TERM 3 CURRICULUM OVERVIEW - YEAR 1

Religious Education:  
**Created for Life**  
In this unit students learn about what it means to live in right relationship with all of God’s creation. In Part 1, they explore the beauty and diversity of the gift of creation, and consider their responsibility to care for it. In Part 2 students learn about living in right relationship with others as they ponder the parable of the Good Samaritan.

**God Loves Us, No Matter What!**  
In this unit students learn about forgiveness and reconciliation. In Part 1 they explore the parable of The Prodigal Son/The Forgiving Father with a focus on the actions and responses of each character, and relate the teachings of this parable to their own experiences. In Part 2 students learn about how the Catholic community celebrates God’s forgiveness and the reconciliation between people in the sacrament of Penance.

Literacy:  

Reading:  
This term, a major focus for each group will be to assist students in developing and practicing a variety of decoding strategies (such as blending of sounds, initial blends, vowel blends, final blends, base words and endings, chunking or breaking up of words, compound words, re-reading, reading on etc.) as well as encouraging expression and fluency. In addition, we are working on developing a deeper comprehension of the texts that are read. 
Children will be involved in:
- guided reading, involving specific teaching time with the teacher
- book related tasks (including a variety of comprehension and personal response tasks)
- computer reading tasks
- spelling and word building games
- big book activities
- independent reading
- specific grammar tasks

Writing:  
During this term, the children will be working on Procedures and Reports (Science experiments) 
Students are encouraged to-
- use the appropriate format
- include appropriate sentence beginnings (verbs of instruction) and vocabulary
- use visual texts in their writing (labeled diagrams)
- begin to proof read their writing
- check spelling (using the have-a-go system)
- apply correct punctuation more consistently.

Spelling is an integral part of our Literacy program and includes – high frequency words, word families, rhyming words, theme words and personal spelling words. Children are encouraged to use word lists and charts, as well as their own personal spelling list and a have-a-go practise sheet.
Speaking and Listening:
Through a variety of oral language activities (Show ‘n’Tell, shared reading, guided reading, class discussions and co operative and pair work) we aim to develop the following skill:

- Eye contact
- Speaking clearly
- Respecting the speakers right to be heard
- Recalling information orally
- Giving oral instructions
- Giving an opinion on a topic
- Asking relevant questions related to a topic of discussion
- Answering questions related to a topic of discussion

Numeracy:

Number:

- Count forwards and backwards to and from 100 by 1s, 2s, 5s, and 10s.
- Recognize patterns in the whole number system (2’s, 5’s, 10’s)
- Count forwards and backwards to and from 100 and skip-count to 100
- Calculate mentally with numbers up to approximately 20 (counting on, counting back, commutative property of addition)
- Model, represent and understand numbers up to 20 (on a computer).
- Use estimation strategies to assist counting and computations when dealing with numbers greater than 20 (grouping in 5’s, 10’s)
- Model, represent and understand numbers up to 99.
- Represent, identify, extend and devise whole number patterns
- Create and solve number sentences, which involve the operation of subtraction and multiplication.
- Read, write and interpret symbolic number sentences involving addition and subtraction.
- Construct and complete simple statements of equality (multiplication)

Space:

- Use shape, orientation and symmetry to complete simple pictures or patterns.

Measurement, Chance and Data:

- Use everyday language to describe and compare area and length, and use uniform informal units to estimate, measure, compare and order the area and length of objects.
- Use everyday language to describe and compare distances (perimeter,).
• Make comparisons of the relative area of two or more objects.
• Use uniform informal units to estimate, measure, compare and order the perimeter of objects.
• Use uniform informal units to estimate, measure, compare and order the capacity of objects.

Integrated Studies:

Unit: Light and Colour

Purpose:
Children will be encouraged to consider how we and other animals make use of the natural phenomenon of color and light. The topic will increase children’s understanding of the properties of light and their knowledge of light sources. They will also develop their ability to identify and name colors and tones and to make connections between color, light and heat.

Physical Education:

<table>
<thead>
<tr>
<th>Focus/Skill</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skipping</td>
<td>Bounce using two hands</td>
</tr>
<tr>
<td></td>
<td>Continuous bounce using one hand</td>
</tr>
<tr>
<td></td>
<td>Dribbling with the feet</td>
</tr>
<tr>
<td>Ball Control</td>
<td>Underarm two hands</td>
</tr>
<tr>
<td></td>
<td>Rolling underarm</td>
</tr>
<tr>
<td></td>
<td>Underarm throw</td>
</tr>
<tr>
<td>Throwing</td>
<td>Large ball</td>
</tr>
<tr>
<td>accuracy, distance, height, speed &amp; spin</td>
<td>Large ball at a target</td>
</tr>
<tr>
<td></td>
<td>Punt kick large ball</td>
</tr>
<tr>
<td>Kicking</td>
<td>Football</td>
</tr>
<tr>
<td>accuracy, appropriate speed, distance, height &amp; spin</td>
<td>Soccer</td>
</tr>
<tr>
<td></td>
<td>Netball</td>
</tr>
</tbody>
</table>

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:**

Through the reader “Count Your Way Through Italy” the numbers 1-10 will be revisited and in so doing, the children will be introduced to well known Italian landmarks which include Mt. Etna, St. Peter’s Basilica and La Gondola. The contributions made by Christopher Columbus, Romulus and Remus and the classic Pinocchio to the Italian culture are also looked at. The fairy tale of *Giacco e Il Fagiolo* exposes the children to expressions which are used for reporting events and expressing opinions. Through the study of this unit, colors are revisited as too are the names of some animals. Children will take part in activities which include sequencing of events, recitation of rhymes, cloze exercises and guessing games.