

Brighton Primary School

Specialist Teachers

Teaching and Learning Program

Term 3 2017

Dear Parents / Caregivers,

The following teaching and learning programs provide an overview of the **curriculum to be covered by specialist teachers for term 3, 2017**. We hope you take the time to read this information as our specialist staff are committed to keeping parents informed about the curriculum focus we have at the school and the work being covered. Please contact one of us, or any of the specialist staff for additional information.

Frank Mittiga
Principal

Specialist Teaching and Learning Programs

Physical Education Program R-7 Mr Jeff Miller

Objectives:

- Lessons are based on knowledge that there are different levels of ability with fundamental movement skills from class to class and year level to year level.
- Providing opportunities for students to participate in a range of skill- based activities.
- Lessons are based on 1.Coordination & Agility activities, 2. Movement challenges and games
- Creating opportunities for students to work with a partner, in small groups, modified teams and as a whole class.

Receptions to year 2 students practise body movement and control, demonstrating different ways the body can move by composing and sequencing simple movement patterns. Students show awareness and consideration of others during play situations and practise the fundamental movement skills of balance, sprint run, vertical jump and catch.

Year 3-4 students perform movement sequences with consistency and control and demonstrate cooperation, effort and practice in physical activity. Students demonstrate proficiency in the fundamental movement skills of static balance, sprint run, vertical jump, catch, hop, side gallop, skip and overarm throw through practice and application in different games and sports.

Year 5, 6 and 7 students understand the elements of movement and compose and perform movement sequences with control and coordination in various contexts. Students demonstrate teamwork, tactics and strategies when participating in team games. They demonstrate proficiency in the fundamental movement skills of leap, kick, two- handed strike and dodge and apply them in a range of challenging physical activity contexts. Students participate in a range of moderate to vigorous physical activities and apply movement skills with increased confidence and precision.

Brighton Primary utilises the **'My Sporting Schools' programs** to observe and work closely with a range of sporting coaches and program providers. Term 1 providers AFL Football, Term 2 Rugby SA and Term 3 Basketball SA.

SAPSASA Term 3 Basketball- Year 4/5 and 6/7 teams AFL Multicultural Carnival
Indoor Volleyball Rugby mixed year 4/5 teams Athletics

Auslan Language Study Yr R-7 Ms Kylee Haar

Year R-1 Students are furthering their use and understanding of Auslan, with the introduction of new vocabulary delivered through games, song, and discussion, affording all students opportunities to practice Auslan in different scenarios. The curriculum will be built on the desires to communicate and interact particularly around topics that are familiar.

Year 2-7 Students are deepening their understanding of Auslan through observation and discussion. Students are watching short stories in the target language and working in groups to gain meaning.

The National Week of Deaf People (NWDP) is a weeklong national celebration of Deaf Individuals and the Deaf Australian community. It is an opportunity for Deaf people to celebrate their community, language, culture and history. During this week the students will be exploring different aspects of the NWDP.

Choir (Singing) - Whole School + Specialist Choir + Year 7 Choir Choir Coach - Ms Kylee Haar - Term 3

During term 3 there are 2 performances. The Whole School Choir will be performing a song at the Book Week assembly, Friday Week 5. The Whole School Choir practices at lunchtime on Wednesdays. All are welcome. Performances are not a requirement of this choir, some students like to attend practices only.

The Whole School Choir and Specialist Choir will be performing at Open Night, Tuesday Week 8. The Specialist Choir is an audition based choir which requires a high level of commitment. Students forgo most of their lunches in order to prepare for performances both in and out of school. This choir has a strong student voice with guidance being provided where needed.

The Year 7 Choir began this term. This as the name suggest is a choir for the year 7 students. The main purpose of this choir is for the year 7's to agree on, practice and ultimately perform a song for graduation at the end of the year. This choir is open to all interested Year 7 students and practices at lunchtime on Friday's.

Visual Arts and Drama Overview R-7 Ms Rachel Snewin

Foundation/Year 1-Focus –Living things have a variety of visual features- Preparation Music is Fun.

Drama-role playing/dance drama/improvising/performing/miming.

Visual Arts-learn how their ideas or subject matter can be developed through different forms, styles, techniques, materials and technologies –bugs/flowers/animals etc. Music-Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes

Year 1/Year2 –Focus-Creating sound effects using instruments/Preparation Music is Fun/Living things have a variety of visual features

Drama- Use voice, facial expression, movement and space to imagine and establish role and situation.

Music-Sing and play instruments to improvise sounds in story-Peace at Last. Create own sounds from nature.

Visual Arts-learn how their ideas or subject matter can be developed through different forms, styles, techniques, materials and technologies

Years 3 / 4-Focus -Elements of art through Science-Living things can be grouped on the basis of observable features and can be distinguished from non-living thing. Preparation for Music is Fun.

Drama-use story structures to shape drama for audiences-role play/improvising

Visual Arts-explore and experiment with visual conventions such as line, shape, colour and texture to develop an individual approach to a theme or subject matter. Music - develop their aural skills and learn to listen as performers and as audience

Year 5/6-Focus Asian Arts-specifically looking at how seasons and mythical creatures are incorporated into Asian artworks. Book Week books.

Visual arts- draw ideas from other artists, artworks, symbol systems, and visual arts practices in other cultures, societies and times Drama- use conventions of story and other devices such as dramatic symbol to communicate meaning and shape and sustain drama for audiences.

Year 7 –Focus Comparing Van Gogh and John Edmarks bodies of work and the use of a signature items in film making and theatre.

Visual Arts-combining and manipulating a range of physical and digital materials (eg. Makers Empire,3D printing) Drama-develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions through signature items.

Week 6 –Super Dooper-stage drama/musical based on Book Week books (Foundation/1/2/3/4/5/6)

Weeks 1- 10 - Mondays -Community art project working with artists to develop designs and paint new stobie pole boards. (Years 5/6 7)

Outdoor Education R-7 Mr Lucas Lane

Year R-2: Natural and Man-made Resources. Curriculum Area: Science, Design & Technologies; Sustainability

Students will be able to: Acquire knowledge to help them use resources more sustainably. Distinguish between natural and man-made resources, and attempt to identify the origins of man-made materials. Use both forms of resources in design and creation. Students will understand: That all materials derive from natural resources in some way. The concept of renewable and non-renewable resources.

- What are resources?
- Natural VS man-made: Making comparisons
- Where did this material come from?
- The many uses of plastics
- Reuse, recycle, repurpose
- Designing with natural resources

Year 3/4/5: Mapping, Navigation, & Orienteering. Curriculum Area: Geography, Mathematics, Physical Education

Students will be able to: Apply basic navigational principles (e.g. Directional language, Coordinates, etc.) to achieve a task. Develop strategies to successfully navigate using a compass & map.

Students will understand: That a full circle is made up of 360 degrees, and how this is directly linked with North, South, East, & West.

- The early map-makers: Navigation before a bird's eye view!
- Revisiting coordinates
- Coordinates game: Minesweeper
- Introduction to degrees: Navigating a SPHERO challenge
- When Google Maps won't cut it: North, South, East & West, and how direction connects with degrees.
- Attempting a simple orienteering course
- The science of pirate navigation: Creating your own treasure map

Year 5/6: Rain and Storm Water Project (STEM). Curriculum Area: Science, Design & Technologies, English; Critical & Creative Thinking; Sustainability

Students have been challenged to answer the question;

What happens to the rain that lands on our school? This term they will continue to discuss Brighton Primary's place within the rain cycle. Students will be able to: Apply knowledge of stormwater runoff, the water cycle, and pollution to plan for, and initiate change in their local community. Design and then utilise instruments for measuring data (rain gauge), and then collect and use this data. Students will understand: The four interdependent stages of the earth's rain cycle. That the concept of water as a renewable resource is questionable.

Actions taken within the home, school, and local community, have repercussions to the larger community (stormwater pollution).

- The rain cycle
- Preparation for BPS rain study
- Week 3: Excursion to local GPT
- Week 4: Collection of rain data
- Analysis of rain data
- How can we use this data to affect change at BPS?
- STEM stage 2: Develop a plan for minimising Stormwater pollution at BPS
- The rain cycle
- Do hard surfaces effect the rain cycle?
- Week 3: Excursion to local GPT
- Idea generation: How can we positively influence Stormwater pollution at Brighton Primary School?
- Actioning change: Little ideas, big results!

Year 7: Team Building and Cooperative Problem Solving. Curriculum Area: Critical & Creative Thinking, Personal & Social Capability

6.3 will be participating in short, challenging outdoor problem-solving activities, during the last 30 minutes on a Thursday afternoon. The challenges are designed to promote teamwork, inquiry, deep and lateral thinking, as well as challenging physical components. This unit is designed to be efficient as the class time is limited.

Mr Mike Delean Coordinating learning Support Programs

Learner support at Brighton Primary School is continually monitored and reviewed. In Term 1 all new reception students are screened to determine their phonological awareness and further support is provided to any reception students not reaching benchmark levels.

Running Record levels are used to determine any Year 1 and 2 students who require further support to reach benchmark levels in reading. Support programs happen in a variety of ways including 1:1 support, small group support or classroom support. Targeted Year 1 and 2 students are involved in the MiniLit program to support their reading and spelling development.

These groups are reviewed each term depending on the needs of the students. Targetted Year 3 and 4 students are involved in the MultiLit program to support their reading development. Classroom support and small group support sessions are implemented for other targeted Year 3 – 7 students.

ATSI Programs- Learning Support- Ms Alex Catalan

In my role as the AET Aboriginal Education Teacher I work with all the indigenous students that attend Brighton Primary School. My focus is to support these students in three main areas; Literacy, Numeracy and Wellbeing. This support can be either in class support with individual students or working with students in small groups on a weekly basis.

Part of this program is to also help students connect with their indigenous backgrounds and teach them some cultural learning. We have visited Warraparringa Cultural Centre where students learned the history and the importance of the Kurna people and how they are the custodians of this land.

We have also been lucky enough to receive an Art Grant to create two indigenous mosaic panels for Brighton Railway Station. Students have been working hard to complete this project and they will also be involved in planting an Aboriginal garden to complement our mosaic panels.

Special Education Program Ms Marisa Wilson

I work with students who meet the disability support program eligibility criteria and are verified as a student with a disability. My role is to support these students to access their learning on the same basis as a student without a disability. As part of my role, I collaboratively work with students, families, teachers and support professionals to create Negotiated Education Plans that include SMART goals that aim to meet the needs of the student.

I work directly with the students, individually and in small groups, towards their learning and well-being goals outlined in their Negotiated Education Plan. I also support teachers to make reasonable adjustments to their learning programs, whether it is adjusting the curriculum, environment and/or teaching approaches.

I am part of a highly skilled and caring team of SSOs who also support our students. Our team includes Wendy, Fiona, Tyler, Alison and Trish. My role further includes liaising with DECD support providers who work with us to build our capacity to meet the needs of all students. Our support team involves a Special Educator, Psychologist, Speech Pathologist and Behaviour Coach. This year I'm studying 'The Graduate Certificate in Special Education with a Focus on Autism'. This semester's assignment involves developing and implementing a School Action Plan to improve learning and support for students with autism.

EALD Program Ms Charlotte Archbold

Support for some children who have English as an Additional Language or Dialect (EALD) is provided to students on Monday, Tuesday and Wednesday morning. The DECD Language and Literacy levels are used to determine support.

This term children in Reception to Year 2 will be having a grammar focus on nouns and the role of nouns in a sentence. We will be extending vocabulary and noun groups with adjectives and prepositional phrases.

This term children in Year 3-6 will be focusing on procedural texts. These texts are often accompanied by diagrams, charts and pictures so we will be exploring the role of graphics within texts.

This term our Year 7 students will be supported in class and with assignments. We will be working on strategies to access homework and self-directed study tasks.

Support is delivered alongside class teacher in whole class sessions or in small groups. A few students receive one to one support based on individual learning goals and in consultation with class teacher.

Centre For Deaf Education Ms Melissa Phillips

The Centre for Deaf Education is fully intergraded, which means that all Deaf and hard of hearing students have full access to the many learning opportunities in the mainstream school.

The 16 Deaf and hard of hearing students have three sessions a week of Deaf studies, AUSLAN and Deaf space to provide a connection with their peers across the classrooms, discuss communication and social strategies related to their degree of hearing and develop a positive identity as full and valuable members of both hearing and Deaf communities. This is facilitated by Deaf and hearing CDE staff.

Expected Student Outcomes

Auslan

- opportunities to expand domains of use in their first language and to develop skills in registers and genres not necessarily encountered in their home context, particularly in the case of delayed L1 learners of Auslan
- understanding of the systems of Auslan and sociolinguistic variation of the language in context
- the development of neural pathways and cognitive processes unique to using a visual language
- greater access to the curriculum using increasingly sophisticated Auslan for L1 learners
- capacity to communicate with peers, friends and family members who use Auslan
- improved capacity for visual-gestural communication
- intellectual interest, engagement and personal challenge
- opportunities for meaningful cross-curricular integration, for example through the use of information and communication technology (ICT)
- access to alternative ways of thinking and expressing ideas

Deaf Studies

- reflection on their own identities, awareness of the values and beliefs that underpin their communication practices, and exploration of their expression of identity in Auslan and in Deaf culture and of how this can be extended to English and other languages and cultures
- development of the capacity to translate and interpret activities that provide insights into cultural and linguistic differences and similarities between Auslan and English and between communicative practices in the two languages
- reflection on their linguistic environment at local, regional, national and international levels, including exploration of the status of Auslan and other signed languages, of ways in which it can be expanded to meet the needs of their own developing linguistic and cultural capabilities and their identity as a member of the Deaf community
- opportunities to develop and reinforce social justice values
- awareness of deafness as difference rather than as disability
- the development of interpersonal skills, access to wider social networks and more diverse experience
- appreciation of the notions of Deafhood, cultural identity and community membership
- increased understanding of inclusion and diversity
- acquisition of a portable mode of communication that involves learning strategies for gesture that may have international, cross-cultural application
- understanding of the history of deaf people and of their own ability to effect positive social change.

Deaf Space

- enhancement of essential skills that underpin other learning, including critical thinking and literacy in both Auslan and English
- increased understanding of language acquisition, language systems and learning processes
- enhanced development of overall literacy capabilities
- accessibility for some non-traditional learners, students with disability and those who are primarily visual learners.