Religious Education

**Unit: God’s Great Family**
In this unit students learn about belonging to family and to the People of God. They explore the story of Abraham and Sarah as a story of promise and trust, and formative to our identity as the People of God. They also learn about some of the people in Jesus Christ’s family and some of the gospel stories concerned with his childhood.

**Unit: Emmanuel God Is With Us**
In this unit students learn about the seasons of Advent and Christmas. They explore the concepts of waiting and joyful anticipation that are expressed through the use of the Advent wreath and the story of John the Baptist. Advent is introduced as a time of preparation that points us towards Jesus Christ. The Christmas story is told through the stories of the Annunciation, the birth of Jesus Christ, and the visit of the shepherds. In engaging with aspects of the story students are presented with the Good News that Jesus Christ is the promised Saviour, the gift of God.

Through class discussions and activities the children will be given opportunities to develop an awareness of the life of Jesus, as presented in the Gospels.

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 focusing 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
Writing:

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

- Sort and classify familiar objects and explain the basis for these classifications.
- Copy, continue and create patterns with objects and drawings
- Using a range of practical strategies for adding small groups of numbers, such as visual displays or concrete materials (including the use of money)
- Understand and use terms such as ‘first’ and ‘second’ to indicate ordinal position in a sequence.

Measurement and Geometry
• Use direct and indirect comparisons to decide which holds more (volume), and explain reasoning in everyday language
• Compare objects directly, by pouring from one container into the other to see which one holds more
• Describe position and movement
• Interpret the everyday language of location and direction, such as ‘between’, ‘near’, ‘next to’, ‘forwards’, ‘towards’
• Follow and give simple directions to guide a friend around an obstacle path and vice versa

Integrated Studies

Unit: Reduce, Reuse, Recycle
Key Understandings:
• We are part of community and are connected to the environment
• There are many ways our school and family can care for the environment.
• Each of us has a role in caring for the environment

Unit: Let’s Celebrate
Key Understandings:
• There are many ways and reasons why people celebrate.
• The ways in which we celebrate events differ, but many elements are the same.
• Celebrations give us a sense of belonging to different groups.
• People celebrate events that are important to them.

Performing Arts

Students in performing arts will participate in a series of drama games which will encourage co-operation skills using a series of teamwork activities. They will revise concepts in music such as pitch, dynamics and tempo. Students will conclude this term preparing and participating in the Christmas concert.

L.O.T.E

The picture story book “La Festa di Pollicino” will be used to introduce farm animals and common expressions used in the Italian language – expressions such as Evviva! Sbrigatevi! Aspetta! and Che bello! Actions words will also be introduced throughout the unit.

As the festive season draws closer the children will spend several sessions looking at the traditional Italian Christmas festivities that are very much a part of the Italian culture. The tradition of gift giving on the feast of the Epiphany, the tradition of La Befana and the importance of Il Presepio are among the cultural traditions that are looked at. Dramatization, rhymes and songs contribute to making their final Italian unit of work fun as well as memorable.
**Visual Arts**

In their visual art classes this term the children across all year levels will continue to be given the opportunity to dabble with different media as well as experience and build on a broad spectrum of already acquired techniques and skills. The elements of line, shape, colour, pattern and texture are looked at in further detail. Collages, painting, drawing, rubbings, sketching and construction will remain among the activities that the children engage in and the process of art exploration and discovery regardless of age, experience or ability will be promoted. Children will engage in activities which adopt the ‘Art with Anything’ process. That is children will be encouraged to manipulate materials available to them in varying artistic ways and think for themselves about how to make each art creation their own. Such material might include things like bubble wrap, zippers, filter paper, recycled CDs, cardboard tubes, CD cases, old photos, hole-punch dots and jar lids to name a few. Wherever possible art activities will closely reflect the topics and themes that are being taught in the classroom. The most important aspect of each visual art class is that of encouraging the children to think and express themselves creatively. The visual results of each child’s artwork will be unique and will hopefully delight and inspire not only the children but the adults as well!

**Physical Education**

**Sports Carnival Training**

- Running
- Fitness
- Skipping
- Bouncing
- Catching
- Jumping
- Throwing

**PMP**

Students continue working on skills to improve co-ordination, speed, agility and confidence through activities set up as stations. Activities include, climbing, crawling, catching, throwing, striking, kicking and modified ball games.