



Curriculum Report March 2023

Science



Over the last few weeks, students have explored a mix of biological, chemical and physical science. This has provided some excellent opportunities for students to develop their critical thinking skills, follow experimental procedures and use a range of scientific apparatus. In particular, an emphasis on making and recording measurements using familiar formal units and appropriate abbreviations (e.g. seconds (s), grams (g), centimetres (cm) and millilitres (mL)) has been encouraged.

Specifically, students have looked at the life cycle (metamorphosis) of frogs and have presented their findings in a range of formats. In grade 3/4 this included completing a frog species report and painting plaster models of their frog species from egg to adult frog stage. In Prep & 1/2, an emphasis on frog habitat was explored when they constructed an ideal frog habitat using a range of materials. Completing a frog booklet, and frog facts scavenger hunt also aided in their understanding of frog life cycles.



To further develop their science skills - all students made Oobleck slime. This allowed students to explore non-Newtonian fluids and how state of matter can change through the application of force. Students thoroughly enjoyed this messy, but extremely fun practical. Students also enjoyed constructing and launching their own balloon rocket – which required students to measure distance (m) and for the older classes, seconds (s) as well. In addition to this, the grade 5/6 hoop flyer challenge saw students explore aspects of flight including drag, thrust, lift and weight to create a hoop flyer that would travel the furthest distance. Their modifications, designs and distances were very impressive. They also participated in the 'Coloured Test tubes' practical which required students to use a range of apparatus including measuring cylinders and syringes to accurately measure and achieve the colours of the rainbow.

Overall, I'm extremely proud of the progress each grade has made over the last few weeks. They are a pleasure to teach, and I look forward to seeing what the budding scientists achieve over the remainder of the term.

Here's a glimpse of some of the MPS 5/6 scientists in action 😊..... it's been lots of fun!



PE



In Physical Education the Grade 3-6 students are focused on their Athletics Preparation. All events have been introduced and all students are busy perfecting their skills. All students are encouraged to balance having a go at those events that they find challenging with focusing on the tweaks they can make to the events which they already feel successful at and that could give them an extra edge.

Running along side of this is a fitness component to help students find value in Athletics practice even if this may not be something of interest for them. That all of these events have transferable skills and types of fitness that can help us grow more competent in the ways they do choose to move their body.

I have seen some great improvement in students skills, perseverance and fitness. It has also been pleasing to see students encouraging and helping others.

Grades P-2 have been focused on their locomotor skill development which has been facilitated through a little introduction to athletic events and lots of work with circuits. Students have been exploring change of pace and direction safely and taking turns of being a leader in activities

The photo featured show students rating their of skill development. It is incredible how self aware the students are. The next step is to drive this awareness into their sessions to continue their improvement.

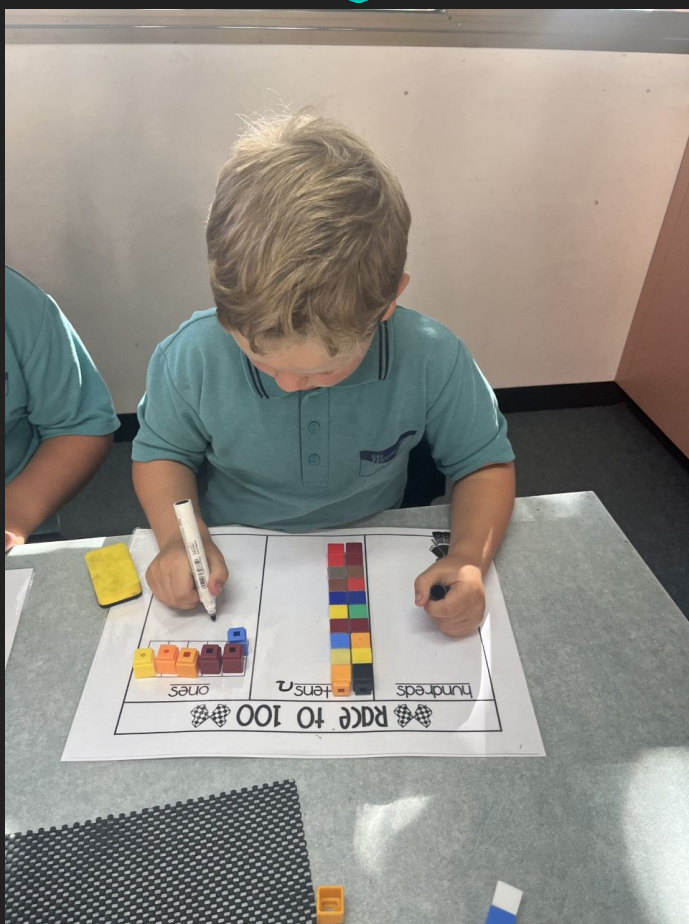
Students have also been learning some new games and activities to bring into their classrooms during their active breaks. See video for one on the games students were asked to teach their teachers.

Prep



RRRR & Resilience Project	<ul style="list-style-type: none"> -Growth Mindset character video clips learning about the brain and the need for challenges -Respectful Relationships Program – focus on emotions
Maths	<ul style="list-style-type: none"> -Counting forwards accurately and fluently to 10, then 20 and back from 10. -Correctly pronouncing 'teen' numbers when counting -Estimating and making models of numbers to 10, counting these with 1:1 correspondence -Features of 2D shapes
Literacy	<ul style="list-style-type: none"> -New routines and lessons from staff Sounds-Write learning - whole class and small group blending, segmenting, and swapping sounds (manipulation). -Continuing to use Cued Articulation to represent sounds at the beginning of words -Retelling stories through oral language and drawing (teacher scribes message) -Letter formation - own name and focus letters -Fortnightly visits from the O.T. - working on core strength and fine motor (see photo)
Inquiry	<ul style="list-style-type: none"> -Bucket Filling – What do we do to fill our own bucket and filling someone else's bucket - How can we be 'bucket fillers' when we play and learn inside and outside the classroom?

Grade 1/2



RRR & Resilience Project

Topic 2: Personal Strengths: Activities will assist students to identify and describe personal strengths.

Maths

This week we are finishing off our focus on Place Value for Term 1. We will then go on to Measuring Length before finishing off the term with a focus on Money: ordering and counting small collections.

Reading

We have been exploring a range of 'Big Books' this term, focusing on comprehension strategies, story retells, using punctuation to read fluently and spelling patterns to assist in decoding words.

Writing

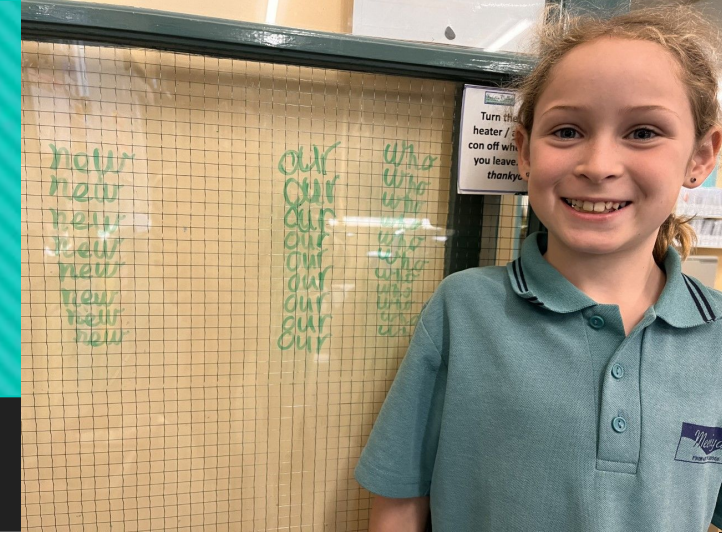
We have continued to work on recount writing, introducing students to the sequence of events. We will continue to work on letter writing throughout the year.


Inquiry

Inquiry we have been working on how to be healthy. We have covered the topics of healthy eating, exercise, sleep and will cover mindfulness to finish off the term.

Yoga Sessions





RRRR & Resilience Project	Students are exploring their personal strengths in Respectful Relationships. Students participate in weekly class meetings in which we focus on gratitude and empathy. Additionally, they participate in fortnightly yoga sessions that encourage mindfulness.
Maths	For the remainder of the term students are focussing on 3D Shapes, in which they will be comparing 2D & 3D shapes. Students will also continue to work of number fluency, through short maths games and activities.
Reading	In Grade 3/4 we have been deep diving into the book <i>Fox</i> by Margaret Wild. We have inferred character traits and worked on making predictions that are informed by evidence/clues in the text. In the coming weeks, students will choose a character from the book and work on creating a character analysis.
Writing	We have started our narrative unit. We are focussing on narrative structure, using descriptive language to describe characters and settings, and using 'sensational story starters' to open our stories.
Inquiry	Students will be exploring 'How does a community meet the needs of it's members?'. 



Grade 5/6

RRRR & Resilience Project	Students are working through Topic 1 in RRRR and learning to be able identify, explain and label a range of emotions. Students have also been learning about Gratitude following on from our Resilience Project excursion.
Maths	We are wrapping up our Place Value unit. Students now have an improved understanding of working flexibly with whole and decimal numbers.
Reading	Students are enjoying being active participants in their Lit Circles and completing a range of roles each week. We are also exploring nonfiction texts and how we can identify the main idea in these texts.
Writing	Students are working through the writing cycle to create a narrative text. They are applying their understanding of developing a setting and characterisations to make their narratives engaging for their audience.
Inquiry	Students are focusing on Migration and investigating a range of wonderings including why people migrate, which countries they come from and the different ways people arrive in Australia.



Learning Specialist Report

It has certainly been a busy month so far. After going through the review we stepped straight into Student Support Group Meetings and then NAPLAN for our Grade 3 and 5 students. All students have handled it superbly thanks to the support of their teachers.

Our weekly PLC meetings have been busy examining student work samples so teachers can understand exactly where students are at, and what they need next with their learning during our Place Value cycle. Teachers have been discussing the progression of learning and also been completing readings around questioning. The purpose of well planned questions is to assist with understanding student learning, to better inform our teaching and set appropriate challenges for students. This is an area we will continue to dig into as the year progresses. The Place Value cycle has wrapped up now, where teachers have examined the final Common Assessment Task administered to students to examine their growth over the cycle. Here we will use the data to inform intervention groups for any students who need extra support or extending.

Classroom observations have still be taking place during this busy time, where I am lucky enough to be apart of the learning taking place in maths sessions each week. It has been great to see how the discussions we have in PLC around teaching Place Value to all students in P-6 is transferring into the classroom. Previously the teachers were mostly focusing on Learning Intentions and Success Criteria. Now, the focus has been mostly around questioning and feedback to and from students.