

Term Overview – Term 2, 2025



Specialist Team

Portarlington Primary School

Class	Teacher	Preferred Name	Email
Art	Kim Mikelsons	Kim	Kimberlee.Mikelsons@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-Kim Mikelsons

L LC1: Foundation

- Establishing Art room expectations aligned with school values; Kindness, Safety, Responsibility and Respect.
- Exploring printmaking and shape using everyday materials.

Viewing and creating artworks depicting buildings, flowers and gardens and sharing artworks with others.

LC2 and LC3: Year 1/2

- Establishing Art room expectations aligned with school values; Kindness, Safety, Responsibility and Respect.
- Creating artwork based around the seasons exploring printing, painting and collage using everyday materials.
- Sharing our art with others and explaining how it was created.

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 use line to create waves.
- Using different mediums, students will create an artwork that reflects the ocean and ocean animals.

LC6 and LC7: Year 5/6

- Establishing Art room expectations aligned with school values; Kindness, Safety, Responsibility and Respect.
- Explore how messaging can be conveyed through lettering, colour and shape.
- Explore design elements of colour, line, shape, tone, pattern, and form to design a persuasive artwork.

- 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 Foundation

- Students will be exploring physical science the way objects move. Students will investigate through chain reaction experiments using dominoes, blocks and ramps.
- Students will continue to develop their problem solving skills through open ended tasks and play based activities.
- Students will learn about the features of plants and animals and how these features enable their survival.

LC2 and LC3: Year 1/2

- Students will be exploring physical science the way objects move. Students will investigate through chain reaction experiments using dominoes, blocks and ramps.
- Students will continue to develop their problem solving skills through open ended tasks and play based activities.
- Students will learn about the features of plants and animals and how these features enable their survival.

LC4 and LC5: Year 3/4

- Students will be exploring physical science looking at forces, gravity, and motion of objects. Students will experiment in designing and creating 'Rube Goldberg' inspired simple machines.
- Students will follow the engineering design process of: ask, research, imagine, plan, create, test and improve.
- Students will develop their understanding of plant and animal life cycles while investigating biological science.

LC6 and LC7: Year 5/6

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- Students will follow the engineering design process of: ask, research, imagine, plan, create, test and improve.
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STEM

How you can help your child at home:

- Discuss and experiment simple machines and chain reactions with your children, including; levers, screws, wheel and axles, inclined planes, pulleys and wedges.
- Encourage children to plan and adapt their ideas to build creative thinking and resilience.
- Go for walks in nature and collect data on the different animals or plants you can find. You could create scientific, labelled drawings of living things or write down observations in a nature diary.



PE-Connor Bloomfield

LC1: Foundation

- Practicing running, jumping, and throwing using modified Little Athletics activities.
- Exploring how our bodies move in different ways and how to safely use equipment.
- Playing simple games that focus on participation, taking turns, and movement confidence.

LC2 and LC3: Year 1/2

- Building on Junior Athletics events such as sprints, long jump, and skipping.
- Learning the importance of technique and trying our personal best.
- Working on teamwork, encouragement, and celebrating improvement.

LC4 and LC5: Year 3/4

- Exploring core athletics events including sprints, relay, long jump, high jump, discus and shot put.
- Developing correct techniques and understanding how to measure performance.
- Focusing on persistence, self-improvement, and goal setting during events.
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LC6 and LC7: Year 5/6

- Refining athletic skills in track and field events such as 100m, 200m, relay, long jump, high jump, discus and shot put.
- Exploring rules and strategies related to athletics events.
- Emphasising sportsmanship, personal bests, and event preparation for school athletics.

PE

How you can help your child at home:

- Set up simple running, jumping, or throwing games in the backyard or local park.
- Measure and record distances or times with your child to help them track their improvement.
- Watch athletics events and discuss techniques and sportsmanship.
- Encourage a “have-a-go” attitude and praise effort just as much as results.

