ELIZABETH GROVE SCHOOL

Respect ~ Honesty ~ Community

Specialist Overview 2024

Healthy Body, Healthy Mind (Incorporating Health, Visual Arts and Positive Education), P.E., Science and Technology will be taught by Specialist Teachers within the school. Sustainability and Kitchen/Garden will be embedded within the classroom teaching programs.

Specialist Allocation:

Reception to Year 2/3	2x HBHM, 1x P.E., 1x Technology, 1x Science
Year 3 / 4 to 6	1x HBHM, 1x P.E., 2x Science, 1x Technology

An annual overview of each curriculum area is provided. This will be reviewed and refined at the end of each year.

Healthy Body, Healthy Mind (Incorporating Health, Visual Art and Positive Education)

	Term 1 **Zones of Regulation** **Including Social and Emotional Skills**	Term 2 **Experiencing Art**	Term 3 **Personal and Social Health**	Term 4 **Healthy Communities**
Early Years Reception Year 1	To explain and understand the four Zones (Blue, Green, Yellow, Red) and appropriate language (feelings and emotions) for each Zone. To introduce, implement and identify sensory tools that support the senses.	To explore, experiment and create artworks using various mediums Create paper mache animal sculptures using 3D building techniques, paper, glue and scissors.	Practice personal and social skills to interact positively with others. Understanding how to keep themselves safe and heathy.	Identify personal strengths and learn how the body grows and changes. Looking at different ways the community can keep us safe and recognising that being kind fair, and respectful to others can promote class health and wellbeing. Link in with Kindy
Early Primary Year 2 Year 3	To explain and understand the four Zones (Blue, Green, Yellow, Red) and appropriate language (feelings and emotions) for each Zone. To introduce, implement and identify sensory tools that support the senses.	To explore, experiment and create artworks using various mediums. Create paper mache animal sculptures using 3D building techniques, paper, glue and scissors.	Social change and difference in relationships Factors that positively influence relationships Strategies to manage respectful relationships Strategies to manage changing relationships How to respond to bullying	To identify, participate and recognise what makes healthy and safe environment and participate in the local community to build connections supporting well-being. Link in with local Nursing Home
Year 3 Year 4	To explain and understand the four Zones (Blue, Green, Yellow, Red) and appropriate language (feelings and emotions) for each Zone. To introduce, implement and identify sensory tools that support the senses.	To explore, experiment and create artworks using various mediums. To demonstrate the use of various skills and art techniques to convey meaning to an audience. Students to create dragon eyes using clay techniques and provide an Artist Statement upon completion	Social change and difference in relationships Factors that positively influence relationships Strategies to manage respectful relationships Strategies to manage changing relationships How to respond to bullying	Explore how connection to community, natural environment, diversity can support wellbeing and health. Link in with Community Centre and Hospitals
Primary Year 5 Year 6	To explain and understand the four Zones (Blue, Green, Yellow, Red) and appropriate language (feelings and emotions) for each Zone. To introduce, implement and identify sensory tools that support the senses.	To explore, experiment and create artworks using various mediums. To demonstrate the use of various skills and art techniques to convey meaning to an audience. Students to create dragon eyes using clay techniques and provide an Artist Statement upon completion.	Social change and difference in relationships Factors that positively influence relationships Strategies to manage respectful relationships Strategies to manage changing relationships How to respond to bullying	Growth and Development/Puberty Explore how connection to community, natural environment, diversity can support wellbeing and health. Link in with Community Centre and Hospitals

			People and media influence decisions and behaviours	
	Instrument lessons: guitar, woodwind, brass Choir (Festival of Music and Showcase in term 3)			

Physical Education

	Term 1	Term 2	Term 3	Term 4
Junior Primary Reception Year 1	What is HPE? Relationship Building Activities/Games ***The human body***	FMS Drills Obstacle Courses ***Food and nutrition***	Target Games Tag Games ***Personal hygiene***	Fitness Fun Circuits with Music FMS Drills Sports Day Activities
Early Primary Year 2 Year 3 Year 4	FMS Circuits with Equipment Minor Games ***The human body***	Basketball Fitness Fun Circuits with Music Soccer ***Food and nutrition***	AFL European Handball ***What sport looks like in other cultures***	Net and Wall Games Fielding and Striking Games Sports Day Activities
Primary Year 5 Year 6	European Handball Fielding and Striking Games ***The human body*** Girls Netball/Boys Football @ Argana Park 31/3	**Basketball** **Soccer** Fielding and Striking Games District Cross Country Carnival @ Carisbrooke Reserve Fri 13/5 Boys Netball/Girls Soccer Carnival Fri 2/6	AFL Indoor Hockey Para District Athletics @ Bridgestone Fri 11/8 Girls Football/Boys Soccer @ Argana Park Fri 25/8	Volleyball Net and Wall Games Sports Day Activities

Science – Rooms 1, 12, 13, 14, 16

	Term 1	Term 2	Term 3	Term 4
Early Primary Year 3 Year 4	**Earth & Space Science** Movement of Earth (day and night) Our solar system Changes to Earth's surface e.g., erosion-tides, earthquakes	**Biological Science** Living and non-living things Relationships in an ecosystem Comparing life cycles of animals and plants	**Physical Science** Heat can be produced in many ways and can move from one object to another. Identifying changes that occur in everyday situations due to heating and cooling	**STEM** Hands on building activities using a range of materials **Chemical Science** Investigating how liquids and solids respond to changes in temperature. Exploring how changes from solid to liquid and liquid to solid can help us recycle materials.
Primary Year 3 Year 4 Year 5	**Earth & Space Science** Earth, planets and orbit Moon cycle Renewable and non-renewable resources Geological changes and extreme weather events	**Biological Science** Classification of living and non-living things Food webs/food chains Environmental changes and survival	**Physical Science** Light from a source forms shadows and can be absorbed, reflected and refracted Comparing shadows from point and extended light sources such as torches and fluorescent tubes	**STEM** Hands on building activities using a range of materials **Chemical Science** Exploring the way solids, liquids and gases change under different situations such as heating and cooling.

Science and Technologies – Rooms 18, 19, 20, 21, 5, 4, 3, 2

	Term 1	Term 2	Term 3	Term 4
Early Years Reception Year 1	**Biological sciences** Investigate the basic needs for survival of common flowering plants. Observing the features and behaviour of small animals such as earthworms, snails and ants **Technologies** Conducting a survey and collecting evidence to compare plant needs to animals needs	**Chemical sciences** Explore what things are made of in the school environment. Explore how to use twisting, stretching, scrunching and bending to physically change the shape of everyday materials **Technologies** Using data from the investigation to make a water-resistant outdoor object for the school environment	**Earth and space sciences** Identify distinctive characteristics of the water. Investigate the daily, weekly and seasonal changes in their local environment. **Technologies** Recording and reporting on a weather investigation	**Physical sciences** Develop an understanding of how things move. Investigate sources of light and sound **Technologies** Planning and investigating of the effects of shape, size and surface on how far things can roll
Early Primary Year 2 Year 3	**Biological sciences** Explore the growth of a range of living things. Inquire about living and non-living things. **Technologies** Planning and conducting an investigation of the animal groups present in the leaf litter in the school grounds	**Chemical sciences** Exploring how solids or liquids are influenced by temperature. **Technologies** Investigating how shape and size effect the melting time of chocolate	**Earth and space sciences** Explain night and day in terms of the Earth spinning on its axis. **Technologies** Investigating how shadows change throughout the day and linking these changes to the Earth's movement around the sun	**Physical sciences** Explore pushes and pulls. Identify different heat sources. **Technologies** Planning and investigating of the factors that affect a paper whirly-bird's fall through air

Technologies				
	Term 1	Term 2	Term 3	Term 4
Primary Year 4 Year 5 Year 6	**Design Technologies** Investigate how forces and the properties of materials affect the behaviour of a product or system through STEM activities. Identifying the properties of materials needed for the design solution of a STEM challenge. Outlining the planning and production steps needed to produce a product	**Design Technologies** Investigate how forces and the properties of materials affect the behaviour of a product or system through STEM activities. Identifying the properties of materials needed for the design solution of a STEM challenge. Outlining the planning and production steps needed to produce a product	**Digital Technologies** Design, modify and follow simple algorithms involving sequences of steps using Bee-Bots Programming Bee-Bots to operate independently using Bee-Bot mats. Designing the instructions for Bee-Bots	**Digital Technologies** Design, modify and follow simple algorithms involving sequences of steps using Bee-Bots Programming Bee-Bots to operate independently using Bee-Bot mats. Designing the instructions for Bee-Bots