

Term 1 Curriculum Overview 2019

Prep

Things you need to know about Prep:

The following is an outline of our foci for Term One:

- Establishment of classroom routines;
- Settling into the school environment;
- Understanding and following school rules;
- Getting Along with others and making friends.

Dates to remember for Prep:

- Teddy Bear's Picnic Thursday the 14th of March
- Easter Bonnet Parade Tuesday the 5th of April

Integrated Inquiry: This term the Prep unit is 'All About Me'. Our focus is on:

- Understanding that everyone is different and has their own strengths and interests;
- Understanding that everyone can try new things and try to solve their own problems;
- Knowing we are a part of many groups;
- Understanding how to keep our bodies healthy;
- Developing positive relationships with others.

Religious Education: This Term our unit is an introduction to Prayer and the life of Jesus.

By the end of this unit students will:

- Have learnt about prayer places, the Sign of the Cross and the significance of the life of Jesus;
- Have a beginning understanding of Lent and Holy Week.

English:

The main foci for English will be:

- Concepts about print, for example, print contains a message and the difference between words and letters;
- Letter & sound relationships;
- Beginning to record simple sentences;
- Development of fine motor skills through our Fine Motor Program to prepare students for the demands of handwriting, cutting and many other skills.



Mathematics:

The main foci for Mathematics will be:

- Counting strategies and numbers to 10 (and beyond);
- Data Collection and basic pictographs to display our results;
- Learning the days of the week and associating certain activities with those days;
- Using location language to describe where things are and how to get to them in the classroom and in the yard;
- Making patterns with different materials, identifying and continuing patterns.

Personal and Social Capability:

- Using words to describe feelings in different situations;
- Using a variety of strategies to solve problems in the classroom and the yard.

Digital Technologies:

- Learning to follow, describe and represent a sequence of steps and decisions needed to solve simple problems.

Class Sport:

- Perceptual Motor Program (PMP) to help build coordination and body awareness.

Supporting your child at home :

- Read to your child daily;
- Look for print in your everyday environment (shop windows, television commercials etc.);
- Reinforce letter and sound relationships through helping your child to complete their Sound Book (Starting soon);
- Have your child count everyday objects, for example, plates and cutlery when setting the table;
- Engage with your child in meaningful discussions to help build their oral language skills.

Year One/Two

Things you need to know about Year 1 and 2:

In Term 1 we will be focusing on setting up classroom routines, expectations in and outside of the classroom and developing relationships.

Teachers will be using Classdojo to communicate with parents, so please check Class dojo regularly.

Dates to remember for Years 1 and 2:

Students are required to wear their sports uniform for swimming on Monday (Year 2) or Friday (Year 1) and for specialist days on Tuesdays and Wednesdays. Swimming begins 4/2/19 (Year 2) or 8/2/19 (Year 1). There will be seven lessons.

Wednesday 6/3/19 - Ash Wednesday

Thursday 7/3/19 and Friday 8/3/19 - School Closure Days - Staff PD

Monday 11/3/19 - No school, Labour Day

Monday 1/4/19 - Year 1's presenting at Assembly

Friday 5/4/19 - Last Day of School

Integrated Inquiry:

The year commences with a wellbeing focus on developing friendships, understanding our personal uniqueness and identity and taking responsibility for our actions.

This term, the Year One and Two unit is titled 'Being the Best Me'. The students will be exposed to learning activities that allow them to explore how their actions and words affect others and what strategies can be used to deal with problems.

The unit understandings are:-

- Our actions and words can affect our friendships.
- We are all unique and special.
- We are responsible for our actions which can help make the classroom a happy and safe place.
- There are strategies we can use to deal with problems.

Religious Education:

Topic: We Are God's Heart and Hands

Key understandings:

- Our relationship with God impacts on our relationship with ourselves and others.
- We are all unique and special. (Dignity of the Human Person)
- We are responsible for our actions which can help make the classroom a happy and safe place.(Our actions are modeled on Christ's actions)

Topic: Lent and Easter

Key understandings:

- Lent is a time of personal growth and a need to change
- Our relationship with Jesus is strengthened when we help others.
- The Catholic season of Lent, the events of Holy Week and the joyful celebration of the risen Christ at Easter time.

English

Reading:

- Comprehension related to texts (predictions, key ideas, discuss character's feelings/ thoughts/ideas);
- Visualisations;
- Choosing 'good fit' books and building reading stamina;
Introducing the Daily Five Literacy strategy (Reading to Self, Reading to Someone, Listening to Reading, Word Work and Working on Writing);
- Teacher focus groups - improving their reading technique, attending to student needs and conducting literature discussions

Writing:

- Recount Genre;
- Autobiography;
- ME bag 'Warm and Fuzzy' responses;
- Grammar - punctuation;
- Drafting and editing skills;

- Handwriting.

Spelling:

Year 1 - revision of short vowels and initial and final blends (eg sh, th, ph), M1-100 words,
Year 2 - revise 1-200 High Frequency Words, 37 Dependable Rimes (long vowel sounds)

Speaking and Listening:

- 'Me' Bag presentations;
- formal and informal class discussion;
- formal presentations.

Mathematics:

- ***Number and Algebra:***
Counting, Place Value, mental strategies
- ***Measurement and Geometry:***
Time, Location
- ***Statistics and Probability:***
Collecting data

Personal and Social Capability:

- PATHS (Positive Alternative Thinking Strategies) program, working on complimenting, self-control, teamwork, listening skills and identifying emotions;
- SWPBS (School Wide Positive Behaviours Support) school matrix, which encompasses the students practising safe, respectful and responsible behaviour in all school spaces.

Digital Technologies:

- Grade 1: familiarising themselves with the iPad
- Grade 2: logging into their own school network computer accounts

Class Sport

- Swimming

Supporting your child at home:

- Listen to them read on a regular basis;
- Assist them to develop organisational skills and independence by ensuring they personally, unpack their bag, hand in notices, change readers, come prepared to class with the necessary equipment
- Encourage your child to speak up for themselves, whenever they feel anxious or unsure.

Things you need to know about Year 3 and 4:

Students are required to wear their sport uniform every **Tuesday for specialist classes**. Individual teachers will inform you of class specific timetabling. We will also be using 'ClassDojo' as a main form of communication between staff and parents. If you have any questions regarding this, please contact your child's teacher.

Dates to remember for Years 3 and 4:

Tuesday 12th/Wednesday 13th February - 'Meet the Teacher' Chats

Tuesday 19th/Wednesday 20th/Thursday 21st February - General Faith Nights

(Families are asked to attend one of these nights)

Friday 22nd February - Eltham District Swimming

Wednesday 6th March - Ash Wednesday Mass

Thursday 7th & Friday 8th March - School Closure Day (No Students)

Monday 11th March - Labour Day

Wednesday 20th March - Eucharist Faith Night

Friday 5th April - End of Term One (1:30pm finish)

Integrated Inquiry: Our unit is called *A Better Me, A Better Us!* Students will be discovering their individual learning styles, how they can work cooperatively and build positive relationships.

By the end of this unit, the students will be able to understand that:

- There are many factors that can positively affect relationships and Personal Wellbeing
- We are responsible for our own actions and words.
- Success, challenge and failure strengthen personal identities.
- All members of a team are respectful and responsible contributors.

Religious Education:

At the conclusion of this unit, the children will have developed an understanding that:

Unit: *Eucharist (Year 3)*

- Jesus is present in the Eucharist
- The mass has a structure; we gather, we listen, we give thanks and we go.
- There are key actions, words and symbols and accounts in the scripture of the celebration of the Mass.
- students will be learning about why we celebrate the Eucharist and how to take an active role in the Eucharistic celebration.

Unit: *Building Relationships with God (Year 4)*

The students will explore the following key understandings of this unit:

- There are many factors that can positively affect relationships and spiritual wellbeing
- People experience God through creation, Scripture, prayer and through people
- The Holy Spirit inspires Christians to love and serve others
- The Holy Spirit is active in each person in different ways and through different gifts.

English:

Reading: Students will be developing good reading routines using the *25 Days of Reading Program*. They will participate in book discussions and make connections to assist in their ability to predict and comprehend. Students will use comprehension strategies to develop literal and inferred meaning to expand their understandings. They will investigate language use and how this influences the reader.

Writing: Students will be writing to entertain and persuade. They will develop their ability to plan, draft and publish texts which engage their reader. Students will be editing their work and revising to add more detail and keep their ideas clear. They will participate in spelling investigations. Handwriting lessons will promote the formation of clearly formed letters.

Speaking and Listening: Incidental to the *25 Days of Reading Program* and our Inquiry topic, students will further develop their skills in being good communicators by taking their turn, speaking appropriately to the social situation, participating in many social interactions and being an active listener.

Mathematics:

Number and Algebra: Investigating number patterns as well as odd and even numbers. Students will be ordering and reading numbers, identifying written numbers and developing their understanding of place value through expanded notation.

Measurement and Geometry: Reinforcing the properties of 2D and 3D shapes and making models.

Statistics and Probability: Students will be developing their understanding of statistics by developing survey questions and collecting data. They will represent their data by graphing the results and analysing the outcome.

Classroom Sport:

- Students participate in weekly physical activity as directed by their classroom teacher.

Personal and Social Capability:

- Identify and explore emotions in social situations.
- Identify personal strengths and qualities.
- Explore the ways in which similarities and differences can effect relationships.

Supporting your child at home:

- Promote independence.
- Encourage your child to take responsibility for their actions and belongings.
- Enjoy reading with and to your child each night.
- Encourage your child to think ahead and be organised.

Things you need to know about Year 5 and 6:

- Cooking - Students to bring an apron
- Classroom - students to bring own headphones or earphones to use with ipads

Dates to remember for Years Five and Six:

Tuesday 12th/Wednesday 13th February - 'Meet the Teacher' Chats

Tuesday 19th/Thursday 21st February - General Faith Nights

(Families are asked to attend one of these nights)

Friday 22nd February - Eltham District Swimming

Wednesday 6th March - Ash Wednesday Mass

Thursday 7th & Friday 8th March - School Closure Day (No Students)

Monday 11th March - Labour Day

Friday 5th April - End of Term One (1:30pm finish)

Thursday 21st February Incursion - Team Building

Camp Waratah Beach 27th - 29th March

Integrated Inquiry

This term our Inquiry focus is, 'How Can I Be The Best Version of Me'

The Key Understandings for this unit are:

- Positive relationships are based on respect, trust, honesty and openness.
- There are strategies we can use to manage the changing nature of relationships and challenging situations.
- We all have similarities and differences in our opinions, experiences and talents.

Religious Education:

Our Unit is consistent with our Integrated Inquiry on '*How Can I Be the Best Version of Me*'.

Students will understand that:

- They play a significant part of a Global Community.
- Church teachings can be interpreted and linked to human dignity and can be explore on themselves and on how they relate to spiritual and social.
- Reflecting on their understanding of God and how this can have an impact of self and others.
- They have a role and responsibility in building a just community,

English:

Reading: we will commence following a program called the "25 days of reading" which will help children build up their reading stamina, provide them with a number of strategies for reading comprehension and the knowledge of choosing the right books. Students will then commence with Book Club activities where they work in small Groups reading an appropriate leveled text. Members of the group will complete an activity, discuss and share their knowledge with their group on a rotational basis.

Writing: Autobiography, Persuasive, Exposition Writing: students will plan, draft and publish an autobiography and persuasive text using correct structure, language features and taking into consideration their purpose and audience. Students will be taught to expand their writing using adjective groups and phrases. Student will also develop an understanding the importance of using the correct grammar and punctuation when writing. They will also investigate, using the THRASS program, less familiar words that share similar letter patterns but different pronunciation.

Speaking and Listening: Within our Literacy, Inquiry and Religion units students will understand how to move from basic assertions to acknowledging different perspectives, points of view and interpretations. As part of our persuasive writing students will participate in informal debates. They will plan, rehearse and deliver presentations to a specific audience.

Mathematics:

Number and Algebra: students will identify and describe factors and multiples of whole numbers and use them to solve problems and use estimation and rounding to check the reasonableness of answers to calculations. They will also solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies. In addition to this students will solve problems involving division by a one digit number, including those that result in a remainder. Students will also be expected to use efficient mental and written strategies and apply appropriate digital technologies to solve problems

Place Value (including Decimals): Continuing with their understanding of number students will demonstrate whether they are able to recognise, represent and order numbers to at least hundreds of thousands.

Problem Solving: students will learn and apply a number of strategies when solving worded problems.

Location and Mapping: students will use a grid reference system to describe locations and describe routes using landmarks and directional language. They will also learn to describe translations, reflections and rotations of two-dimensional shapes, Identifying line and rotational symmetries. Students will also apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original.

Time and Timetables: Students will Interpret and use timetables, Measure, calculate and compare elapsed time

Measurement and Geometry: Students will estimate, measure and compare angles using degrees and construct angles using a protractor. Students will also construct simple prisms and pyramids. Students will investigate the effect of combinations of transformations on simple and composite shapes, including creating tessellations, with and without the use of digital technologies. Students will also be introduced to the Cartesian coordinate system using all four quadrants. Students will lastly Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles.

Statistics and Probability

Data: As part of launch week and during our Integrated Inquiry unit students will pose questions and collect categorical or numerical data by observation or survey. They will construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies. Students will also Describe and interpret different data in context.

Personal and Social Capability:

- Students will be exploring the expression of emotions and how the expression of emotions can impact on relationships with others. Students consider the characteristics of respectful relationships and the behaviours that demonstrate sensitivity to diversity. During the semester students will have opportunities to experience various team roles including leadership, and to reflect on their performance in group tasks. They identify the reasons for and the impact of conflict and suggest strategies to reduce or resolve conflict.

Ethical Capability:

- During our Religion and Integrated Inquiry units and in our Literacy, students will be developing their knowledge, skills and understandings to evaluate the significance of ethical matters. Students explore the basis of a range of ethical principles and reflect on means and ends. Students consider decision-making approaches based on thinking about the consequences and duties. Students develop an understanding that a range of factors play a role in ethical decision-making.

Critical and Creative Thinking:

- Students will have an opportunity on developing their knowledge, skills and understanding to test the strength of their thinking across all units we teach. Students develop their capacity to deliberately manage their thinking through discussion, circle time and debates. Students explore common errors that can occur in thinking.

Sport:

- Students will participate in a range of sports as a class to develop team building, game sense and skills.
- As a level, we will also be preparing for Interschool Sport that will be conducted in Term Two.

Supporting your child at home:

- Ensure they are reading at least five nights a week for a minimum of 20 minutes and that they record details in their diary.
- Ensure diaries and homework are completed to a senior level and signed by you.
- Promote independence with organising their time.
- Encourage them to participate in all school events, showing leadership to the whole school.
- Encourage them to be responsible for their belongings and organised for the day
- Ensure they are always adhering to the uniform policy and are in the correct uniform at all times.

Prep

<p>Performing Arts: <i>The focus will be:</i></p> <ul style="list-style-type: none"> ● Identifying various musical instruments ● Playing simple rhythms on a range of percussion instruments ● Singing a range of Nursery Rhymes and Liturgical Songs 	<p>Italian: <i>The focus will be:</i></p> <ul style="list-style-type: none"> ● Interacting with the teacher and peers through key words and actions; ● Learning new vocabulary such as numbers, colours and names of family members through songs and games.
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<p>Physical Education: <i>The focus will be:</i></p> <ul style="list-style-type: none"> ● Practising basic motor skills in a variety of environments with or without equipment; ● Learning to follow simple directions and simple rules through a number of physical games. 	<p>Garden: <i>The focus will be:</i></p> <ul style="list-style-type: none"> ● Exploring nature through our 5 senses; ● Describing collections of nature items by the way they look, feel and smell; ● Sorting nature items according to shape, colour and size.
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Year One/Two

<p>Performing Arts: <i>The focus will be:</i></p> <ul style="list-style-type: none"> ● Learning to identify specific notes on the Music Stave, ● Learning to locate specific notes on the Piano & Xylophone ● Singing a range of songs ● Playing a range of simple melodies on the Piano & Xylophone 	<p>Italian: <i>The focus will be:</i></p> <ul style="list-style-type: none"> ● Exploring the concept of 'movement' through picture books, games, songs and poems; ● Learning new and extending upon vocabulary such as 'il corpo', 'i numeri', 'gli animali', and 'la ginnastica'; ● Engaging in conversation in Italian with a partner.
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<p>Physical Education: <i>The focus will be:</i></p> <ul style="list-style-type: none"> ● Bouncing, throwing and controlling the ball with 2 hands; ● Using basic movement patterns with and without equipment; ● Using equipment and space safely. 	<p>Garden: <i>The focus will be:</i></p> <ul style="list-style-type: none"> ● Investigating how living things grow, change and have offspring similar to themselves; ● Identifying the purpose and features of a science journal, annotated drawings and the word wall; ● Providing opportunities for students to contribute to discussions about living things and how they grow and change.
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<p>Visual Art: <i>The focus will be:</i></p> <ul style="list-style-type: none"> ● Exploring how colour can be used to express feelings and identity; ● Understanding how to mix secondary colours; ● Creating portraits that express their identity and wellbeing.
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Year Three/Four

Performing Arts:

The focus will be:

- Identifying how Music inspires them
- Learning to Sing & Play a range of songs & music
- Learning to identify specific notes and symbols on the Music Stave
- Learning to identify and locate specific notes on the Piano & Guitar Music

Italian:

The focus will be:

- Exploring emotions through picture books, games, songs and poems;
- Learning new and extending upon vocabulary such as 'le emozioni', 'i colori', 'i verbi';
- Engaging in conversation in Italian with a partner.

Physical Education:

The focus will be:

- Bouncing, throwing and controlling the ball with both hands, with balls and bats;
- Using basic movement patterns with and without equipment;
- Following safety principles in games and activities.

Garden:

The focus will be:

- Exploring ways to care for me, the garden and our school environment; Participating in Clean Up Australia Day @ St Thomas;
- Investigating the types and effects of the waste created at our school;
- Devising ways to reduce waste at our school.

Visual Art:

The focus will be:

- Exploring how colour, line and shape can be used to express ideas;
- Developing their drawing and observational skills when creating self portraits;
- Learning how to mix and manipulate colours to create their own stories.

Year Five/Six

Performing Arts:

The focus will be:

- Exploring how Music Defines them
- Learning to Sing & Play a range of songs / music
- Identifying various notes on the Piano & Guitar Music
- Investigating a range of Music Theory by identifying specific notes, symbols and Music terminology using their iPads

Italian:

The focus will be:

- *Interacting with the teacher and peers about interests, opinions and preferences;*
- *gathering information about themselves whilst learning new or building upon vocabulary;*
- *creating a digital autobiography in Italian.*

Physical Education:

The focus will be:

- Bouncing. Throwing and controlling the ball with both hands, with balls and bats;
- Participating positively in groups and teams by encouraging others and negotiating roles and responsibilities;
- Following safety principles in games and activities.

Garden:

The focus will be:

- Identifying the needs of the kitchen garden;
- Participating in garden maintenance tasks;
- Planning and then working with a team to 'rescue' an area or element in the kitchen garden.

Cooking:

The focus will be:

- Learning how to manipulate different doughs to create a series of savoury and sweet bakery products;
- Identifying and working with seasonal produce ;
- Working safely and responsibly in teams and within the kitchen space.