## Religious Education

### Unit: The Eucharist – Celebrating Jesus’ Presence
**Key Understandings:**
In this unit students explore the communal and celebratory nature of the Eucharist. They examine the origins of the Eucharist in the Passover and the Last Supper. Students investigate the parts of the Mass and the symbols, signs and rituals in each part. They are given the opportunity to consider the significance of the Mass in their own lives.

### Unit: Lent and Easter-A Journey of Hope
**Key Understandings:**
In this unit students explore the seasons of Lent and Easter as a journey of Christian hope. They learn about the symbols, colours, texts and events of these seasons and what they mean. Throughout the Lenten journey students are supported to take on acts of service and hope. They examine the events of Holy Week and Easter with a particular focus on the actions and responses of the characters throughout these events. Students create a prayer place of symbols, objects, texts and prayers that take them through their journey from Lent to Easter.

## Literacy

### Reading:
- The children work in small groups of like-abilities.
- They participate in a variety of activities developed to meet the needs of each group.

The children will be involved in:
- Guided reading (teacher focus group)
- Book related tasks
- Computer activities
- Grammar and spelling activities
- Comprehension activities

### Writing
Students will develop skills to:
- plan, draft and publish a variety of text types, demonstrating increasing control over text structures and language features
- use knowledge of sound and high frequency words to spell words accurately
- reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation
- write legibly with letters the correct size, shape and slope.
### Speaking and Listening
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations.

Discuss texts in which characters, events and settings are portrayed in different ways and examine its effectiveness.

### Numeracy

<table>
<thead>
<tr>
<th><strong>Number and Algebra</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>recognize, model, represent and order numbers to at least 10,000</td>
</tr>
<tr>
<td>apply place value to partition, rearrange and regroup numbers to at least 10,000</td>
</tr>
<tr>
<td>recognize and explain the connection between addition and subtraction</td>
</tr>
<tr>
<td>recall addition and subtraction facts to aid computation skills</td>
</tr>
<tr>
<td>describe, continue and create number patterns</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Measurement and Geometry</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>explore the properties of three-dimensional shapes</td>
</tr>
<tr>
<td>create and interpret grid maps of their local environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Statistics and Probability</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>plan and trial methods of data collection</td>
</tr>
<tr>
<td>interpret and compare data displays</td>
</tr>
</tbody>
</table>

### Integrated Studies

Students investigate the geographical nature and physical characteristics of their local area and Victoria's natural environments. They will develop their understanding of the climate, plants and animals, land use and types of human activity.

Students begin to develop an understanding of the interconnected nature of the world and through their guided investigations they will learn about the consequences of human activity on our native plants, animals and natural resources.

### Performing Arts

The Year 3/4 students begin the Performing Arts year with a music focus. They will participate in activities which will help develop their understandings of beat, rhythm, duration and tempo.

### L.O.T.E
Expressions and phrases that are commonly used when greeting friends and strangers will be recycled through a rap tune, *Saluti Rap*. Children will engage in conversational work dramatizing scenarios in which they must introduce themselves to others. This will primarily be done through role plays in which they visit Sochi for the winter Olympic Games. After much oral practice, the children will complete the unit with the writing of short, simple paragraphs which will identify several comic characters with a suitable greeting, their name, age, how
they feel and which sport they like and dislike. Towards the later part of the term, the children will study some of the ancient Italian festivals that lead up to the celebration of Easter. The celebration of Carnevale will be our focus - its origins, its significance and its relevance today. The three Carnevale characters of Arlecchino, Pantalone and Pulcinella will be studied and adjectives to describe their personality will be introduced. Children will use these adjectives to write simple paragraphs which describe each character. Throughout this exercise, particular attention will be given to adjective agreement.

**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

**Athletics Carnival**

Students will prepare for the annual sports carnival in May. Events include relays, hurdles, sprints, long jump and novelty events.

**Fitness Program**

Students will also participate in a fitness program which will consist of running and games that involve fitness and strategy, plus fitness stations.

**T – Ball**

- Large bat to ball
- Revise over arm throw/under arm throw for fielders
- Catching with a glove
- T-ball game rules