Curriculum Overview
2014

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Religious Education

**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.

**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.

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: Nursery Rhymes**

**Purpose:**

**Key Understandings:**
- That nursery rhymes are an important part of history and oral tradition.
- That rhyme and rhythm are important aspects of nursery rhymes.
- The use of language has changed over time.

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**Performing Arts (Music/Drama)**

The children conclude a music unit this semester where they will consolidate their understanding of music notations. Later on in the semester, students will play a variety of drama games designed to help them further develop speaking, listening and problem solving skills. They will also be involved in the creation of their own drama games.

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**L.O.T.E**

*The Parts of the Body* will be introduced through the story of *Pinocchio*. Through shared reading, songs, rhymes, word games and finger puppets the children will learn the name of the main body parts. In the latter part of the term additional colours will be introduced through the picture story book of “*I Spy with my little eye…*” This unit also lends itself to learning the names of some common animals. To complete the term the children will create an “*I Spy…*” page of their own which will then be collated into a class book.

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**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**
- Activities include events such as - coordinated sequences, individual and partner skipping and leaping.

**Ball Skills/Games**
- Activities include skills such as - catching (beanbag, ball to ball), throwing, rolling, under arm and over arm throw, ball handling – bouncing then using these skills in modified games such as soccer, football, hockey and dodge ball.

**PMP**
- 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.

**Fitness Program/Games**
- Students will also participate in a fitness program which will consist of running and games that involve fitness and strategy, plus fitness stations.
- Students will continue to develop basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking and rolling.