



Our hours of supervision are 8.45am-3.30pm

Newsletter

Drouin West Primary School
Issue No 2 - Friday 11th FEB

TERM 1
2022



Icy pole sales are open for Terms 1 & 4.
Tokens are 50c each or 10 for \$5 and can
be purchased from the front office or via
the QKR ap.



IMPORTANT DATES



Mondays	Lunch Orders— Flexischools App
Tuesdays	Breakfast Club 8:30am—8:45am (Free to All) (Starting WEEK 4) Library Open to students at lunch time
Wednesdays	No Preps for February
Thursdays	Lunch Orders - Flexischools App Breakfast Club 8:30am—8:45am (Free to All) (Starting WEEK 4) Library Open to Students at lunchtime
Fridays	Outside Assembly @ 2:50pm Parents & Friends—1st Friday of the month @ 9:00am (after drop off)
Tuesday 15th FEB @7pm	School Council Meeting
Thursday 24th FEB	District Swimming for selected students
Wednesday 2nd MAR	First Wednesday at school for Preps
Wednesday 9th MAR	School Athletics Day
Tuesday 15th MAR	School Council Meeting AGM
Thursday 17th MAR	School Photos (Full school uniform please)
Friday 18th MAR	National Day of Action Against Bullying & Violence / Harmony Day (Wear bright colours to school!)
Tuesday 26th APR	Student free curriculum day

Hats required in Term 1 for outside play! \$10 @ the office.



From Mrs Ronalds

School Chaplain



Hi Everyone

My name is Wendy Ronalds and I am the Chaplain here at Drouin West Primary School. I have been in this roll for over eleven years and previous to this was teaching!

I am available to support children, parents and staff at Drouin West Primary School. Children may need some support with friendships, grief over the loss of a loved one, health issues, problems at home, anxiety or anything else. Sometimes parents will ask me to talk to their children over issues concerning their children. Sometimes staff will refer students to me. I am often seeing out and about in the yard catching up with parents, hearing about the highs and lows of family life!

Referral to outside services is also part of my role. In order for me to support children I do need a signed permission form from parents, just send me a message on class dojo if you would like one for your child.

I also facilitate a grief and loss program called Seasons for Growth. This is an evidence-based change, loss and grief program that draws on the metaphor of the seasons to understand the experience of grief. It builds the knowledge and skills necessary to strengthen social and emotional well-being following significant loss by:

Exploring the impact of change and loss

Learning about effective ways to respond and adapt

Participants learn they are not alone in their experience of change, loss and grief and are able to build their communication, decision making and problem-solving skills within the context of a safe and supportive learning environment.

The program has been run at this school for many years and over 300 children have participated! I will let you know via the school newsletter or class dojo which classes will be offered the program this year. Its an optional program, but one that many children have benefited from.

Please feel free to contact me at anytime if I can support you or your family in anyway. You can message me on class dojo or send me an email -

Wendy.Ronalds@education.vic.gov.au

We have a great team here at Drouin West Primary School and I feel blessed to be part of it!

Kind regards

Wendy Ronalds



Hello!

Get to know: Prep



Prep A-Mrs Leah Bull & Miss Tarn
Prep B-Miss Chloe Thomson & Mrs Ward

Literacy

Our Literacy instruction is evidence based and research informed. Major reviews into effective reading instruction have found that most children benefit from systematic, balanced and explicit teaching of phonological awareness, decoding and spelling and sight recognition. In literacy this term we teach the following:

- Hearing, joining and separating sounds that letters make (m, s, f, a, p, t, c, l, b, h, n, o, d, g, l, v).
- Rhyme, isolating the beginning and end sound in words, adding and deleting sounds in words.
- Reading heart words (these are words that have uncommon spelling patterns that children need to learn by heart e.g. My, the). We explicitly teach the 'easy' and 'tricky' parts of the heart words.
- Handwriting– Through whole class, explicit instruction, we learn to write the letters that correspond with the sound we are learning. We also focus on correct placement of pencil grasp.
- Continuous blending– Once we have grasped an understanding of a mix of consonant and vowel sounds we will begin continuous blending. This is where we say each sound in a word so we can begin reading. "mm-mmaaa-mmaatt" = mat
- Encoding (spelling)- We will learn to hear the sounds in a word and write the corresponding letter.
- Daily Review– Each day we will review previously learned skills such as: Sound, letter formation and phonemic awareness skills.

Our day

8:45am	Doors open
9 - 11am	Literacy hand washing, trip to the bathroom and snack.
11:00-11:30am	Recess
11:30-1:15pm	Trip to the bathroom, handwashing, fruit and story Math
1:30 - 1:40pm	Lunch eating time in our classrooms
2:15 - 3:15pm	Mindful moment, play based learning/ inquiry Pack up time.

We're looking forward to -

- Wednesday 16th and 23rd of February– Prep Assessment interviews
- 9th of March– Athletics day at the Geoff Watt Track in Warragul. Parents welcome!
- Labour Day– 14th of March– Public Holiday

Inquiry

When we transition to 5 days of school, we will begin our inquiry sessions. These will focus on a theme of 'all about me. Students will learn:

- About the history of their family
- Describe where they were born and raised
- Who is in their family
- How they are related to their family
- How to communicate stories about their families with their peers
- How they are unique and how their family and friends are important to them

Numeracy

In Foundation, we teach students to gain a conceptual understanding of numbers. We do this through multiple representations, number stories, visual representations, (pictures), hands on materials (tens frames, icy pole sticks blocks, counters), and games.

Students learn to name numbers, 1-1 correspondence when counting, sequencing numbers and understanding numbers as a collection. We are providing opportunities for students to develop a deeper understanding of the part-part whole relationship of numbers e.g. 4 and 3, 5 and 2, 6 and 1 all make 7.

Each lesson we begin with fluency. This is where we focus on accurately recalling numbers and counting. Students are also encouraged to apply their thinking to new contexts.

Social/Wellbeing

In foundation, we understand that our preppies are in a new and exciting environment. We will explicitly teach and model turn taking, using manners, sharing kindly and including others. During recess and lunch play times children are supported to ask friends to play as well as how to communicate their interests with their friends. Our 4bs are interwoven into our daily routines to support our children to Be Kind, Be Respectful, Be Safe and Be a Learner.

In our classroom, we are inclusive of the different needs children may have in order to feel safe and comfortable when learning. We use visual timers, a daily visual schedule, visual cue cards and sensory resources.

Our little ones have many emotions that they experience at any one time. We will help your child to identify and understand their feelings and begin to explore strategies to help them to regulate their emotions. One way, is through the Zones of Regulation. During our Zones lessons, we will explore emotions through stories, role play, modelling and class discussions.

Junior Specialists

Art - Mrs Heath

Welcome to Term 1 Art with Mrs Heath.

This term we will spend some time setting up the routines and expectations in the art room. Safety is really important! We will be doing lots of fun tasks that build the muscles in our hands and further develop our fine motor skills.

We will do lots of cutting, tearing, pasting, painting, colouring, folding. The students will have opportunities to explore and create with lots of different materials. Our learning in the art room this term will link to the Inquiry unit of 'All About Me' that the students are working on in the classroom.



Physical Education - Ms Gardiner

Welcome to Term 1 PE with Mrs Gardiner.

This term we will spend the first few weeks setting up the routines and expectations, focussing on demonstrating the 4Bs throughout each lesson.

We will develop our fundamental movement skills such as rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping and skipping, which are all skills students will use when participating in our Whole School House Athletics day on Wednesday March 9th. We will be looking for plenty of family helpers to support us in running the day.



AUSLAN - Mrs Wainwright

Welcome to the best subject in the school Auslan :)

In grade 1 we will be focusing on using our finger spelling skills to sound out words and sign them to each other. We will also be increasing our counting ability and even counting up to 100.

We will be trying to sign simple sentences and read other sentences signed to us by our peers. We will also be learning some new words about days, time and animals.



STEM - Mr Gilcrist

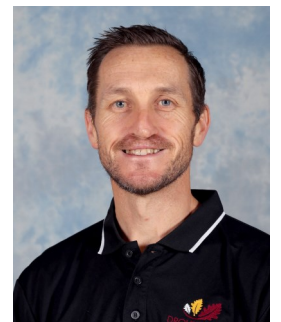
PREP: Welcome to STEM with Mr G! This subject covers multiple curriculum areas - 'Science, Technology, Engineering and Technology'.

This term we will be looking at Physical Sciences - the physical characteristics of objects and the effects of these on how they move. We will investigate how push and pull forces create movement and will use maths and technology to record and present this.

YEAR 1:

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Hello!

Get to know: Year One



Year 1A - Miss Christine Winter

Year 1B - Miss Carlie Balfour

Literacy – Reading

Our literacy instruction is evidence based and research informed. We include all elements of 'The Big 6' (oral language, phonological awareness, letter sound knowledge (phonics), vocabulary, fluency and comprehension) in our Literacy block and throughout the day.

Our focus in the junior years is on word-recognition (learning letter sound relationships to blend sounds to decode words). We use decodable texts to support our literacy instruction. They provide the practise students need to develop strong decoding skills. We ensure that students are reading texts at their point of need through our assessments of their phonic knowledge and fluency.

Every day we review previously taught sounds to consolidate students' knowledge, we blend sounds to read words, we practise reading sentences and we develop students comprehension through modelled read alouds where we explore interesting vocabulary and build background knowledge. Every week, we learn a new phoneme and some High Frequency Words (words that are frequent within students reading and writing e.g. said, come, happy, was, they, etc.)

In term one, our focus is on fables, fairy tales and Indigenous stories. The phonemes (sounds) we are learning are: /ai/, /ay/, /ee/, /ea/, /-y/ /igh/, /ie/, /oa/, /ow/, /aigh/, /eigh/ and /ey/.

Literacy – Writing

Our daily writing instruction includes time spent on handwriting, encoding (spelling words) and sentence skills.

We teach handwriting explicitly and only with teacher guidance. We model how to form each letter correctly using simple and clear instructions and we ensure that there are multiple opportunities for practise.

Every day, we practise spelling words and writing simple sentences that have the weekly sound focus in them.

E.g. snail, train, mail, brain, paint

I want to paint a snail.

We also focus on parts of speech (nouns, verbs etc.) and different sentence types (statement, question, command etc.).

Our Day

Every day, we have Literacy and Numeracy learning. Our specialist classes are spread over the week. Below are some key times of each day.

8:45-9:00am	Good morning! We unpack our bags and place our satchels on tables. We unstack a chair and place our pencil case on our table so that we are ready for learning.
9am	We begin our day with marking the roll and explaining what's on for the day.
10:30am	Handwashing, toilet break and snack eating time
11:00-11:30am	Recess
12pm	Handwashing, toilet break, fruit and story
1:30-1:40pm	Lunch eating time
1:40-2:15pm	Lunch play
3:15pm	Good afternoon and home time.



DROUIN WEST
PRIMARY SCHOOL
EST. 1874

Numeracy

We're looking forward to...

- Athletics Day
- Class Museum Day (TBC)
- National Simultaneous Story Time (25th May)

In Year 1 we build on the number concepts learned in Prep. We focus on number stories, visual representations (pictures), hands on materials (MAB blocks, tens frames, icy pole sticks) and games so students can understand how addition, subtraction, place value and sharing are constructed and why they are important in the world we live in.

In our daily lessons, we focus on fluency to ensure students are frequently reviewing counting (forwards, backwards and skip counting), place value concepts (numbers before and after, 10 more/10 less), number facts, days of the week and months of the year.

Every few lessons, we engage in a class 'Number Talk' which is a math problem that requires students to investigate and think deeply about a solution. We have time for students to verbalise and listen to others' ideas whilst we record each student's thinking strategy to show their ownership. We aim to fill each lesson with fun and build positive growth mindsets when engaging in more challenging maths.

In term one, our maths focus is on:

- understanding 2 digit numbers (reading, recognising, representing, comparing and writing)
- skip counting (tens, fives, twos)
- addition and subtraction
- location
- patterns

Inquiry

In our Inquiry lessons, we will be covering history, geography, science and design technology over the year. In term one, we will be learning about history. Our unit is called 'Exploring Family Life'. In this unit, we will be learning about families and how they are all unique and special. We will look at family traditions, responsibilities of different family members and we will be developing our understanding of time through creating our personal history boxes. We hope to have a 'Class Museum Day' toward the end of term where our students can invite someone special to school to share and view all of our history boxes.

Wellbeing

This year we are using the Zones of Regulation framework to teach students about self regulation. We hope to improve their ability to recognise and communicate how they're feeling in a safe, non judgmental way.

In term one, we will be learning about each coloured zone which cover different states of alertness and emotions. Once we have a good understanding of the emotions within each zone, we will begin exploring strategies and/or tools to help students move between each zone.

We also intentionally teach our students social skills to help them form positive relationships, have conversations, develop body language, cooperate, share and play together. Through explicit teaching of social skills, we can help our children to become better learners. We strive to build an atmosphere in which our students can grow socially, emotionally, and academically. Alongside our Zones learning, we support students with things that pop up in our individual classes, whether that be learning to work in partners, including others in games/play, how friends treat each other, what to do if someone says unkind things etc.



Hello!

Get to know: Years 2/3



The 2/3 Team

Irene Faumuina | Holly Viotto | Sam Cheeseman

Keira McMaster | Renae Lisk | Isabel Stephens

Numeracy

We are beginning the year learning about place value and will be exploring numbers up to 10,000 by recognising, ordering and modelling. Students are given opportunities to write and read numbers up to 10,000 with explicit instruction about the value of each digit according to its place within the number and demonstrate this on number lines. Students are able to model a number by using various manipulatives such as tens frames, MAB blocks, Unifix and icy pole sticks (bundling into tens). We also give students the opportunity to represent numbers in different ways by renaming them. For example, in the number 340, students could say there are 3 hundreds and 4 tens or, 340 ones, or 34 tens and 0 ones. Lessons begin with a focus on fluency or with a structured math talk, which encourages the development of efficient mental strategies and the ability to explain their mathematical thinking.

Inquiry

This Term, we are focusing on developing our understanding and applying growth mindset to our learning and thinking. Students work on a range of activities which aim to strengthen their persistence and adaptability to change. Students are practising being prepared, trying new things and identifying strategies to try when faced with unfamiliar or challenging situations. We also explore the importance of mistakes, and what we can learn from them. We will also be learning about ourselves and our families to understand and explore how we have similarities and differences. Drouin West Primary School will be introducing the 'Zones of Regulation' into our inquiry sessions later in the term. This program is designed to support students in understanding and identifying their own, and others feelings and emotions. This is done through exploring various 'tools' that students can use depending on their needs. These lessons are delivered in various ways, including hands on opportunities, teamwork and sharing ideas and knowledge with the class.

Our day

8:45am	Arrive & Enter Classrooms Prepare for the day
9:00am	Session 1
10:00am	Session 2
11:00am	RECESS 10min Eating Time
11:30am	Session 3
12:30pm	FRUIT & STORY Session 4
1:30pm	LUNCH 10min Eating Time
2:15pm	Session 5
3:15pm	Home Time



We're
looking
forward to -

- Swimming
- Athletics Day
- Year 3/4 camp



Wellbeing

This year we are using the Zones of Regulation framework to teach students about self regulation. We hope to improve their ability to recognise and communicate how they're feeling in a safe, non judgmental way.

In Term 1, we will be learning about each coloured zone which cover different states of alertness and emotions. Once we have a good understanding of the emotions within each zone, we will begin exploring strategies and/or tools to help students move between each zone.

Morning Routine

Arriving at school by 8:45am, allows students to be prepared for their day ahead. At this time, students should enter classrooms and set up their spaces, ready to begin learning at 9am.

Students are encouraged to organise themselves independently, but arriving early gives students the time they need to settle in and prepare before the day begins. This includes signing in on Class Dojo, changing readers (if needed), putting their lunchbox and drink bottle away, unstacking chairs and checking the daily schedule.

Students that arrive after 9am, need to sign in at the office and collect a late pass before heading to their class.

Literacy

This year, our literacy sessions include vocabulary instruction. Building vocabulary helps students to comprehend their reading. These words are taught in context, with opportunities for students to practice and use the words in their reading and writing. We also include phonics instruction and this is guided by research informed processes. This includes listening to sounds and practising writing, reading and saying them. This also includes a daily review, where previously learnt content is revised. Listening comprehension is also an important part of our literacy session.

We choose high quality texts that use rich language and fulfil our lesson focus. Handwriting is also taught as part of our literacy block. This session is teacher guided and gives students multiple opportunities to practise letter formation. We teach high frequency words from a researched list to build students knowledge and help improve their fluency when reading. Fluent reading allows students to focus on comprehension and meaning. We do this by continuously giving students multiple opportunities to practise reading fluently at their independent level.

Decodable readers are used throughout the literacy block to help students gain confidence and practise all taught skills.



Years 2&3 Specialists

Art - Mrs Heath

Welcome to Term 1 Art with Mrs Heath.

This term we will spend some time setting up the routines and expectations in the art room. Safety is really important! We will be doing lots of fun tasks that further develop our art skills. We will look at how various elements of art such as colour, line and shape enhance our artwork. We will be challenging ourselves to think outside the box and nurture our creativity. The students will have opportunities to explore and create with lots of different materials. Our learning in the art room this term will link to the Inquiry unit of 'My Family' that the students are working on in the classroom.

Things will get messy in the art room, so if you could please send an art smock that is clearly labelled with your child's name, it would be greatly appreciated.



AUSLAN - Mrs Wainwright

Welcome to the best and most exciting class of the year, Auslan with Mrs. Wainwright. In grade 2/3 will be concentrating on being able to communicate through using basic sentences and signs. We will be signing words by using the Auslan alphabet and by using specific signs for words such as days of the week, feelings, places, time and family members.

We will be playing games in Auslan that help us to remember and read signs quickly. We will also be considering how the deaf community live and trying to identify why Auslan is so important to their everyday lives.



Physical Education - Ms Gardiner

Welcome to Term 1 PE with Mrs Gardiner.

This term we will spend the first few weeks setting up the routines and expectations, focusing on demonstrating the 4Bs throughout each lesson.

Students will be practicing and refining their fundamental movement skills with a focus on how to use these movements in athletics events including shot put, discuss, long jump and running races. We will also focus on developing our resilience and coping skills to interact positively with one another when winning or losing.

On Wednesday the 9th of March is our Whole School Athletics Day, we will be looking for plenty of family helpers to support us in running the day.



STEM - Mr Gilcrist

Welcome to STEM with Mr G! This subject covers multiple curriculum areas - 'Science, Technology, Engineering and Technology'. This term we will be focussing on physical science and engineering to research, plan and produce a simple machine and record results of experiments.

Students will discuss ways to improve their machine and use maths and technology to record results of experiments and present them in various ways.



Hello!

Get to know: Seniors



The Grade 4 / 5 / 6 Team

Reading

In Reading this term, there will be a strong focus on both phonics and vocabulary, with daily practise of these skills both at a whole class level and in targeted teaching groups.

Students are learning to find figurative language (metaphors, similes) in a text and understand the meaning. We will consider the language features (figurative language, tense, point of view, comparisons, diagrams, images, maps etc.) and the impact it has on our interpretation of characters and settings.

We will look at how characters are depicted and students will give their response to the characters actions and motivations. We will then support our answers with evidence from a text to strengthen our response.

We will be practising these skills in interactive read alouds and we are reading our Book Talk book, Holes.

Writing

In Writing this term, we will have a strong focus on the parts of speech and using these to create correctly formed and interesting sentences. We will then use our knowledge of sentence structure as we create interesting narrative stories. Before writing, we will verbally discuss our ideas in small groups and plan out the different events that will occur in our text.

This term we will also be reviewing the different structures and features of both narrative and persuasive text types and incorporating figurative language (e.g. similes, metaphors, idioms, personification) into our text to make our writing more engaging for our reader.

Mathematics

In Maths this term, we will commence with learning about place value and how this is linked to other elements of Maths. We will further develop our skills, accuracy and pace at completing addition, subtraction, multiplication and division problems.

In Measurement and Geometry, we will focus on length, area, perimeter, shape. A focus will also be placed on telling time to the minute, 24 hour time and timetables, calendars and temperature.

In Statistics and Probability we will focus on, construct, read and interpret data and graphs, chance and probability, likelihood of events as decimals and fractions and on a scale from 0 to 1.

Miss Jessiman, Ms Loree Ambrose, Mrs Forster, Mrs Tymkin, Mrs Gooding, Mr Timewell, Miss Perry-Nobelius

Our day

9am	Arrive at school at 8:45 and come to the classroom to get ready for the day.
10:00 am	Snack 10:50 in classroom.
11:00 - 11:30 am	Recess
12:30 pm	Fruit break
1:30pm	Lunch eating time
1:40 - 2:15pm	Lunch play time
3:15pm	School finishes for the day

We're looking forward to -

- School Photos 17th March
- School Athletics Sports - 9th March at Geoff Watt Track
- Interschool Swimming—Mid February
- District Athletics—Late March
- Winter Sport—27 May
- Grade 6 DSC Experience Day—May
- Naplan for Year 5—May
- Year 3/4 camp—Waratah Bay—August
- Year 5/6 camp—Melbourne—August
- Cross Country—TBC



Topic

Topic this term will be Civics & Citizenship for grade 4s and Economics & Business for grade 5 and 6s.

Grade 4s will be looking at the role of local government and how decisions are made. They will recognise the importance of rules and distinguish between rules and laws. They describe how people participate in their community as active citizens and factors that shape a person's identity and sense of belonging.

Grade 5 and 6 students will learn about needs and wants and recognise that choices need to be made when allocating resources. They will learn about consumer choices and financial decision making, and how these choices and decisions have an effect on themselves, their family, others, the economy and the natural, economic and business environments. They will investigate the purpose of business and recognise the different ways that businesses choose to provide goods and services. Students will identify the many reasons why people work and describe the changing nature of work.

Wellbeing

This term we will be introducing the Zones of Development. There are four zones categorised in colours, **blue**, **green**, **yellow** and **red**. We all move throughout these zones on any given day. We may find ourselves in the **blue** zone if we are feeling a little tired, sad or sick. When in the **green** zone, we are feeling calm, focused and happy. This is the optimal zone for learning. In the **yellow** zone, we may be feeling a little frustrated, annoyed, silly, excited or hyperactive. It can be difficult to focus in this zone. The **red** zone is when we are feeling very extreme emotions, including terror, rage, extreme stress. Throughout this term, the students will learn about the different zones, begin to identify which zone they are in and learn different strategies to help move them to the appropriate zone.

We will also be following the Resilience, Rights and Respectful Relationships curriculum. This program covers a number of different topics such as Emotional Literacy, Personal Strengths, Positive Coping and Problem Solving. We will have a focus on developing a growth mindset rather than a fixed mindset to ensure the students can be the best learners they can be.

Sport / Health

Every week the classroom teacher will run an extra sport/health session. We will be looking at the health benefits of sport, for both physical and mental health. We will also look at how to be an active and respectful participant in our sport sessions, focusing on teamwork, showing good sportspersonship and encouraging team mates. We will then practice these skills in outside sport sessions. In term one, we will be running a rotation of different minor games.



Senior Specialists

Art - Mrs Heath

Welcome to Term 1 Art with Mrs Heath.

This term we will spend some time setting up the routines and expectations in the art room. We will be challenging ourselves to think outside the box and be as creative as possible. The students will have opportunities to explore and create with lots of different materials, learning about the techniques and processes involved. Our learning in the art room this term will link to the Book Talk text 'Holes' that the students are reading in the classroom. We will look at the vocabulary that describes where the story takes place, and attempt to recreate this in our artwork.

Things will get messy in the art room, so if you could please send an art smock that is clearly labelled with your child's name, it would be greatly appreciated.



AUSLAN - Mrs Wainwright

Welcome to the best and most exciting class of the year, Auslan with Mrs. Wainwright. This term we will spend most of the time practising our signing to increase our fluency. We will be exploring the grammatical differences between everyday English and Auslan as a language. We will be learning more terms to help us sign more detailed everyday conversation.

We will also be exploring the life that deaf people lead and why signing communication is so important to their lives.



Physical Education - Mrs Gardiner

Welcome to Term 1 PE with Mrs Gardiner.

This term we will spend the first few weeks setting up the routines and expectations, focusing on demonstrating the 4Bs throughout each lesson.

The Senior students will practise specialised movement skills directly linked with athletics events including shot put, discus, long jump, triple jump, high jump and running races as we lead up to our Whole School Athletics Day. This will be held on Wednesday the 9th of March, we will be looking for plenty of family helpers to support us in running the day.

We will focus on participating positively in groups and teams, developing resilience and coping skills when winning or losing.



STEM - Mr Gilcrist

Welcome to STEM with Mr G! This subject covers multiple curriculum areas - 'Science, Technology, Engineering and Technology'. This term we will be focussing on physical science and engineering to research, plan and produce a simple machine. Students will discuss and experiment with ways to improve their machine and use maths and technology to record results of experiments and present them in various ways.

