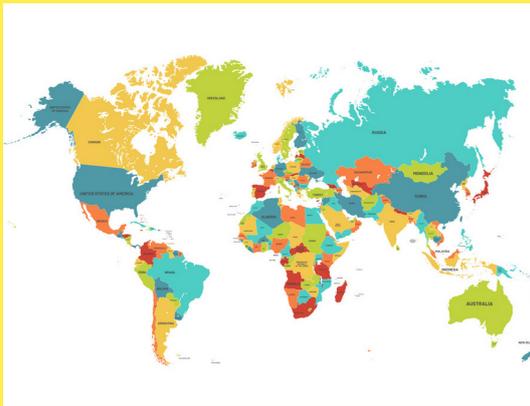
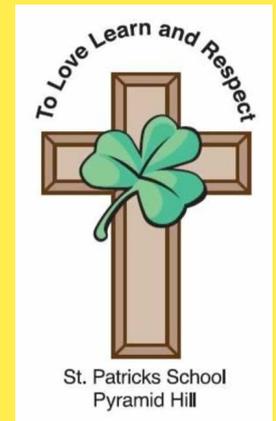


# CURRICULUM NEWSLETTER TERM 4



## 'WHAT HAPPENS WHEN CULTURES COLLIDE?'

## INQUIRY

Our world and our communities are becoming increasingly more multicultural. Learners are growing up in the diverse world of the twenty-first century where developing an understanding of other cultures and interaction skills are essential for life. Our inquiry unit for Term 4 is titled: 'What happens when cultures collide?' Throughout this unit, Learners will be exploring the ways in which they value their own cultures, languages, beliefs and celebrations as well as those of other cultures. Opportunities will be given to examine, reflect on and challenge assumptions, stereotypes and prejudices and explore how intercultural experiences can influence attitudes and beliefs. Similarities and differences will be explored in an effort to create connections and cultivate a mutual respect. This unit will aim to assist our Learners to become responsible local and global citizens, who are equipped for living and working together in an interconnected and culturally diverse world.

## RELIGIOUS EDUCATION

To commence Term 4, Learners will explore the ways in which Jesus was accepting of all cultures and wanted his followers to continue in these footsteps. This connects with the Term 4 Inquiry topic 'What happens when cultures collide?' as Learners identify that there are different ways of expressing our belief in God. Learners will build their understanding, acceptance and respect of other religious communities and their religious practices. In the lead up to learning about and celebrating Advent and Christmas, Learners will understand that Christmas is a time when together we thank God for the birth of Jesus. It is a time of giving, receiving and celebrating in our family, school and parish.

# STEPHANIE ALEXANDER

## KITCHEN GARDEN

The Kitchen Garden has provided us with so many blessings this past year. We were excited to recently welcome a journalist from the Lodon Times who captured the essence of our wonderful SAKG Fridays. How great to share with the district all of the wonderful learning that occurs in the kitchen and garden. We were excited to showcase the Learners expressing the joys of growing, harvesting and preparing and sharing fresh, seasonal and delicious food. We are all so grateful for the health, wellbeing and learning outcomes that come from engaging in the SAKG. At the end of Term 3 we planted tomatoes, spinach, strawberries, capsicum as well as flowers in the boat! One Learner also planted a passionfruit in the Sensory Garden. Oh the joy of planting and the delight that comes with the harvest! What delights await us in Term 4 as we use these in our cooking. Also Term 4 sees the school year culminating and the most wonderful time of the year when we celebrate the birth of our Lord and Saviour, Jesus Christ. We will welcome some special visitors with the 'Kids in the Kitchen' program joining us and what fun we will have cooking together and making and decorating some gingerbread house biscuits! We also look forward to preparing festive food and hosting our own school Christmas lunch. A busy term ahead in the kitchen and garden!



# ART

The adventures in Art continues into Term 4 as we explore our cultural backgrounds as part of the Inquiry unit So many wonderful learning experiences are planned beginning with a study of Indigenous Art styles stemming from reading a newly published book called 'Wilam' (home) from Birrarung Country. We will take inspiration from the rich illustrations in the text and do some crayon resist drawings and draw some Australian native animals. Other learning experiences will include Indigenous style sculptures and totem poles. In week 4 we welcome a cartoonist who will work with small groups. Each fortnight in Art we complete a self reflection of our work. In Term 1, part of the reflection was to identify what each Learner would like to learn in Art. Many of the ideas and suggestions have been incorporated into the Program throughout the year but a common request was to learn cartooning. This was mentioned to Colleen who was able to secure a cartoonist. We are all very excited to have such expertise coming to our school. It also highlights the importance of self reflection and discussing our learning. Very powerful! At the close of the term we will explore how many cultures celebrate Christmas and remember this most special time of the year of the birth of Jesus. So another busy term ahead in the Art room with lots of learning!

# MUSIC

Foundation - Grade 2 Learners will sing and play musical instruments including drums and the recorder, perform songs to an audience as well as respond to music by discussing why people make and perform music in a variety of cultures. The Grades 3-6 Learners will be exploring cultural differences in Music. They will complete and present a research project on the topic of one culture that describes the cultural beliefs, stories shared through music, songs, dances and instruments used. Learners will also conduct workshops in which they will actively teach each other a dance or song of their chosen culture.

# INDONESIAN

This Term in Indonesian, the Learners will be focused on the topic of transport. Junior Learners will be investigating the different types of transport that are used in Indonesia as well as developing their oral vocabulary in this area. The Senior Learners will be planning a trip around Indonesia that uses different transportation types. We look forward to learning about all the different ways to get around Indonesia.

# LIBRARY

In Term 3, Learners were congratulated on their enthusiasm for borrowing books. We encourage Learners to continue to borrow during our Library learning sessions each Wednesday. The Inquiry topic: 'What happens when cultures collide?' will be integrated into our sessions in Term 4, where Learners will have the ability to respond to texts that are drawn from a range of cultures and experiences as well as examine language features from different cultures and earlier times. The CAFE reading menu continues to be used in support of developing reading skills for a variety of different texts.

# MATHEMATICS

In Mathematics, Learners will be investigating Fractions & Decimals, Patterns & Algebra and Geometric Reasoning. Learners will also be given the opportunity this term to complete revision of previous topics. Collaborative group work and the Maths Inquiry Grid Tasks will provide opportunity for Learners to be able to explore maths concepts through ICT integration, hands-on activities, teamwork as well as individualised activities. The Learning program and the Homework Tasks will be connected with our inquiry unit topic: 'What happens when cultures collide?'.

# PHYSICAL EDUCATION

In Term 4, Learners will learn and practice the gross motor skills needed to participate at their best level in the Loddon/Terrick Athletics Carnival on Friday 22nd November. The events Learners will be participating in, include: sprints, hurdles, long distance, relays, long jump, triple jump, discus and shotput. Bike Education will also be a focus this term, including learning about bike safety, road rules and reading signs both in the school grounds and around the town of Pyramid Hill. Bike Education dates include: Wednesday 6th November, Thursday 7th November, Wednesday 13th November and Friday 15th November. Swimming lessons commence on Wednesday 20th November at the Pyramid Hill Pool. We look forward to seeing the Learners displaying safety in and around the pool, as well as developing their skills in the water!

# LITERACY

In Literacy, Learners will be reading and writing about the topic 'What happens when cultures collide?'. This includes investigating a variety of text genres, such as poetry, narratives, information texts and biographies. Exploring this topic will provide the Learners with an opportunity to read and write about different cultural beliefs, foods, dances, songs and stories. The CAFE menu will continue to support Learners in developing upon their reading strategies, while also providing opportunities to learn in small group settings during Guided reading. Spelling continues to be a whole school focus, introducing and practicing five key spelling strategies: Sound, Visual, Meaning, Connecting and Checking. The Words their Way program will also continue to support spelling development.

# TERM 4

## KEY DATES

### October

- Monday 7th - School Resumes
- Wednesday 9th - Walk to School Breakfast and activities 8am
- Monday 14th - School Closure Day
- Wednesday 16th - Installation Mass for Bishop Shane Mackinlay at Sacred Heart Cathedral
- Monday 21st - Foundation Class 2020 transition morning
- Friday 25th - Kids in the kitchen program

### November

- Monday 4th - No school - staff report writing day
- Tuesday 5th - Melbourne Cup day holiday
- Tuesday 6th - Learner Spirituality Day St Joseph's Kerang
- 7th, 13th & 15th Bike Education
- Friday 8th - Sarah's Baby Shower
- Monday 18th - Full day transition for Foundation 2020
- Tuesday 19th - Grade 5 Leadership Day Echuca (Colleen & Leiza)
- 20th - 21st & 27th - 29th Swimming Lessons
- Friday 22nd - Athletic Sports (Sarah, Sam & Leiza) / Father Novie's birthday
- Thursday 28th - Mass: 1st week of Advent
- Friday 29th - SAKG & Kids in the Kitchen program (together)

### December

- 4th - 6th Swimming Lessons
- Tuesday 10th - December End of year Mass at 6.00pm
- Friday 13th - Christmas Lunch
- Wednesday 18th - Learner's last day 2019

## RESPECTFUL RELATIONSHIPS

Evidence based research suggests 'children become aware from an early age that characteristics such as gender, language and physical ability differences are connected with privilege and power. They learn by observing the world around them ... as they become aware of gendered patterns of behaviour, and attempt to fit within the categories that they perceive themselves as belonging to, they can begin to limit their options and this can affect the way they interact with peers.' The Respectful Relationships program educates children, challenges stereotypes based on gender and other differences. In Term 4, Learners will participate in a variety of activities that assist them to acknowledge, explore and celebrate diverse identities. They will learn through activities and experiences of people around them that their likes and dislikes, opinions and actions do not have to be limited by their gender.

