Religious Education

In the unit *People of God in Australia* students will learn about the development of the Catholic Church in Australia. Students will investigate the Church’s history and some of the people who have shaped the Church. Students will explore the different expressions of vocation. They will reflect on how the Holy Spirit inspires individuals and organisations to spread God’s justice and goodness and some of the ways that Catholics contribute to Australian society. At the end of the unit students will form an action plan to serve their community.

In this unit ‘Life is Good’ students will explore the concepts of human dignity and respect for human life. They will consider ways in which people care for and respect human life and ways in which human life may be harmed. Students will identify and explore either a personal, local or global issue concerning human dignity and respect for life and analyse it in light of Church teaching. At the end of the unit students will be invited to make a personal commitment to the issue they have explored.

English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They communicate with peers and teachers in a range of face-to-face environments. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels and poetry.

Literary texts that support and extend students as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, reports, reviews, explanations and discussions.
**Mathematics**

The children learn and master skills in three main areas of Mathematics called Strands. The Strands are: Number and Algebra, Measurement and Geometry and Statistics and Probability. Each Strand has specific content that develop skills. The children are exposed to increasingly challenging content as they become more competent in understanding and applying mathematical skills. Each individual child works at a Level appropriate to their skills and understandings.

The content in Number and Algebra includes:

- Number and Place Value
- Patterns and Algebra
- Fractions and Decimals
- Money and Financial Matters
- Linear and non-linear relationships
- Real Numbers

The content in Measurement and Geometry includes:

- Using Units of Measurement
- Shape
- Location and Transformation
- Geometric Reasoning

The content in Statistics and Probability includes:

- Chance
- Data Representation and Interpretation

**Inquiry/Integrated Unit**

**Topic: Physical vs. Chemical Change?**

During this term students will discover that Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena. Students will follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. Students will investigate change of state caused by heating and cooling. They will also investigate irreversible changes such as rusting, burning, and cooking; describe what happens when materials mix. Students will explore how reversible materials can be used to recycle materials.

**Performing Arts (Music/Drama)**

Students in performing arts will begin a “lip sync idol” project in an effort to demonstrate their understandings about effective performances and appropriate behaviour of audience members. They will also refine their understandings of music terminology. Students will continue the term with a dance related focus. They will learn about using elements of dance as a way of creating movements that bring a story to life.

**L.O.T.E**

As part of their Term 3 LOTE studies, all students will spend the first half of the term engaging in preparation for and then completing follow up activities that are closely related to the interactive performance of “Tasty Tunes”. Each Year level will look at the five food groups and the nutrients that each offer us, discussions will centre around the regional dish of ‘la caponata’, the art of home-made pasta is shared with the children, names of fruits, vegies and commonly used cooking ingredients will be taught, colours are revisited and the
Italian culture of spending time ‘a tavola’ will be introduced. In addition, the seniors will spend time learning about noun gender and the use of the definite articles. Although the theme is the same, the content and activities planned for each year level will differ in focus. Due to the unavailability of later booking dates and the holiday break, the children were required to begin their preparation of songs in the latter part of Term 2. As a result, classes were unable to complete the second unit of work planned for the second part of Term 2. The latter part of this term will therefore focus on those units as outlined in last term’s overviews. The only exception will be the seniors who instead will learn about the ‘Giro d’Italia’.

**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**

With the school sports carnival scheduled for October 23rd, the term 3 physical education program will be focusing on athletics. Students will be exposed to a wide variety of different athletic sports. This will prepare all students for the activities that they will be participating in at the sports carnival. PE lessons throughout this term will develop all the fundamental skills required to strengthen muscles, improve fitness and refine movement. Some of the skills will include:

- Running short and long distances
- Running in a relay and the passing of relay batons
- Hurdles
- Target throwing
- Throwing a variety of objects such as a ball, discus and vortex
- Long jump
- Triple jump
- Skipping

**Interschool Sports**

The senior students will participate in an Interschool Sports Program running for 6 weeks. The students will travel to other schools and participate in a variety of sports with other students. Sports include football, netball, tee-ball, soccer and basketball.