**Curriculum Overview**  
**2013**

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**Religious Education**

**The World Around Us**

In *The World Around Us* students explore the goodness and beauty of God’s creation. Prayers and psalms of praise for creation and a commitment to care for it are introduced as ways of responding to this gift.

**Protected by God**

In this unit students explore the experience of God as protector. They are introduced to stories about Moses and David, who were protected by God and, in turn, led and protected their people. Students identify people in their own lives who are sources of God’s love and protection.

**Literacy**

**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 word blends,
- Word recognition
- Rhyming words
- High frequency words

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

**Writing:**

The children are working on recounts (journal writing) and simple factual writing (information reports).

This term we will be focusing on:

- 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

**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
• Co operative 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:**

• Use materials and a calculator to recognise, generate and represent simple number patterns.
• Count, compare and order collections of at least 20 objects.
• Model numbers up to at least 10 and use counting strategies to find and talk about relationships between small numbers.
• Record simple addition and subtraction facts and doubles up to 10.
• Use knowledge of numbers, counting and addition and subtraction relationships to explore and describe simple, everyday numerical situations including the use of money.

**Measurement, Chance and Data:**

• Recognise, investigate and describe events that involve chance and recognise the unpredictable nature of particular outcomes.
• Pose questions with guidance and collect information in order to answer the questions posed.
• Represent, summarise and discuss data using concrete and pictorial displays (e.g. simple graphs) and oral descriptions.
• Describe time in terms of familiar routines and events within own life.
• Relate the function of clocks to the telling of time.

**Space:**
• 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.
• Copy simple pictures and patterns.
• Use shape and orientation to fit several simple shapes together by copying or by matching lines.

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**Integrated Studies**

**Unit: Moving Toys**

**Purpose:**
• To investigate what toys are and how they move.

**Key Understandings:**
• Toys provide us with the opportunity to play, have fun and interact with others in a positive way.
• Children explore many ways in which toys move such as float, spin, fly, slide, roll, bounce, push and pull.
• Certain materials are chosen to make toys because of their properties.

**As part of this unit the children will have an incursion with Craft Power.**

**Unit: Nursery Rhymes**

**Purpose:**
• Early learning of nursery rhymes and rhythmic poems, songs, and chants significantly enhances early reading skills and phonemic awareness.

**Key Understandings:**
• That nursery rhymes are an important part of history and oral tradition.
• Develop knowledge of rhyme and rhythm.
• The use of language has change over time.

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**Performing Arts (Music/Drama)**

The students will participate in music related activities in term three. This includes learning new songs and exploring the concepts of pitch, dynamics and rhythmic notations.

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**L.O.T.E**

In preparation for the LOTE incursion that will be taking place in Term 3, all year levels will spend the first five weeks of the term working on activities, songs and games associated with the show. All children will take part in the interactive production titled “Time Warp- Dammil Cinque”. It tells of the main character Claudia who takes herself back to Italy and goes on an adventure which takes her through the cities of Pisa,
Bologna, Milan, Verona and Pompeii. Both a little of the history and the culture associated with these cities will be studied.

Due to the overwhelming response and enthusiasm that the children expressed when invited to take part in the Dante Alighieri Poster Competition, classes were unable to complete the second unit of work planned for the second part of Term 2. As a result, the latter part of this term will focus on those units as outlined in last term’s overviews. The only exception will be the Preps who instead will spend the second part of Term 3 learning *The Parts of the Body* and a few colours through the story of Pinocchio.

**Visual Arts**

Art classes in Term 3 will continue to provide children in all year levels the opportunity to create artwork which reflects the elements and principles of line, colour, texture, shape, layout and perspective. Children will engage in a sequence of age-appropriate activities which are primarily linked across the Integrated Studies curriculum. The activities provided promote the students’ creative and critical thinking as well as promoting the processes of thinking, designing and application of skills which might include drawing, sketching, painting, overlapping, adding detail, collage construction etc. Activities are designed so that students will interact and share ideas with each other. Through this cooperative learning environment the children will discover and respect the strength and weaknesses in both themselves and others. It is hoped that children will appreciate the fact that artwork can be used to tell stories, inform, impress, entertain, and decorate. If the children can imagine it, plan it, explore materials and experiment with ideas, then they are making art.

**Physical Education**

- **Skipping/Aerobics** - activities include events such as-
  Movement/Skipping to music, independent/coordinated movement, patterns in music, dance patterns/sequences

- **Gymnastics** - activities include events such as-
  Manipulating body movements, balancing, stretching exercises, completion of obstacle courses.

- **Striking** - activities include events such as-
  Hand striking of balloons and small balls, individual bat hitting, partner ball striking.

- **Kicking/ modified games** - Students will continue to develop basic motor skills such as running, hopping, jumping, skipping, catching, throwing, and rolling. Kicking activities will be introduced with a focus on dribbling, striking balls, punt kick, kick passing and torpedo.