Curriculum Overview 2015

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Religious Education

In the first unit *Created for Life* students learn about what it means to live in right relationship with all of God’s creation. They explore the beauty and diversity of the gift of creation, and consider their responsibility to care for it. They learn about living in right relationships with others as they ponder the parable of the Good Samaritan.

In the second unit *God Loves Us, No Matter What* students learn about forgiveness and reconciliation. They explore the parable of The Prodigal Son with a focus on the actions and responses of each character, and relate the teachings of this parable to their own experiences. Students learn about how the Catholic community celebrates God’s forgiveness and the reconciliation between people in the sacrament of Penance.

Literacy

Reading:
The reading focus for Year One and Two is determined by the specific needs of each group. A major focus for each group is on developing a variety of decoding strategies (such as blending of sounds, initial blends, vowel blends, final blends, base words and endings, chunking or breaking up of words, compound words, etc.), as well as developing expression and fluency. In addition, we are working on developing a deeper comprehension of the texts that are read.

Children will be involved in:
- guided reading, involving specific teaching time with the teacher
- book related tasks (including varied comprehension and personal response tasks)
- computer reading tasks
- spelling and word building games
- big book activities
- independent reading
- listening post activities
- specific grammar tasks

Writing:
During this term, the following writing styles are being explored:
- Recounts
- Narratives
Students are encouraged to:

- use the appropriate format
- include appropriate sentence beginnings, and vocabulary
- write several related sentences
- continue to proof read their writing
- check spelling (using the have-a-go system)
- apply correct punctuation when writing (full-stops, capital letters, exclamation marks, commas etc).

**Spelling:**
Spelling is an important part of our Literacy program and includes the study of high frequency words, word families, rhyming words, theme words and personal spelling words. Children are encouraged to use word lists and charts, as well as their own personal spelling list and a have-a-go practice sheet.

**Speaking and Listening:**
The focus for this term is on continuing to develop good listening habits, with opportunities for speaking and listening occurring on a regular basis.

These include:

- Show and tell
- Shared reading
- Guided reading
- Class discussions
- Co operative group work
- Pair work
- Oral presentation

Focus for this term:

- 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**

During term 3, the children will be further developing their knowledge of Number & Place Value. Children will also be exposed to concepts within the Measurement & Geometry & Statistics & Probability areas. This will be done by incorporating and linking the mathematical skills into their Integrated unit where possible. Skills covered will be taught at appropriate level at which the child is currently working.

### Number & Place Value

#### Level 1
- Addition & Subtraction using different strategies.
- Recognise the concept of half.
- Recognise, describe and order Australian coins.

#### Level 2
- Multiplication as repeated addition.
- Recognize division as grouping into equal parts.
- Recognize and interpret common uses of half, quarters and eights.
- Count and order small collections of Australian coins.

#### Level 3
- Recall multiplication facts of two, three, five and ten and related division facts.
- Represent and solve problems involving multiplication using efficient mental and written strategies.
- Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5.
- Represent money values in multiple ways and count the change.

### Measurement & Geometry

#### Level 1
- Measure and compare the lengths and capacities of objects using uniform informal units.
- Recognise and classify familiar two-dimensional shapes and three-dimensional objects.

#### Level 2
- Compare and order several shapes and objects based on length, area, volume and capacity.
- Compare masses of objects using balance scales.
- Describe and draw two-dimensional shapes, with and without digital technologies.
- Describe the features of three-dimensional objects.

#### Level 3
- Measure, order and compare objects using familiar metric units of length, mass and capacity.
- Make models of three-dimensional objects and describe key features.
- Identify symmetry in the environment.

### Statistics & Probability

#### Level 2
- Identify practical activities and everyday events that involve chance. Describe outcomes as
‘likely’ or ‘unlikely’ and identify some events as ‘certain’ or ‘impossible’.

Level 3
- Conduct chance experiments, identify and describe possible outcomes and recognise variation in results.

Integrated Studies

During Term Three our integrated unit will be *What A Waste!*

The key understandings for this unit are:

- That human consumption has an impact on the environment and on society
- That recycling and sustainability have a positive impact on our society
- That there are resources available to assist with sustainability in our local community

Performing Arts

Students will participate in a dance related unit in an effort to create appropriate movements that correlate with the lyrics of a song as well as creating actions for stories. The will continue to refine their understandings of pitch, dynamics, tempo and duration as part of a music focus.

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 provide 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 23\textsuperscript{rd}, 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