



Highbury Primary School

# Highbury Primary School

## Specialist Teachers

### Teaching and Learning Program

# Term 1 & 2 2022

Dear Parents / Care givers,

The following teaching and learning programs provide an overview of the **curriculum to be covered by specialist teachers for term 1 & 2, 2022**. 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 school and the work being covered.

Please contact one of us, or any of the specialist staff for additional information.

Frank Mittiga  
Principal

Daniel Botten  
Deputy Principal

Gem Kasse  
Assistant Principal

## Specialist Teaching and Learning Programs

### Physical Education Overview

#### Teachers: Mr Kerry Pytharoulis

##### ***Active students have active brains and are active learners***

The aim in Physical Education lessons is to have FUN, to LEARN & PRACTISE new skills and to RESPECT each other and our property. Lessons are based, wherever possible, on 'MIP' principles of 'Maximum Individual Participation' where students are encouraged to **participate at their level** and to **challenge themselves to set and improve their individual skills & 'Personal Bests'**. **Competition between individuals** and teams in games is **natural**, but is **approached in a respectful manner**. Students will be given the opportunity to learn at their skill level through the school wide programs of Team Building Games, Athletics, Soccer and Aussie Rules Footy during Term1/2.

**Year F – 2 Skill Development** underarm throwing; rolling & stopping; spatial awareness games; catching, bouncing & dribbling (different size balls); basic movement skills eg running, hopping, skipping & balancing; minor games & rotational skill stations; safe play practices

**Year 3 – 4 Skill Development** underarm / overarm throwing & catching; fielding techniques; hitting (base games); kicking (soccer & AFL); minor games; safe play practices

**Year 5 – 6 Skill Development** overarm throwing, catching & fielding; hitting (base games); strategy games; game sense in relation to specific sports; kicking (soccer, AFL); student created warm ups; safe play practices

#### **SAPSASA Programs**

##### **Term 1 (Dates subject to change)**

District Swimming Carnival, 4<sup>th</sup> March, Week 5 (Cancelled)  
Highbury Primary Representative Team  
Athletics Carnival, 1<sup>st</sup> April, Week 9  
Highbury Primary Representative Team  
Softball State Carnival, 11<sup>th</sup> April – 13<sup>th</sup> April, Week 11  
TTG District Representative Team

##### **Term 2 (Dates subject to change)**

District Cross Country Carnival, 6<sup>th</sup> May, Week 1  
Highbury Primary Representative Team  
State Swimming Championships, 24<sup>th</sup> May, Week 4  
TTG District Representative Team  
Boys/Girls Footy State Carnival, 25<sup>th</sup> – 27<sup>th</sup> Week 4  
TTG District Representative Team  
District Soccer Carnival, 2<sup>nd</sup> or 3<sup>rd</sup> June, Week 5  
Highbury Primary Representative Team  
State Cross Country, 9<sup>th</sup> June, Week 6  
TTG District Representative Team  
Netball/Hockey State Carnival, 22<sup>nd</sup> June – 24<sup>th</sup> June, Week 8  
TTG District Representative Team  
District Boys Football Carnival, 1<sup>st</sup> July, Week 9  
Highbury Primary Representative Team

# Music - Semester 1 Overview 2022

## Kirrabelle Lovell & Lisa Girolamo

During the first lessons of the year students will look at our school values in the music room. We will learn about the national anthem, Advance Australia Fair, and practise it to sing at our assemblies as well as observing Welcome to Country examples by Aboriginal and Torres Strait Islander people. Each class starts their music lessons with the 'Minute of Listening' program which teaches students to attentively listen to, question, and analyse music. We use the elements of music from the Australian Curriculum to guide our analysis. Students are involved in active music lessons where they sing, move, play games and use body percussion and instruments to make music. Each lesson involves practical experiences for the students.

**Foundation:** the focus in foundation is the development of beat as a physical representation through rhymes and songs. Students will learn the names of percussion instruments and how to play them correctly.

**Year 1 -2:** Students will continue to consolidate the concept of beat and will develop their skills with rhythm and melody. Students will learn to play the melodic percussion instruments (xylophones) and start reading basic music notation. Students will use play and imagination to explore ideas and create music.

**Year 3:** Students will consolidate and extend their skills in beat, rhythm and melody. Students will learn to play the recorder, starting in term 2, and develop their reading of music notation. Students will use play and imagination to explore ideas and create music.

**Year 4-5:** Students will continue their learning of rhythm and melody. They will play more complex pieces using a variety of percussion instruments and develop their music notation skills. Students will work in groups to explore ideas and create music.

**Year 6:** Students will consolidate their learning of rhythm and melody. They will play a variety of percussion instruments in class ensemble and work in groups to explore ideas and create music. Students will develop their instrumental skills and explore new concepts by learning to play the ukulele. Students play the ukulele as a class group and also work in small groups or individually to practice and perform pieces that suit their playing level.

### **INSTRUMENTAL MUSIC**

Lessons at our school are provided by teachers from Department for Education: Instrumental Music.

String lessons are available to students in Year 3-6.

Brass, Woodwind, Percussion and Guitar lessons are available to students in Year 4-6.

### **MUSIC ENSEMBLES**

**Junior Choir** is for students in Year 3-4 who wish to develop their singing and perform in a choir. Rehearsals are Friday 11.40am-12.30pm (on weeks when there is no school assembly for primary students).

**Senior Choir** is for students in Year 5-6 who would like to sing in two part harmony. The choir performs in the annual Public Schools Festival of Music in September. Rehearsals are Tuesday 11.40am-12.40pm.

**Junior Band** is for students in Year 4-6 who play a band instrument (Woodwind, Brass, Percussion) and are beginners or developing their playing skills. Rehearsals are Thursday 7.50-8.30am.

**Senior Band** is for students in Year 5-6 who play a band instrument and have intermediate to advanced playing skills. Rehearsals are Tuesday 7.50-8.30am.

**Recorder Ensemble** is for students in Year 4-6 who have learnt recorder in class and wish to continue with playing this instrument. Rehearsals are Friday 8.00-8.40am.

**String Ensemble** is for intermediate/advanced students who play a string instrument and have already completed one year of lessons. This ensemble is taken by our DfE Instrumental Music string teacher Adam Nanou. Rehearsals are Tuesday 1.20-1.50pm.

**Science Semester One Overview Semester 1.**  
**Monday-Thursday F-6 Teacher: Sunitha McCarey**

**Foundation Physical science**

Students will explore push and pull forces moving objects in ways such as sliding, bouncing and spinning. Through investigations, students observe and gather evidence about the way objects move, depending on a variety of factors including their size and shape.

**Year 1 Physical science**

Students will complete hands on, shared experiences of “the sources of light and sound”, how they are produced, how light and sound travel and the role of light and sound within their lives. They will recognise and identify senses used to learn about the world around us. Students will explore different ways to produce sound using familiar objects and actions. They will compare sounds made by musical instruments using characteristics such as loudness, pitch and actions used to make the sound.

**Year 2: Physical science**

Students will complete hands on, shared experiences of forces (pushes and pulls): acting in air and water, on the ground and the effects of “the pull of gravity”.

**Year 3: Physical science**

Students will complete hands on, shared experiences exploring different types of heat sources, how heat travels from object to object, and transfer and transformation of heat.

**Year 4: Physical science**

Students will complete hands on, shared experiences of how contact and non-contact forces can affect the motion of an object. Students will explore how non-contact forces are similar to contact forces.

**Year 5: Physical science**

Students will complete hands on, shared experiences of the different types of energy, what energy is used for, the transfer and transformation of energy and how electricity is generated.

**Year 6: Physical science**

Students will complete hands on, shared experiences of the reflection, absorption and refraction of light and how humans use light. Science Inquiry Skills: All year levels will be involved in the planning and conducting of an investigation where they will develop the science inquiry skills of questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating their findings. Science as a Human Endeavour Throughout the units, students will develop an appreciation of the unique nature of science and scientific knowledge and how science knowledge and applications affect people’s lives, how society is influenced by science and how science can be used to inform decisions and actions

**Year F-4 Chinese Semester 1, 2022 Overview: Wednesday - Friday**  
**Teacher: Ms. Emily Xiao**

**Research shows that learning a second language promotes healthy development and has many cognitive and social benefits. Learning a second language also increases problem-solving skills and critical thinking/listening skills. The aim of our Chinese program is to have fun and to practice with language. Work units are based on one lesson per week. In Term 1 students will learn about the traditions associated with Chinese New Year, 2022 the year of the tiger. During the Chinese Culture Day activities in Term 2 / Week 9 students in various year levels will participate in some class activities such as calligraphy, using chopsticks, paper cutting, origami paper folding, painting and craft etc.**

**F – Year 2 During this semester the learning will be focused on the Chinese New Year celebrations, basic greeting words, numbers and family**

Students will begin the year learning basic greeting and conversational words, Chinese New Year legend ‘Nian’ and the Zodiac animals’ story. They will also learn to count and write numbers 1-10 through activities, games, stories and songs. Additionally Year 1 and 2 students will be learning the numbers up to 30 and beyond. In Term 2, Foundation students will learn family member names and be able to construct simple sentences like: ‘Wǒ yǒu yīgè jǐjiě’ (I have a sister). Year 1 and 2 students will learn how to say and read days of the week, their age and the

weather. They will also learn to use sentences like: 'Wǒ xǐhuān qíngtiān' (I like sunny days) to talk about their favourite weather.

**Years 3 - 4** During this semester learning will be focused on the names of Chinese Zodiac animals, self-introduction, common Chinese restaurant dishes and how to use chopsticks.

Both year levels will start the year by learning about the Chinese New Year celebrations and the names of the 12 Zodiac animals. They will learn how to introduce themselves as well as basic conversational sentences such as 'Nǐ hǎo ma?' (How are you?), 'Nǐ jiào shénme míngzì?' (What is your name?) etc. Both year level students (as year 3 students have two lessons this semester) will learn more involved sentences, for example, 'Nǐ shàng jǐ niánjí?' (What year level are you in?), 'Nǐ zhù zài nǎ'er?' (Where do you live?) etc. Toward mid-term 2, both Year Level students will learn popular Chinese cuisine names and be able to construct sentences, like 'Wǒ xǐhuān chī chūnjuǎn' (I like to eat spring rolls). Students will have the opportunity to learn and participate in fun activities such as practising the use of chopsticks as we study&discover the tradition of the Chinese 'sharing of a meal culture'.

## **Auslan - Semester 1 Overview 2022 Teacher: Norma Shalley** **Mondays & Tuesday with Years 4/5/6**

**Auslan** is short for Australian sign language, a language developed by, and for, Australians who are Deaf or hearing impaired. Auslan is a visual form of communication that uses hand, arm, body movements and facial expressions to convey meaning. It has its own grammatical structures, which are different from those found in English. It is very important to learn about Deaf culture as part of Auslan studies. This enhances our understanding of the language and helps us to be more inclusive of the Deaf community.

Year 4 students will attend one Auslan lesson a week and Year 5 & 6 classes will have two lessons per week.

### **The Auslan curriculum consists of 2 strands:**

Communicating	Understanding
➤ socialising	➤ systems of language
➤ informing	➤ language variation and change
➤ creating	➤ language awareness
➤ translating	➤ the role of language and culture

Lessons will include explicit teaching of signs, Auslan grammar and the importance of mime and facial expression.

In Semester One, Year 4 & 5 lessons will focus on:

- Auslan and its use in the community / Deaf awareness
- Introduction to the 5 main grammatical features of Auslan
- The importance of Non Manual Features in Auslan
- Auslan Alphabet (Finger Spelling) & numbers
- Greetings
- People/Family/Colours
- Asking Questions
- Likes/dislikes
- Learning to sign the National Anthem in Auslan

In Semester One, Yr 6 lessons will focus on:

- Revision of last year's topics (as listed for Yr 5's above)
- New vocabulary topics – "Telling the Time"; "Around the House"; "Animals"
- Engaging in short conversations on a regular basis

Lessons will involve a mixture of:

- ❖ Explicit teaching of signs
- ❖ Time to practice their use with a partner or small group
- ❖ Revision of previous signs
- ❖ Mime and facial expression activities
- ❖ Finger Spelling games
- ❖ Vocabulary games
- ❖ Activities to consolidate learning.

## INTERVENTION AND STUDENT SUPPORT PROGRAMS Terms 1 & 2

### Social Skills Program- Connecting To Self and Others-Mr Daniel Botten

We support students at Highbury Primary by promoting their wellbeing and resilience. Through a focus on the DECD Wellbeing for Learning and Life Framework, we design learning to intentionally challenge and stretch all learners which in turn enhances their wellbeing. "Connecting to Self and Others" is a modified program based on "What's The Buzz" program. Year 3 students will all undertake this program in term 1.

### EALD Program – Ms Gem Kasse/Ms Alyssa DiGirolamo

Support for children who have English as an Additional Language (EALD) is provided to students at Highbury, depending on the level they are at with their English language. The Department For Education Language and Literacy levels are used to determine support for students who require targeted instruction of English. Students work in a small groups or within their classroom to extend their understanding of the English Language which leads to improved literacy capabilities.

### Learning Intervention Program-Reading Improvement-Mr Frank Mittiga/Ms Gem Kasse

Learner support at Highbury Primary School is continually monitored and reviewed. In Term 1 all new reception students are screened to determine their phonological awareness.

For Year 1-5 students, Running Record levels are used to determine any students who require further support to reach benchmark levels in reading. Identified students work in small groups to practice reading, learn the Oxford Sight Words and participate in phonics sessions. Students identified for MiniLit support, work with trained School Service Officers to focus on these skills for a period of up to two terms.

### Special Education Program- Ms Gem Kasse

Students who meet the disability support program eligibility criteria and are verified as a student with a disability, will receive 1:1 or small group support to reach goals identified in their – One Plan. The One Plan addresses the student's needs and is reviewed throughout the year. Ms Kasse will collaboratively work with students, families, teachers and support professionals to create and update One Plans that include SMART goals that aim to meet the needs of the student. Ms Kasse will also support and explain a process which is followed by the school to investigate the possibility of an assessment by Education Department service providers which include psychology and speech pathology.

### ATSI Program- Learning Support for Aboriginal Background Students- Ms Narelle Picchianti AERT Teacher/Ms Kasse

This program is aimed at assisting students to connect with their cultural background and to support them to improve their Literacy and Numeracy learning outcomes.

Aboriginal Children and Young people in SA are over-represented in experiencing serious and widespread barriers to learning and wellbeing.



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