Below is an outline of the specialist subjects that are incorporated into our curriculum. The Term 2 curriculum outlined below focus on extending the education of students and developing their creativity and physical ability.

<table>
<thead>
<tr>
<th>Specialist Subject</th>
<th>Foundation - Prep</th>
<th>Junior School – Years 1 &amp; 2</th>
<th>Middle School – Years 3 &amp; 4</th>
<th>Senior School – Years 5 &amp; 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOTE – Italian</strong></td>
<td>Mrs Rose Grech</td>
<td>Junior Level (room 1, 2 &amp; 6)</td>
<td>Middle Level (room 14, 15 &amp; 17)</td>
<td>Senior Level (room 21, 22 &amp; 23)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This term the Year 2 students will focus on the story 'Aiuto! Un Topo!' The students will focus on vocabulary around the family. They will write some simple sentences about their family, sing songs and read some poems and chants.</td>
<td>This term the Year 3/4 students will focus on a story called 'Facciamo festa'. The students will read and write about the variety of activities that they will see and participate at a festival commencing with Resurrection Day Celebration. The students will also listen to some Italian songs, chants and poems reciting the language using correct pronunciation and articulation.</td>
<td>This term the students will focus on the Italian author Carlo Collodi. They will be involved in activities that include researching, creating brochures, sequencing the story of Pinocchio using story board and mapping. The students will use ICT skills to present their work.</td>
</tr>
</tbody>
</table>
| **Performing Arts** | Miss Mary Flahavin | No Classes this Term | Performing Arts (Year 1) Term 2  
- Creating poppy art in relation to ANZAC Day  
- Creating art in the style of Guiseppe Arcimbolo.  
- Dancing-group and partner in different styles and cultures  
- Rhythm patterns (Copying & repeating, Creating & making, etc).  
- Composing and writing basic musical notation using Ta, Ti-ti & Sah. (Showing note/symbol relationships).  
Performing Arts (Year 2) Term 2  
- Creating poppy art in relation to ANZAC Day  
- Instrument families-identifying and playing  
- Dance-individual, partner and group dancing  
- Creating art in the style of laurel Burch  
- Composing and writing basic musical notation using Ta, Ti-ti & Sah.  
- Performing own compositions for an audience. | Performing Arts (Year 3/4) Term 2 ROOMS 11, 12 & 13 ONLY  
- Creating poppy art in relation to ANZAC Day.  
- Creating art in the style of Romero Britto.  
- Naming and writing notes on a stave.  
- Rehearsing a simple piece of music and playing for an audience on a tuned instrument.  
- Using/drawing correct musical notation when composing.  
Performing Arts (Year 5/6) Term 2 ROOMS 18, 19 & 20 ONLY  
- Creating poppy art in relation to ANZAC Day  
- Creating art in the style of Romero Britto.  
- Writing notes on a stave.  
- Rehearsing a piece of music and playing for an audience on a tuned instrument.  
- Using/drawing correct musical notation when composing.  
- Drama/comedy. |
| ICT - Computers | This term ICT will be timetabled for Prep 7, 9 & 10 on Thursdays. It will be taken by Maryanne Camilleri in the computer lab. ICT is integrated through all curriculum areas so students are engaged in information and communications technology through general classroom activities on a regular basis as well as the specific skill sessions in the computer lab. As an introduction we will be looking at: identification of computer parts (screen, hard drive, keyboard, mouse); using the interactive whiteboards (replacing mouse click with a wand); logging on/off the school network; word processing using Microsoft Word – identifying icon as the big blue W; opening files within folders from Start Bar ⇒ Computer ⇒ Prep 7/9/10 drive, using a single click & the enter key and; identification and use of specific keys. | This term Year 1 and 2 ICT will be taken by Maryanne Camilleri every week in the Lab. I will work with the students to achieve outcomes as planned throughout this term. ICT is integrated through all curriculum areas so students are engaged in information and communications technology through general classroom activities on a regular basis as well as the sessions in the Computer Lab. The children will be introduced to the new process of logging on/off the school network using their personal login details, accessing their personal drive which houses their previous work and saving their work using the correct process. The issue of cyber safety and appropriate use will be raised and discussed regularly, both in Lab lessons and the classrooms. | Year 3/4 ~ Middle School This term Rooms 14, 15, & 17 will be taken by Glenyse Duyndam for ICT every week in the Lab. I will work with the students to achieve outcomes as planned throughout this term. ICT is integrated through all curriculum areas so students are engaged in information and communications technology through general classroom activities on a regular basis as well as the specialist skill building sessions. This term the students will be working on communicating electronically as well as creating, saving and presenting work using the GAfE software (Google Apps for Education) and Google classroom. In coordination with L.O.T.E. (Italian) the students will be creating presentations which showcase their understandings of a traditional Italian author's style, stories, related festivals and celebrations. The issue of cyber safety and appropriate use will be raised and discussed regularly, both in Lab lessons and the classrooms. | This term Rooms 21, 22 & 23 will be taken by Glenyse Duyndam for ICT every week in the senior building on Tuesdays. I will work with the students to achieve outcomes as planned throughout this term. ICT is integrated through all curriculum areas so students are engaged in information and communications technology through general classroom activities on a regular basis as well as the specialist skill building sessions. This term the students will be working on communicating electronically as well as creating, saving and presenting work using the GAfE software (Google Apps for Education) and Google classroom. In coordination with L.O.T.E. (Italian) the students will be creating presentations which showcase their understandings of a traditional Italian author's style, stories, related festivals and celebrations. The issue of cyber safety and appropriate use will be raised and discussed regularly, both in specialist lessons and the classrooms. |
| Mrs Glenyse Duyndam | | Mrs Maryanne Camilleri | |
| Physical Education | Students will continue to develop the basic motor skills of running, hopping, jumping, skipping, throwing, catching and balancing through small-sided games. In gymnastics activities, students will explore their movement through twisting, rolling, balancing and turning. They will begin to develop a movement vocabulary, by describing the physical responses of their bodies to movement and the feelings associated with participation in physical activity; for example, hot, tired, sweaty, puffed, excited, scared and happy. | Year 1: - The focus this term will be on running technique, small-sided games and gymnastics activities. Students will continue to develop the basic fundamental motor skills of running, hopping, jumping, leaping, throwing and catching. They will participate in and develop control over a range of locomotor activities that require a change of speed, direction and level. | Students will practise and develop competency in a range of complex motor skills such as running, leaping, dodging, over-arm throw, dribbling and striking balls. Students will practice observing a partner's performance through modified major games and make suggestions to improve individual and team performance. Students will have an opportunity to explore the concepts of attack and defence in modified games. Students will participate in a range of activities that promote health-related fitness components including cardio-respiratory fitness, flexibility and strength. | Through participation in modified games, students refine and expand their range of skills, performing them with increasing precision, accuracy and control in more complex movements. Students continue to observe their peers, and give constructive feedback on skill performance and execution of strategy. Students explore the training principles for improving components of health related fitness by participating in regular periods of moderate to vigorous physical activity and begin to identify the link between these components and the sports they are taking part in. | Miss Angela Grech | Mrs Kate Crawford | |