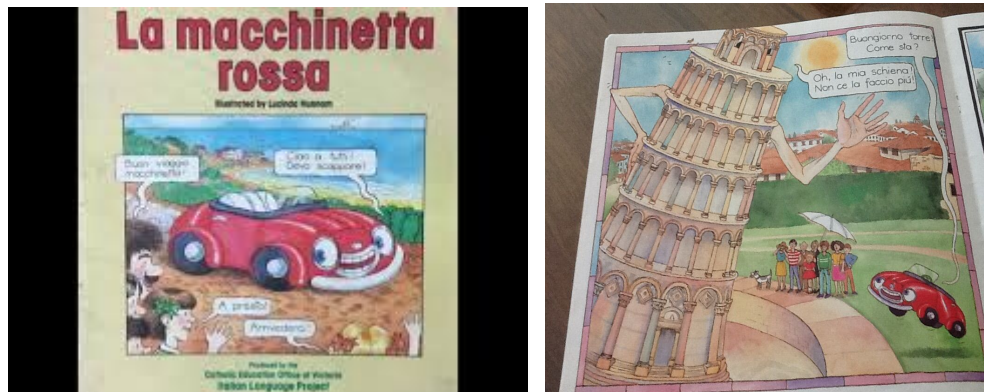


# SPECIALIST NEWSLETTER

## TERM 1, 2020 LEVEL 1 & 2

### Languages- Italian (Nadia Di Vincenzo & Marie Petersen)



Benvenuti!

Grade 1 students will focus on conversational language they previously learnt and will be able to extend their language through action related talk and play in Italian. Grade 2 students will reinforce language previously learnt and be encouraged to further extend their language in role play situations. The main learning intention for term 1 will enable students to identify some famous icons, places and practices of the Italian culture whilst participating in shared reading of short texts from the story *La Macchinetta Rossa*. In the story, the car travels around famous parts of Italy and explores various Italian practices including a game of soccer and riding a gondola. Students will notice the use of some aspects of the Italian language including that when the suffix *-ISSIMO/A* is added to the end of an adjective it translates as 'very' or 'extremely'. For example *bello* means *nice*, *bellissimo* means *very nice*. Students will be given opportunities to practise and develop some understanding of this language structure through oral and written tasks.

Students will be given the option to research an Italian icon, place or practice of their choice and interest to create phrases using modelled language. These will be presented to the class early in Term 2.

<u>Ciao</u> <u>buongiorno</u>	<u>Hello</u> <u>goodbye</u>
<u>Come stai?</u>	<u>How are you?</u>
<u>Bene</u> <u>male</u> <u>cosi cosi</u>	<u>Well</u> <u>unwell</u> <u>not bad</u>
<u>Come ti chiami?</u>	<u>What is your name?</u>

<u>Mi chiamo _____</u>	<u>My name is _____</u>
<u>Quanti anni hai?</u>	<u>How old are you?</u>
<u>Ho _____ anni</u>	<u>I'm _____ years old</u>
<u>Dove abiti?</u>	<u>Where do you live?</u>
<u>Abito a _____</u>	<u>I live in _____</u>
<u>Che classe fai?</u>	<u>What grade are you in?</u>
<u>Faccio la prima/seconda</u>	<u>Im in grade one/two</u>
<u>Arrivederci</u>	<u>Goodbye</u>
<u>La macchinetta rossa</u>	<u>The little red car</u>
<u>E` incredibile</u>	<u>It's incredible</u>
<u>E` simpaticissima</u>	<u>It's very friendly/nice</u>
<u>E` piccolissima</u>	<u>It's very small</u>
<u>E` potentissima</u>	<u>It's very strong</u>
<u>E` velocissima</u>	<u>It's very fast</u>
<u>E` formidabile</u>	<u>It's impressive</u>
<u>E` adorabile</u>	<u>It's adorable</u>
<u>E` invincibile</u>	<u>It's invincible</u>
<u>Sbrigatevi!</u>	<u>Hurry up!</u>
<u>Fermatevi!</u>	<u>Stop!</u>

<u>Giratevi!</u>	<u>Turn around!</u>
<u>Spostatevi!</u>	<u>Move!</u>
<u>Che macchinetta!</u>	<u>What a car!</u>
<u>Ecco _____</u>	<u>Here is _____</u>
<u>Mi piace _____</u>	<u>I like _____</u>
<u>Ha _____</u>	<u>It has _____</u>
<u>E` _____</u>	<u>It is _____</u>
<u>e _____</u>	<u>and _____</u>



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## Physical Education

### Grade 1/2 Physical Education: Chris Harvey & Can Osman)

This semester, students will be practising a variety of basic motor skills and a range of more complex skills in partner and small group activities. These will included throwing, catching, dribbling, running, dodging and two hand striking. Students will be introduced to some basic softball and basketball skills. There will be a focus on fitness with participation in many fun running activities and games. Participation, staying safe and having fun is always encouraged. Students will also begin to identify links between physical activity and health.

Your child will also have the opportunity to bring home the sports bag home throughout the year. This is to encourage them to develop vital fundamental motor skills such as throw, catch, kick, punt, run, leap, dodge, jump, balance, overhand throw and ball bounce.



## **Performing Arts - (Merinda Meta)**

In term 1, 1/2 students will engage in music through singing and playing various songs, rhymes and games. They will consolidate their knowledge of musical elements such as beat, rhythm and pitch by exploring these concepts through singing, listening, playing and creating. Students will also be exposed to, and respond to different styles of music by exploring elements and developing their skills in singing and playing instruments. Movement will play a large role in having students respond to music and express themselves. Through this students will interpret music and discover how tempo, dynamics and instruments can change the mood or feeling of a piece of music.

## **Visual Arts (Joan McGregor / Georgia Kyrkilis)**

Welcome to another wonderful year of learning in Visual Arts. We begin this term with a huge focus on our school values. Students will have the opportunity to explore and contribute to discussions specifically based on what each of the values will look like during Visual Art lessons. The students will also be exploring the elements of line and shape when drawing a self-portrait. They begin to learn about the placement of the facial features and experiment with the ideas presented. Peter Reynolds' book, "The Dot" will be our inspiration for creating art this term. Students develop skills and practise techniques in the area of painting, and explore the elements of pattern and colour. Increased confidence in their approach to creating art works will be a focus for our learning. It is encouraged that each student has an appropriate art smock to protect their uniform from some of the mediums used in the art room. These will be stored in their classrooms and brought to lessons as required.



## Digital Technologies - Trist Jones

### Grade 1&2:

This term the Grade 1&2 students will return to the lab to sharpen up their coding skills. We will explore the Blockly visual programming language across a variety of applications, aiming to grow our coding fluency and to extend our ability to use computational thinking to solve problems and puzzles. We will also be exploring our new school values in the context of both the classroom and the online world of educational applications.

