- children explore different ways our bodies move and what is required to maintain and regain balance in varying contexts using equipment and apparatus.
Perceptual Motor Program activities are included in every lesson

Year 3 & 4
‘Two Handed Striking”… students develop two handed striking skills to enable them to participate in a variety of games and sports including cricket, tennis, baseball, softball, hockey and golf. They adopt inclusive practices and apply strategies for working cooperatively.

Year 5 & 6
“Lacrosse”…students develop specialised movement skills within the context of the Canadian game Lacrosse. Children will explore strategies which enhance teamwork and apply these in modified game situations. Other games including Hurling and European Handball will also be explored.