

2021 Term 1

# Dance, Drama, Music and Media



## Foundation

This term, and for the rest of the year, our focus in prep will be a holistic Performing Arts program designed to both introduce the youngest members of our community to Performing Arts and help with their transition into school life. We'll be dancing, singing, drumming and acting along with more relaxed activities such as "Starfish Listening" a music based meditation activity designed to engage our brains for learning and expose us to types of music we might not hear elsewhere.

---



## **Years One and Two**

Understanding how our faces communicate our feelings is a key part of Performing Arts and will be our focus for Term 1 this year. We will be playing games such as: Mirrors (students mimic each other's facial expressions), Fast Feelings (quickly swapping between different emotions) and Don't Laugh (can you keep a grumpy expression on your face while a partner tries as many silly faces as possible). We will also be using all sorts of exercises to stretch and strengthen our faces, poking, pulling and prodding them in the hopes of achieving ultimate control of their movements. If you notice an increase in children getting distracted making faces in the mirror while brushing their teeth we will know that this unit of work has been successful.

Nate

Performing Arts Teacher

# PHYSICAL EDUCATION



The year has made a fast and furious start in world of Physical Education, with students thoroughly enjoying their time getting fit and active in the Stadium. With the opportunity to explore, display and create, the Stadium has already provided rich play based learning opportunities for our Harvest Home students.

The Kirrup A & B (**Foundation**) and Galada/Wurun/Durrong/Tamboore/Balam (**Year 1/2**) Communities have been continuing to develop their locomotive motions and transitions between movements, whilst engaging in minor games such as Ship Shark Shore, Fruit Salad, a variety of Tag games and cooperative relays. Along with the structured learning, our junior Community students have been exposed to a variety of new games, endeavouring to develop coordination, wider sense of bodily movement; all whilst achieving personal success. The major sport focus for this Term is Soccer where students demonstrated and developed their fundamental motor skills such as dribbling, trapping, passing and shooting.



The Matong A & B and Yiaga/Dulap Community (**Year 3/4**) have also been exposed to a variety of play based and competitive games, which aim to develop their coordination and reaction time, whilst practicing their transitions of locomotive movements. Communities completed a Unit on Athletics, where they were able to challenge each other in a variety of Athletics events such as sprinting, long distance running, field events and relays. The term will conclude with the focus on an in depth unit on Soccer, where they developed their knowledge of the game whilst practicing and developing their game awareness, attacking and defending.

Our Senior students in the Killara/Maramba (**Year 5/6**) Communities have worked through a series of Athletics events during Term 1, where they had the opportunity to challenge their abilities whilst refine their technique and compete in different events such as sprinting, long distance running, field events and relays. Personal success has been the major focus throughout this unit. The Killara/Maramba Community also have their major sport focus on Soccer. Students will perform complex motor skills in a range of games and activities with added demands to improve their skill and technique. They are encourage to self-reflect on their skill development and game performance with the understanding of responsibilities associated with a variety of roles in games and activities; eg: umpire, coach, players.



## TERM ONE

It has been pleasing to see each Community participate in weekly physical activity sessions, where students have the opportunity to engage with a wider group of students and participate in games and activities to support their learning from Physical Education sessions.

Throughout Term 2, all Harvest Home students will have a major sport focus on Fitness and Netball

### **Friendly Reminder - Hats and Water Bottles**

As you are aware HHPS is a Sun Smart school. When the students are outside it is expected that students were their HHPS hats. The expectation to wear their hat is also when students are participating in Physical Education. Students without hats will not be able to fully participate outside in PE if they do not have their hats. We are also asking that students bring their water bottles to PE.

All HHPS students should have both a HHPS hat and water bottle at school.

These items should be clearly labelled with your child's name.



Kind regards,

Anthony and Jason





## TERM 1 2021: BIOLOGY



### Foundation

In Foundation, students are exploring living and non-living things, including the difference between 'needs' and 'wants'. Students gain first-hand knowledge through play and discovery, learning how things change and grow over time, similar to themselves.



*Vocabulary focus: living, non-living, habitat, nutrition, need, want, growth & offspring.*



### Years 1 & 2

Students in year 1 & 2 are exploring Biology through the study of living things. Students gain first-hand knowledge through observations whilst making connections and learning how things change and are grouped in the world around them.

*Vocabulary focus:*

Body parts: eyes, ears, mouth, feet, features & skin.

Animal groups: mammals, reptiles, fish, birds, insects, amphibians, vertebrates, invertebrates & backbone.

Plants: seeds, stem, leaves & saplings.



### Year 3

Year 3 students are using the MRS GREN acronym to learn about the 7 essential characteristics of living things. Through a close-up study of plants, they are discovering the wide natural variation in leaves and flowers, as a result of evolution and natural selection. Animals are equally interesting for studying the observable features that can be used to group living things.

*Vocabulary focus: movement, respiration, sense, growth, reproduction, excretion, nutrition, variation*



## Year 4

This Term Year 4 students need their snorkel and goggles as they dive in to discover the treasures of our colourful coral reefs. They are discovering the wonders of corals, from their life cycles to the habitats they create. The diverse realm of animals that make their home on the coral reef are investigated through food webs and their role in the reef community.

*Vocabulary focus: coral, polyp, photosynthesis, UV light, temperature, cell, juvenile, adult, producer, consumer, decomposer, energy, balance.*



## Years 5 & 6

Years 5 & 6 students are getting out and about in our local Edgar's Creek Reserve to discover the biodiversity that awaits beyond the door of our classroom. They are learning how these local plants and animals have adapted to live in these particular habitat conditions, and what we can do to keep their habitat safe. Students will present their findings after collecting and processing the data they collect in the field.

*Vocabulary focus: habitat, biodiversity, flora, fauna, native, exotic, adaptation, structure, function, environment.*





# Spanish

¡Hola a todos! Welcome back to the new school year and our first Spanish newsletter of the year. We have been very busy preparing the new Spanish room to welcome our students at Harvest Home PS.



Across the school this term we are learning to have basic conversations with our friends in Spanish. Students interact with teachers and peers through action-related talk and play. They introduce themselves and exchange greetings and farewells, they use simple repetitive language and respond to simple instructions when participating in classroom routines, games and shared activities, and they use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help themselves make meaning.



Students in Foundation are learning to identify and use basic vocabulary words related to greetings and farewells in Spanish, some of the words we are using are *Hola, buenos días, buenas tardes, buenas noches, adios, nos vemos, hasta pronto*. Students are getting into the habit of responding to

basic class instructions in Spanish such as *as vamos, para, repite por favor, levantate, sientate, abre el libro, recortar, colorear y pegar*.

Students are also learning to recognise aspects of Spanish-speaking cultures such as songs, stories and rhymes.



Students in years 1 and 2 are focusing on interacting to exchange personal information through collaborative tasks and experiences using vocabulary such as *Hola ¿Cómo estás?, muy bien, gracias, ¿cómo te llamas tú? Yo me llamo Julian, Mucho gusto*. They are also recognising vocabulary related to classroom procedures such as asking to go to the toilet *¿puedo ir al baño?*, asking for a tissue *¿puedo tomar un pañuelo?*, and asking for a drink *¿puedo tomar agua?*. And students are also participating in simple songs including *Los Colores, Hockey-pokey, La Lechuza, Cabeza – hombros – rodillas y pies*, and games to practice vocabulary, for example *Manzanita de Peru, Tingo-Tango, Concentrese*, and *¡Congelados!*







In years 3 and 4 students are learning to Interact with teacher and peers to exchange information about aspects of their personal world. We are focusing on vocabulary to greet and farewell, ask for and give information such as feelings, name and age including; *buenas tardes, ¿Cómo estás? Estoy feliz, Estoy bien, Estoy mal, ¿Cómo te llamas tú? Yo me llamo, Mucho gusto, ¿Cuántos años tienes? Tengo nueve años.* Students are participating in activities to build speaking, listening, reading and writing skills.



In years 5 and 6 we are learning to interact using descriptive and expressive language to share information and to express feelings. Students are extending their learning by introducing conversational vocabulary to say where they live and are from. They are building an extended conversation with peers using language such as *¿Qué pasa? buenas tardes, ¿Cómo estás? Estoy feliz, Estoy bien, Estoy enojado, ¿Cómo te llamas tú? Yo me llamo, Mucho gusto, ¿Cuántos años tienes? Tengo*



*nueve años, ¿De dónde eres? and ¿dónde vives?* Students are participating in a variety of activities to build speaking, listening, reading and writing skills.



## Spanish resources

We are also very proud to see students being their best sharing their learning of a new language with families and friends at home. Everything we do at home to help our children learn a language matters. We could try doing simple things such as placing sticky notes on the objects you use



every day and label them with their Spanish names. Pick out some great Spanish movies with accompanying subtitles. Classic bedtime stories in Spanish, and there is an infinite number of games we can play as a family incorporating Spanish, what if we try playing Twister, Pictionary or charades with vocabulary in Spanish (it will definitely be weird at first, but you will get the hang of it soon enough).

We would like to share with you some of the resources we have tried and tested to support our children learning Spanish at home:

Practice Spanish with this free mobile app or web (we use the free version, although Duolingo also offers a premium service for a fee)	<a href="https://www.duolingo.com/welcome">https://www.duolingo.com/welcome</a>
Free help with translating and correct pronunciation in Spanish, including handy videos	<a href="https://www.spanishdict.com/">https://www.spanishdict.com/</a>
Download free Spanish resources for all ages	<a href="https://spanishmama.com/spanish-resources/">https://spanishmama.com/spanish-resources/</a>
Calico Spanish for Kids: videos for key Spanish phrases with clear visuals	<a href="https://www.youtube.com/user/kidsimmersion/videos">https://www.youtube.com/user/kidsimmersion/videos</a>
Canticos – beautiful nursery Rhymes in Spanish & English	<a href="https://www.youtube.com/channel/UCFJJziTVsiIVSyRKvXHX37g">https://www.youtube.com/channel/UCFJJziTVsiIVSyRKvXHX37g</a>
Super Simple Songs – great collection of kids songs	<a href="https://www.youtube.com/channel/UCyY3Wd5x85o8AKXjYSoxFAQ">https://www.youtube.com/channel/UCyY3Wd5x85o8AKXjYSoxFAQ</a>
Rockalingua - collection of Spanish songs, videos, worksheets and games for making Spanish for kids fun	<a href="https://rockalingua.com/">https://rockalingua.com/</a>
free online Spanish learning games, lessons for kids and adult beginners. Improve your Spanish and have fun	<a href="https://www.spanish-games.net/">https://www.spanish-games.net/</a>
Study Spanish for free with bilingual onLine tutorials with audio, cultural notes, grammar, vocabulary, verbs drills and more	<a href="https://www.onlinefreespanish.com/">https://www.onlinefreespanish.com/</a>

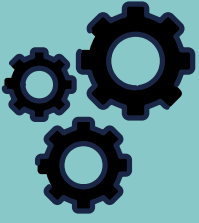
Keep an eye on our next edition to learn new vocabulary and get some more resources.

¡Adios amigos!

**Leidy & Sarah**







# STEAM @ HHPS

SCIENCE | TECHNOLOGY | ENGINEERING | ART | MATHS

TERM 1 . 2021 .



## WHAT'S INSIDE

---

What your child is doing in STEAM.

---

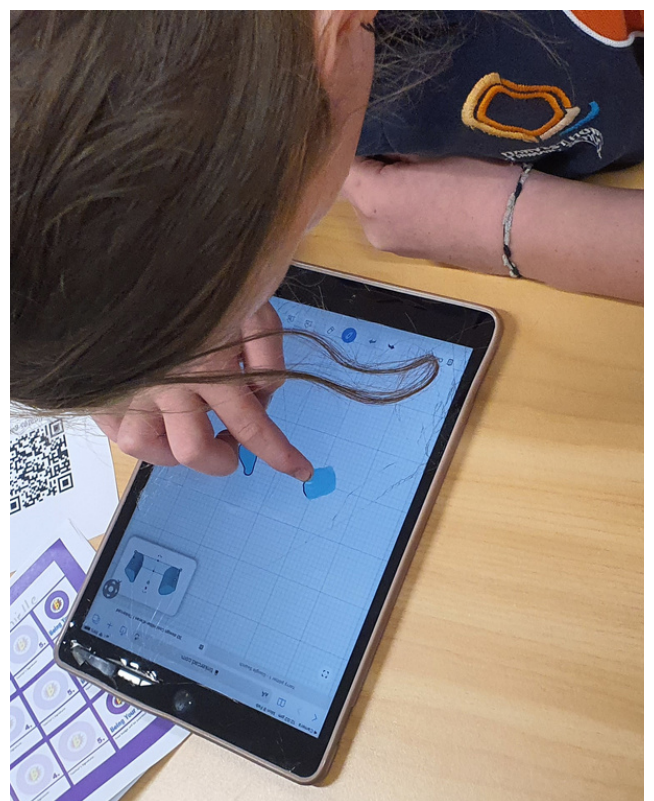
What is coming up in the world of STEAM.

---

What resources you can use for home.

## WHAT IS STEAM?

- STEAM stands for Science, Technology, Engineering, Arts and Maths.
- STEAM at Harvest Home Primary School is focused on expanding the students numeracy skills, enhanced with technology.
- We will be reporting on the Victorian Maths Curriculum.





## WHAT IS HAPPENING IN STEAM TERM ONE?

### Year Two:

Students have been exploring informal measures of length. They have started using beebots (moving robots) to measure in the playground and will be using a variety of applications to enhance their maths knowledge. Soon they will be learning about volume - how they can sort big and small.

### Year Three:

Students have been understanding area by using apps such as Minecraft Education to count and measure blocks. They will be using a variety of apps and resources to enhance their maths knowledge and will soon be working on angles.

### Year Four:

Students have been developing their knowledge of length. They have used Spheros (iPad-controlled robotic balls) to measure items in the classroom and explore estimating. Soon they will be using a variety of applications and resources to look at measuring and sorting volume.

### Year Five:

Students have been exploring geometry with the movement and symmetry of shape. They have been working on tinkercad, which allows them to design 3D models to complement this learning.

### Year Six:

Students have been utilising different applications to develop their knowledge of cartesian planes and volume. This has been culminating in using apps to 3D print.



## COMING UP IN STEAM

- Students will have brand new units of numeracy to explore.
- Lunchtime clubs will begin, with student leaders making plans.
- Women in STEAM day.
- Workshops.
- The official name for the STEAM room.



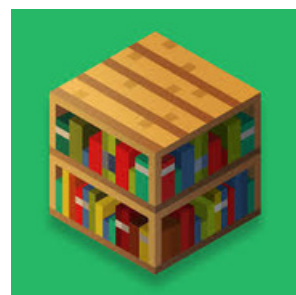
## STEAM @ HOME



Sphero EDU allows students to connect to the spheros we have at school. Students can practice coding, measurement and a whole lot more.



In tinkerCAD, students can create their own 3D designs. If the design can be printed then they can send it using google classroom to be 3D printed.



Minecraft Education Edition is a fun and engaging way to learn. It offers a ton of lessons on every subject. Note: this app is only for iPad and laptops.





# HARVEST HOME PRIMARY SCHOOL

## Visual Arts Newsletter term 1

Welcome to Visual Arts in the Studio at Harvest Home for 2021! We are already having great fun while learning how to work with clay, painting and drawing - enjoying inspiration from contemporary Spanish Artist Okuda San Miguel!

### Year 1 & 2 – Clay Sculpture

This term the Year 1's and 2's are meeting some of the animals of Edgars Creek in Visual Arts. We created a giant collaborative Year 1 and 2 collage artwork of the Striped Legless Lizard, which you can see in the Resource Centre if you look in the glass doors towards the office from Central Plaza! Our focus this term is clay sculpture, so our first individual artwork was a clay sculpture of the Striped Legless Lizard. We used a simple rolling technique to familiarise ourselves with the clay, and pretended to be Zookeepers as we wrangled our lizards and laid them out in beautiful shapes to rest on the paper and dry! We are currently enjoying painting our clay sculptures with inspiration from our colourful focus artist Okuda San Miguel, with plans to make more across the term and build up our clay skills!



### Year 3 – Okuda San Miguel Landscapes & Streetscapes



The Year 3 students are learning about landscapes and streetscapes through the work of Spanish contemporary artist Okuda San Miguel. Okuda's bright and colourful patterns will inspire our work this term through his bold use of shape as we learn about single point perspective. We have already familiarised ourselves with horizon lines and vanishing points to create our single point perspective landscapes. We are now moving our landscapes into abstract mode and adding colour, shape, pattern and will be exploring light and dark values in this mixed media work.

### Year 5 – Okuda San Miguel Portraits

The Year 5 students have drawing and painting this term. We are learning how to draw a portrait using a central axis and guidelines to place the features on the face. Inspired by the colourful work of Okuda, we are creating a portrait in a geometric style which we are painting. The year 5's will explore portraiture through the artist's work to create their own colourful portraits with key portrait skills embedded in each of the lessons.

### Meet the Teacher

Thank you to all of the parents and carers that were able to attend our online Meet the Teacher for Visual (and Performing) Arts, it was lovely to speak with some of you online and to answer your questions. I hope you enjoyed seeing the space, some of the student's work and hearing about the program and curriculum for the Visual Arts.

### Art Smocks

A quick reminder to parents and carers, if your child has Visual Arts with me this term please send them in with an Art smock with their name and home group written on it, as all year levels are doing either clay or painting. Thank you to those who have already sent a smock in! An old t-shirt can also be used – we just need to cover up our uniforms!