Curriculum Overview
2013

| Year Level | Prep | Term | 2 |

Religious Education

**Jesus is Alive, Alleluia**
In this unit students will learn about the main parts and characters of the story of the burial and resurrection of Jesus Christ and the meaning of the word ‘Alleluia’. They will explore the season of Easter as a time of new life and recall the main parts of the Pentecost story.

**Belonging to God’s People**
In this unit students will learn about religious imagery, the church building and its furnishings, and the gestures used in liturgy. They will learn about the name and location of the local parish, and the role of the parish priest in the parish. They will explore the celebration of the Eucharist through a focus on liturgical actions and objects used.

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:**
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 focussing 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.

### 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

#### Unit 1: Weather

**Purpose:**
- To identify obvious changes that occur on the Earth e.g. day and night, rain and sun.

**Key Understandings:**
- There are different ranges of weather seasons and conditions.
- Some living things change according to seasons.
- People alter their environment in response to natural conditions.
Unit 2: 1,2,3 Grow

Purpose:
• To develop an understanding of how plants, animals, minerals and humans grow.

Key Understandings:
• That living things need a variety of things to survive.
• Animals have different characteristics.
• Having a healthy lifestyle helps to keep our bodies working well.

**As part of this unit the children will be going on an excursion to the Melbourne Museum (June 20th).**

Performing Arts (Drama/Music)
The students in year prep continue participating in speaking and listening activities in the first part of the term. The main focus is for the students to develop skills of co-operation and creativity as they interact with one another. The music concepts of pitch and dynamics will be introduced to the students in the latter part of the term. Students will explore these distinctions in sound through a series of listening based activities.

LOTE
The children will begin their study in Italian with learning the numbers 1-10. These are introduced through the shared reading of Sogni d’Oro in which a child tries to get to sleep by counting sheep. Children engage in activities which include counting games, puzzles, sequencing and matching figures to number words. In addition to these activities a take home booklet recapping the story of Sogni d’Oro will be put together. Because pets are very important in the lives of most children, the latter part of the term will focus on learning the vocabulary needed when speaking about one’s pet. Simple adjectives that can be used to describe pets will be introduced as too will be the prepositions dentro and fuori. The tune of Nella Vecchia Fattoria will be re-worded and substituted with pet names.

Visual Arts
In all year levels, Term 2 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. All attempts are made to see that one art session will in some form be linked to the Integrated Units being studied in each year level. Children will be encouraged to respect the diversity of all artwork produced thus promoting self-esteem, confidence and artistic skill within each child.
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 begin to develop basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking and rolling.