

Term Overview – Term 1, February 2025



Specialist Team

Portarlington Primary School

Class	Teacher	Preferred Name	Email
Art	Michelle Bishop	Mrs. Bishop	Michelle.Bishop@education.vic.gov.au
STEM	Danielle Vagg	Dani	Danielle.Vagg@education.vic.gov.au
PE	Connor Bloomfield	Connor	Connor.Bloomfield@education.vic.gov.au

Please communicate with your child's specialist teacher through the Communication and Learning Progress Diary unless the information is private and confidential.

Visual Art-Michelle Bishop

LC1: Foundation

- Establishing Art room expectations aligned with school values; Kindness, Safety, Responsibility and Respect.
- Identity; drawing a portrait of themselves, creating a background of different shapes using colour and patterned paper.

Creating a 'Little Me' wearing my school uniform. Identifying what line and pattern is and applying either warm or cool colours onto a uniform template.

LC2 and LC3: Year 1/2

- Establishing Art room expectations aligned with school values; Kindness, Safety, Responsibility and Respect.
- Creating a collage of 'Me', students are learning about the proportions of the face and using mixed media to create our school uniform.
- Students will be designing a name tag using bubble writing and experimenting with zentangles to fill with pattern and line.

LC4 and LC5: Year 3/4

- Establishing Art room expectations aligned with school values; Kindness, Safety, Responsibility and Respect.
- Students will be exploring how to draw the proportions of the face to create a self-portrait.
- Using paper, students will create a Portarlington school uniform and write words describing their personality strengths and characteristics around their self-portrait.

LC6 and LC7: Year 5/6

- Establishing Art room expectations aligned with school values; Kindness, Safety, Responsibility and Respect.
- Explore design elements colour, line, shape, tone, pattern, and form to design a hoody top.
- Experiment with watercolour paint and posca pens to add colour to their hoody design.

- Students create and display artwork considering how ideas can be expressed to an audience.

Visual Art

How you can help your child at home:

- Use play, imagination and experimentation with materials and processes to create artworks. Ask your child to communicate their experiences, observations and ideas about what they are making.
- Select materials that are open-ended
- Use familiar materials in unfamiliar ways.

Use a variety of materials that appeal to different senses



STEM-Dani Vagg

LC1, LC2 and LC3: Foundation, Year ½

- Exploring the idea of becoming a curious STEM learner.
- Learning about and developing a Growth Mindset through the mentor text 'The Magical Yet' by Angela DiTerlizzi
- Generating ideas and solving problems through play-based STEM challenges.
- Discuss how science is used in our daily lives.
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LC4 and LC5: Year 3/4

- Developing their understanding of what it means to be a STEM learner.
- Learning about and developing a Growth Mindset, inspired by the mentor text: - 'I Think, I Am' Book by Kristina Tracy and Louise Hay.
- Explore STEM based challenges looking at engineering principles and systems.
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LC6 and LC7: Year 5/6

- Understand what it means to be a STEM learner.
- Explore how scientific discoveries have helped to solve problems and how they can directly affect our lives.
- Learning about and developing a Growth Mindset, inspired by the mentor text: - 'Your Fantastic Elastic Brain: Stretch It, Shape it' by JoAnn Deak
- Develop problem-solving skills through coding.

STEM

How you can help your child at home:

- Fostering your child's natural curiosity and love of the natural world.
- Encourage your child to ask questions and record their thoughts.
- Support your child to design and build with hands on projects and discuss how they may relate to the real world, for example building LEGO houses and looking for similarities or differences for ones found in our local environment.
- Encourage children to develop problem solving skills through puzzles, riddles, and games.



PE-Connor Bloomfield

LC1: Foundation

- Focusing on Gross Motor skills-
 - Whole body movements and changing directions within games.
- Exploring how to show sportsmanship and build resilience.

LC2 and LC3: Year 1/2

- Developing their Gross Motor skills to efficiently control their bodies to walk, run, sprint and leap.
- Discussions of teamwork, supportive environments and winning and losing will be common themes of P.E.

LC4 and LC5: Year 3/4

- Preparing their mind and body for the cross country.
- Developing their understanding of fitness and endurance through running and fun boot camp activities.
- Learning to develop a Growth Mindset towards personal physical capabilities.

LC6 and LC7: Year 5/6

- Physically and mentally prepare for the cross country.
- Discussion of movement, endurance and working towards their personal goal of running in the cross country.
- Establish their starting cardiovascular endurance and steadily build on this as the cross-country approaches.

PE

How you can help your child at home:

- Ensure your child is physically active daily. 20min of physical movement where your child is starting to puff with their breathing is recommended.
- Kick the footy, play basketball together, walk as a family (possibly with a dog) and try slowly jogging for a discussed amount of time. Try and extend that time the next time you walk together.



Portarlington Primary School Cross Country

Click on the website calendar February 28th, 2025.

View the map and take your children for a walk, ride, jog, scoot along the cross-country course.

