Curriculum Overview
2013

| Year Level | Prep | Term | 1 |

Religious Education

**Praying to Jesus the Good Shepherd**

In this unit students learn about prayer as talking to and listening to God. They are introduced to the prayer space and the objects and symbols that make up this space. They learn some of the behaviours and actions of prayer, including making the Sign of the Cross. In this unit students are also introduced to the image of Jesus Christ as the Good Shepherd.

**Following Jesus: Loving and Serving**

In this unit students begin to learn about Lent and Holy Week. They are introduced to the stories of the Lost Sheep, the Washing of the Feet and the Last Supper. Through these stories, and in keeping with the season of Lent and Holy Week, the students are introduced to Jesus Christ as the one who loves us, who seeks out the lost, who humbly serves others, and who provides nourishment. These stories and themes are explored more fully in the following years of the students’ religious education.

Literacy

The two-hour Literacy block includes the areas of writing, reading, word study, handwriting and listening and speaking.

**Writing:**

The children are working on recounts (journal writing) and simple factual writing. The focus for this term is:
- Punctuation - capital letters, full stops
- Spaces between words
- Letter/sound relationships
- Writing to convey a message
- Sequencing of simple ideas
- Handwriting: correct letter size
  - correct formation
  - correct starting points
  - pencil grip
  - posture
  - position of paper

**Reading and Viewing:**

During reading sessions the children work in small groups of like abilities. The children are assessed and monitored on a regular basis, and focus activities are devised to meet the specific needs of each group. Children will be involved in:
- Guided reading, involving specific teaching time with the teacher
- Book related tasks
• Computer reading tasks
• Spelling and word building games
• Big book activities
• Independent reading

During word study sessions, we will be focusing on:
• Letter name and letter sound,
• Sounds and blends,
• Initial sounds, final sounds,
• Word recognition
• Rhyming words

This will be done through activities such as phonic games and computer programs.

**Speaking and Listening:**
Opportunities for speaking and listening occur regularly in the Prep classroom. These include-
• Show and tell
• Shared reading
• Guided reading
• Class discussions
• Cooperative group work
• Pair work
• Buddies

The focus for this term will be on:
• developing habits such as looking at the speaker, sitting quietly
• recalling information orally
• 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, compare and order collections of at least 20 objects.
• Model numbers up to at least 10 and use counting strategies to find and verbalise relationships between small numbers.
• Recognise and write numerals from 1 to 10 and use them to record simple addition and subtraction facts and doubles.
• Use materials and a calculator to recognise, generate and represent simple number patterns.

**Space:**
• Copy reasonable representations of simple spatial pictures and patterns.
• Recognise and name some simple shapes and objects and use everyday language to describe shape and function.
• Make and draw reasonable representations of simple shapes.
• Use shape and orientation to fit several simple shapes together by copying or by matching lines.
• Use and understand simple everyday location words to follow and give an oral direction.
• Follow short paths on simple drawings and models.
• Represent parts of familiar environments by building models.

Measurement, Chance and Data:
• Identify and describe attributes of objects in the everyday language of measurement.
• Recognize that some events involve chance. Investigate and describe events that involve chance and recognize the unpredictable nature of particular outcomes.
• Pose questions with guidance and collect information in order to answer the questions posed.

Integrated Studies
All About Me
Key Understandings:
• We are all different.
• There are certain qualities that make us good friends.
• We follow rules and routines at home and school.

Performing Arts (Drama/Music)
The children will be introduced to the subject of performing arts and what it entails. They will participate in music and drama related activities in term one. This includes learning new songs and taking part in speaking and listening co-operative games.

L.O.T.E
The children will commence their study of Italian this term looking at the basic greetings that are commonly used in everyday situations. Children will learn the different ways they can greet someone and come to realize that the different greetings used depend on the time of day in which the conversation takes place. The students will in turn learn to respond to these greetings. Throughout the term they will also engage in role-plays and songs which will teach them how to introduce themselves to others using the Italian language. The children will ask their classmates how they are feeling and will learn how to answer the question using a variety of responses taught. Expressing thanks in Italian and basic manners will also be introduced. Through songs and chants, the children will be made aware of the sounds of the Italian alphabet, in particular the vowel sounds. Speaking with expression, correct pronunciation and fluency will be encouraged in all LOTE sessions.

Visual Arts
Art appreciation is an integral part of all art sessions from Prep to Year 6. In their art classes the children will be given the opportunity to engage in both the structured and free expression forms of art. The elements of line, shape, colour, pattern and texture will be looked at and progressively developed as too will the areas of drawing, sketching,
painting, collage, rubbing, and some simple 3D construction. A variety of media including chalk, charcoal, pastels, crayons, water colours and paint are used with children learning of the many possible ways in which each can be applied to produce creative pieces of work. The tools that the children will use when applying various media will include brushes, cardboard strips, rollers, fingers, toothpicks, thread and bubble wrap only to mention a few. All sessions encourage the sharing of ideas, experiences and observations and above all offer the children the opportunity to develop confidence in their ability to express themselves creatively. Wherever possible art activities will closely reflect the topics and themes that are being taught in each classroom’s Integrated Studies Curriculum. Each lesson commences with a focus or tuning in session which links to and supports the integrated learning area. Step by step procedures are given to the younger year levels whereas the middle and senior students are given a general guideline which then allows them the additional freedom to be more creative in their work. An environment of learning as well as enjoyment is hoped to be fostered in St. Paul’s Art Room.

Physical Education

Units covered
Skipping - activities include events such as - co-ordinated sequences, individual and partner skipping and leaping.
Ball skills - activities include events such as - catching (beanbag, balloon to ball), throwing, rolling, under arm and over arm throw, ball handling – bouncing

Students will also participate in a perceptual motor program PMP the activities such as climbing, balancing, catching, rolling and throwing will help develop co-ordination skills.

At this stage the students will begin to develop basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking and rolling.