Religious Education

God’s Great Family
In God’s Great Family 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.

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.

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 focussing 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.

Integrated Studies
UNIT TITLE: Weather
KEY UNDERSTANDINGS:
- That there are different weather ranges and seasons and conditions.
- Some living things change according to the seasons and weather
- People alter their environment in response to natural conditions.

Performing Arts
Students in performing arts will participate in a series of drama games and dance related exercises using a series of team work activities. They will revise concepts in music such as pitch, dynamics and tempo. Throughout the term, students will prepare for the end of year 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

Modified games  Kik ball, Rounders, Tennis, Soccer and Dodge Ball.

Ball Skills/Games
Students continue to work on 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 continue to participate in a perceptual motor program PMP the activities such as climbing, balancing, catching, rolling and throwing will help develop coordination skills.

Fitness Program/Games
Students will continue to participate in a fitness program which will consist of running and games that involve fitness and strategy, plus fitness stations.