TERM 3 CURRICULUM OVERVIEW - SENIOR UNITS

Religious Education:

Sacred Stories – Sacred Peoples
In this unit students learn about how the people of Israel were formed, how they related to God, and how the early Christians understood Jesus Christ. Students explore family stories, examining the values and beliefs held by their families, revealed through these stories. They examine how the Hebrews were formed as the Chosen People in Exodus, and how they experienced God through an investigation of the Ten Commandments in Exodus. They consider the roles of prominent Old Testament figures such as Moses and Miriam. Students investigate how the first Christians understood Jesus Christ through an exploration of the commandment to love God and to love one’s neighbour in the gospels. Students will be given the opportunity to reflect on how God has been, and is, a part of their own life stories.

My Mission in the Faith Community!
In My Mission in the Faith Community! students learn about Jesus Christ’s mission to bring the Good News of God’s love to all as a way of preparing to be confirmed. They explore saints and disciples of the past and present as role models of discipleship. They explore the gifts and fruits of the Holy Spirit that empower baptised people to live out the call to discipleship. At the conclusion of this unit students demonstrate their understandings of what it means for them to be a disciple and prepare to celebrate Confirmation.

Literacy:

Reading:
In Reading, the students are working at understanding difficult text, identifying key words in texts, summarizing and answering questions about novels and stories, which include the skills of comprehension (implicitly stated, inferred and evaluative), applying their knowledge in a variety of ways, analysing texts and evaluating text. This term, students will read from a variety of texts (both in print and in multimodal formats).

Writing:
This term, writing in the senior units is focused on learning about the organisation, grammar and use of the Report and Explanation (explaining) writing genres. In spelling the students are learning about various aspects of phonic, meaning and sight clues when spelling words.

Speaking and Listening:
Opportunities for speaking and listening occur on a regular basis. Within a variety of settings, including whole class, small group, adult/child and peer settings, the students are further developing skills in:
- Delivering talks,
- Debating
- Telling stories and recounts,
- Formulating questions relevant to a topic,
- Offering opinions and constructive feedback to peers,
• Justifying their views with supporting evidence,
• Taking part in pair and small group activities.

**Numeracy:**

**Number:**

• Ordering of integers (for example, positive and negative temperatures)
• Rounding numbers up and down to the nearest unit, ten, hundred, thousand, ten thousand, hundred thousand, million, tenth, hundredth.
• Estimate the likelihood of situations

**Measurement, Chance and Data:**

• Use metric units to estimate and measure, mass, volume, capacity, time and temperature
• Convert between metric units of length, capacity and time (for example, L–mL, sec–min).
• Interpret pie charts and histograms
• Design of questionnaires to obtain data from a sample of the population
• Sorting of data using technology
• Present data in appropriate displays (for example, a pie chart for eye colour data and a histogram for grouped data of student heights).
• Simulate chance events (for example, the chance that a family has three girls in a row)
• Estimate and measure surface area; for example, use of square metres, and area of land; for example, use of hectares, perimeter and volume

**Space:**

• Represent a relationship within a family through use of a tree diagram
• Use a compass and compass directions to describe orientation in the school ground and classroom.

**Structure:**

• Use appropriate physical models and graphs when testing the truth of conjectures.
• Interpretation maps, graphs and models
• Use the mathematical structure of problems to choose strategies for solutions. Explain reasoning and procedures and interpret solutions.
• Use compass directions, coordinates, scale and distance, and conventional symbols to describe routes between places shown on maps.

**Working Mathematically:**

• Apply a range of transformations to shapes and create tessellations using tools (for example, computer software).
• Transform shapes and solids.
- Convert data to decimals, fractions, percentages and ratios
- Calculate the probabilities associated with experiments involving equally likely events.

**Integrated Studies:**

**Unit: Body Systems (Wellbeing)**

**Purpose:**
- To develop in students an understanding of the interrelationship of body systems and their functions.
- To explore training principles for improving components of health related fitness and ways to monitor exercise intensity.
- To develop further understandings about food selection and its contribution to a healthy lifestyle.

**Key Understandings:**
- The human body is a large system that is made up of a range of smaller systems.
- Each body system has a vital role in keeping the body functioning healthily.
- There are connections between systems in the human body and their various functions.

**Physical Education:**

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**Term 3 Interschool Sports Program Fridays 2.00-3.00:**

Football / Tee-Ball / Netball
**Library:**

During Term 3 the students will be reading and critically analysing the books nominated by the Australian Children's Book Council for 2009. The theme we will be exploring is BOOK SAFARI— we will also be reading popular books from the past written by well known authors.

There will be a Book Week celebration involving a range of activities including a favourite character dress up day, an interactive environment incursion and display and a drawing competition.

**Art:**

In all year levels, Term 3 Art will continue to be used as a vehicle for exploring new ideas and experimenting with different mediums. The children will be allowed the opportunity to be individually expressive, creative and communicative via their art work. They will be encouraged to further develop and refine their existing skills in line, tone, texture, pattern, shape, colour, fine line drawing and to a less extent, construction. The children in all levels will continue to experiment with the mediums which predominantly include paint, watercolours, charcoal, chalk, oil pastels, crayons and pencil. Printing, collages, tearings, rubbings and markings are some of the processes which will be undertaken in order to add special effects to artwork. Children will be encouraged to respect the diversity of all artwork produced thus promoting self-esteem, confidence and artistic skill within each child.

**LOTE:**

The children will look at travelling around the world with ‘La Famiglia Giromondo’. The vocabulary associated with travel will be introduced. This includes the different means of transport that one can use to get around, the items of clothing one would pack in a suitcase, the documents one might need to get from one country to another, the time one might spend in a visiting country etc. To conclude the unit the children will write short, simple diary entries which will inform the reader of their whereabouts, how they got there, how long their stay will be and what they hope to see during their stay there. In the latter part of the term, the children will take a look at the city of Melbourne, a vibrant, creative, multicultural city offering many attractions and activities to both its residents and tourists. Directional language will be introduced and used in locating landmarks around the city centre.