

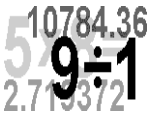





Year One Curriculum Overview – Term 3, 2024

Below is a summary of the content to be covered in each Key Learning Area in Term 3.

| <p>Religious Education</p>  | <p>The children will continue to experience Religious Education through the implementation of the new curriculum by inspiring their hearts and minds to know Christ and love learning through discovery.</p> <p>Through the discovery process, the person of Jesus will come alive for the students, they will see again, the example of his life, listen to his words, and hear his invitation.</p> <p>The children will come to know and understand Prayer is about loving, speaking, listening, and singing to God. Engage in the different components of the Religious Education session with reverence and grace. Express their understanding of scripture through words and actions. Make connections between Jesus, scripture, liturgy, and prayer in their life.</p> <p>Week 1 and 2-Liturgical Furniture, Vessels and Linen Week 3-Transfiguration (6th August) St Mary of the Cross Mackillop (8th August) Week 4-Prayer Gestures-Sign of the Cross with Holy Water-The Assumption (15th August) Week 5- No new presentations Week 6-The Mustard Seed Week 7-Parable of the Sower Week 8-The Parable of the Leaven Week 9-The Parable of the Precious Pearl Week 10-Prayer gestures-kneeling</p> | | | | | | | | | | | | | | | | | | |
|---|---|--|----------|-------------|-------|-------------------------------|---|-------|---|--|-------|--|--|-------|--|---|--------|--|---|
| <p>English</p>  | <p>Students will be focusing on oral language, vocabulary, phonetic knowledge, reading fluency, reading comprehension, spelling, reading, and understanding literature, creating written texts and handwriting. Students will continue following the Heggerty's program to foster and enhance phonetic awareness and reading skills. Literacy blocks will consist of handwriting, reading, writing, dictation, and guided reading.</p> <p>This term the students will be engaging in the whole school Public Speaking Competition. They will explore fractured fairy tales and plan some adapted narratives at school which will be sent home at the end of week 2 to write their speech. Students will practise their speeches with a focus on speed, pace, volume, and engagement with their audience. This will be worked on throughout the term leading up to the presentation to be delivered in weeks 6 and 7.</p> | | | | | | | | | | | | | | | | | | |
| <p>Mathematics</p>  | <p>In Mathematics this term we will be investigating four big ideas which incorporate content from all three strands of the mathematics curriculum: Number and Algebra, Measurement and Geometry and Statistics and Probability.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Weeks</th> <th style="width: 45%;">Big Idea</th> <th style="width: 45%;">Focus Areas</th> </tr> </thead> <tbody> <tr> <td>1 - 2</td> <td>Making and Using Equal Groups</td> <td> <ul style="list-style-type: none"> Number and Algebra (Forming Groups) </td> </tr> <tr> <td>3 - 4</td> <td>A fraction (like one half) can mean half of a collection, half of an object or half of a measure.</td> <td> <ul style="list-style-type: none"> Measurement and Geometry (Geometric Measure: Length, Non-Spatial Measure: Time) Number and Algebra (Forming Groups) </td> </tr> <tr> <td>5 - 6</td> <td>Data helps describe and wonder about the world</td> <td> <ul style="list-style-type: none"> Statistics and Probability (Chance and Data) </td> </tr> <tr> <td>7 - 8</td> <td>Objects can be sorted and classified in different ways</td> <td> <ul style="list-style-type: none"> Measurement and Geometry (Two-Dimensional Spatial Structure, Three-Dimensional Spatial Structure) </td> </tr> <tr> <td>9 - 10</td> <td>What needs to be measured determines the unit of measurement</td> <td> <ul style="list-style-type: none"> Measurement and Geometry (Two-Dimensional Spatial Structure: Area, Non-Spatial Measure: Time) </td> </tr> </tbody> </table> | Weeks | Big Idea | Focus Areas | 1 - 2 | Making and Using Equal Groups | <ul style="list-style-type: none"> Number and Algebra (Forming Groups) | 3 - 4 | A fraction (like one half) can mean half of a collection, half of an object or half of a measure. | <ul style="list-style-type: none"> Measurement and Geometry (Geometric Measure: Length, Non-Spatial Measure: Time) Number and Algebra (Forming Groups) | 5 - 6 | Data helps describe and wonder about the world | <ul style="list-style-type: none"> Statistics and Probability (Chance and Data) | 7 - 8 | Objects can be sorted and classified in different ways | <ul style="list-style-type: none"> Measurement and Geometry (Two-Dimensional Spatial Structure, Three-Dimensional Spatial Structure) | 9 - 10 | What needs to be measured determines the unit of measurement | <ul style="list-style-type: none"> Measurement and Geometry (Two-Dimensional Spatial Structure: Area, Non-Spatial Measure: Time) |
| Weeks | Big Idea | Focus Areas | | | | | | | | | | | | | | | | | |
| 1 - 2 | Making and Using Equal Groups | <ul style="list-style-type: none"> Number and Algebra (Forming Groups) | | | | | | | | | | | | | | | | | |
| 3 - 4 | A fraction (like one half) can mean half of a collection, half of an object or half of a measure. | <ul style="list-style-type: none"> Measurement and Geometry (Geometric Measure: Length, Non-Spatial Measure: Time) Number and Algebra (Forming Groups) | | | | | | | | | | | | | | | | | |
| 5 - 6 | Data helps describe and wonder about the world | <ul style="list-style-type: none"> Statistics and Probability (Chance and Data) | | | | | | | | | | | | | | | | | |
| 7 - 8 | Objects can be sorted and classified in different ways | <ul style="list-style-type: none"> Measurement and Geometry (Two-Dimensional Spatial Structure, Three-Dimensional Spatial Structure) | | | | | | | | | | | | | | | | | |
| 9 - 10 | What needs to be measured determines the unit of measurement | <ul style="list-style-type: none"> Measurement and Geometry (Two-Dimensional Spatial Structure: Area, Non-Spatial Measure: Time) | | | | | | | | | | | | | | | | | |
| <p>Geography</p>  | <p>In this inquiry unit students will begin by investigating the question: <i>What is Australia Like?</i> Students will notice and investigate the various environments within Australia and what makes these special and unique. Students will then examine the connections that people have to different places in Australia.</p> <p>Following this, students will examine the connections that Australia has to the rest of the world by investigating the question: <i>What connections does Australia have with the rest of the world?</i> Students will do this by looking at a variety of connections including those through families and relationships, food, clothing, entertainment and more. Students will be encouraged to investigate a particular type of connection that they are interested in and think about how they can find out more about that type of connection.</p> | | | | | | | | | | | | | | | | | | |

PDHPE**PE – Bend Don't Break (Gymnastics with PE teacher Mrs Rayward)**

This unit is aimed at providing the students opportunities to explore and practise body movement and control, demonstrating different ways the body can move by composing and sequencing simple movement patterns. Throughout this unit the students will see the importance and learn how to live an active lifestyle, as well as enjoying and participating in a variety of fun and engaging circuits.

PD/HEALTH St Cecilia's is continuing this term in the Second Step program, a coordinated classroom, family and community program, designed teach children how to understand and manage their emotions, control their reactions, be aware of others' feelings, and have the skills to problem-solve and make responsible decisions. Following the conclusion of the program in Week 4 we will continue to review the skills in review sessions while we begin exploring our new unit, Asking for help. In this unit we will investigate how we can act to make environments safe and healthy for ourselves.

| | OBJECTIVE |
|--------------------|---|
| Week 2 | Second Step - Unit 4: Fair ways to play |
| Week 3 | Second Step - Unit 4: Inviting to join in |
| Week 4 | Second Step - Unit 4: Handling name calling |
| Week 5 - 10 | Asking for help (Child Protection Unit of Work) |

PBL – Positive Behaviour for Learning

| TERM 3 | PBL FOCUS |
|----------------|--|
| Weeks 1 and 2 | At St Cecilia's we are COOPERATIVE when we LET OTHERS LEARN |
| Weeks 3 and 4 | At St Cecilia's we are SAFE when we are IN THE RIGHT PLACE AT THE RIGHT TIME |
| Weeks 5 and 6 | At St Cecilia's we are RESPECTFUL when we DO OUR PERSONAL BEST |
| Weeks 7 and 8 | At St Cecilia's we are SAFE when we PROBLEM SOLVE |
| Weeks 9 and 10 | At St Cecilia's we are COOPERATIVE when we TAKE TURNS AND INCLUDE OTHERS |

Creative Arts**Landscapes**

Throughout this unit students will learn the techniques needed to create artworks linked to the geography unit about Places in Australia. Students will create artworks to develop awareness and appreciation for the environment and Aboriginal culture.

Students will be introduced to the use of texture and shape, line as art elements in painting, printing, and drawing. Background, foreground, and focal point will be taught as elements in landscapes.

The artists studied for this unit will be:

- *Vincent van Gogh*
- *Ken Done*
- *Albert Namatijira*
- *Sally Morgan*

Specialist classes and Sport days

| | | | | |
|-------------------|---|--|-----------------------------------|-------------------------|
| Gold class | <u>Monday:</u> Sport with PE teacher | <u>Wednesday:</u> Japanese and Library | <u>Thursday:</u> Creative Arts | <u>Friday:</u> Sport |
| Blue Class | <u>Monday:</u> Sport with PE teacher | <u>Wednesday:</u> Japanese, Creative Arts | <u>Thursday:</u> Library | <u>Friday:</u> Sport |

Communication with teacher:

Please use the student diary to communicate with your child's teacher. Diaries will be checked every day. Alternatively, please contact your child's teacher via email through the school office. Please understand that teachers may not be available to meet before and after school without a prior arranged meeting.

Homework

Students must read every night, and this is to be recorded in the student diary. Readers will be sent from school at the appropriate level for your child. Wushka log in details have been sent home in Term One and these online books may supplement your child's reading.

This term there will be some home tasks for the Second Step program to be completed with an adult, signed and returned to class each week. Another important element of homework this term will be **writing and rehearsing speeches for public speaking**. The plans will be written in class and sent home by the end of week 2 for you to write and rehearse with your child.

At times there may be extra homework tasks sent home regarding other learning areas. This will be communicated to parents and carers via. Compass.

IMPORTANT DATES

- **31st July** - Grandparents Day-8:00 am open classrooms, 8:45 Liturgy, 9:30 Smoking Ceremony
- **2nd August** - Plans are sent home for children and Parents to commence writing speeches
- **7th August** - Mary MacKillop Liturgy – 8:45am led by Year 1
- **8th August** - Pupil Free Day: Staff Spirituality Day
- **15th August** - Whole school Mass 9:30-Assumption
- **16th August** - School Disco @ 5:15pm
- **16th August** - Speeches due back at school
- **26th August** - Year 1 Parish Mass-9:15am
- **26th-30th August** - Each child will present to their class and 5 students will be selected from each class to present at Round 2 - 'Grade Level'.
- **29th August** - Father's Day Breakfast and Book Week celebrations
- **2nd-6th September** - Top 5 students from each class present in front of the whole grade (10 speakers in total). The top 4 students will be selected to present at Round 3 - 'Stage Level'
- **9th –13th September** - Wellbeing Week
- **Week 8 - Date and time to be confirmed-Top four students** from each grade present in front of their stage. 8 students in total. From this, there will be a 1st, 2nd and 3rd awarded for each stage
- **17th September** - The top 3 students from each stage will present their speeches in front of the whole school, Medals will be presented to 1st, 2nd, and 3rd.
- **27th September** – Last Day of Term 3

We look forward to a wonderful term together.

1 Gold Mrs Annette Milne

1 Blue Mrs Tori Jones (Monday-Wednesday) and Mrs Chloe Harrison (Thursday and Friday).