



## Education in Faith

In Education in Faith, students will learn where, when and why they pray, as well as who we pray to. They will participate in setting up their class prayer space/table, including decorating their class prayer cloth. Students will become familiar with reciting the school prayer, Our Father and Hail Mary. They will investigate communities and identify the symbols, practices of the Catholic Church community. Students will explore our local chapel, investigate symbols of our church and make connections to the importance of our faith community. They will reflect on ways we care for and support our friends and families (home, school, parish). Term One also marks the season of Lent in the liturgical calendar. This will begin with Ash Wednesday, where the students will think about how they can prepare their hearts for Easter and choose a Lent promise to commit to. Students will explore the meaning of scripture stories about the life, death and resurrection of Jesus and learn about the events of Holy Week, including Palm Sunday, Holy Thursday, Good Friday and Easter Sunday.



## English

In Reading and Viewing, our sessions will have the main focus areas of: Phonemic Awareness, Phonics, Reading Comprehension, Vocabulary development and Fluency,



Students will have a weekly sound focus to learn through whole class interactive sessions along with small focus groups. This sound focus will be linked to decodable readers so that students can embed the sound, as well as developing their fluency, when reading. Students will practise reading 'Heart Words' that have irregular spelling patterns in order to develop their automaticity in reading these words. Reading strategies will be a focus this term, to help students to decode unknown words and comprehension skills to further develop their understanding of the text with both literal and inferential understanding.

In Writing, students will develop their skills in using the correct sentence structure. The Colourful Semantics approach will be taught to ensure students include the who?, what?, what doing? and where?' in their sentences. Students will co-construct 'Success Criteria' that outline the elements to include in sentences, such as capital letters and full stops. They will be revisiting nouns, verbs, adjectives and adverbs and how these can be used to 'Bump Up' our sentences. Towards the end of the term, students will begin to look at conjunctions to turn simple sentences into compound sentences.

In Term One, the students will be introduced to a weekly SMART spelling approach, using syllable, letter and sound strategies. <http://www.smartspelling.com.au/>

In Speaking and Listening, students will participate in Oral Language activities, in small group settings. They will develop their skills through weekly 'Show and Tell', with a focus on active listening, questioning and speaking in a confident and clear voice.

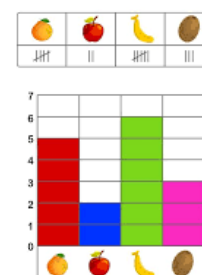


## Mathematics

In Number and Algebra, students will explore the place value of different digit numbers and will continue to count forwards and backwards, by different number patterns. Students will use concrete (hands-on) materials to develop their understanding of how to make and record 2-digit and 3-digit numbers.

In Measurement and Geometry, students will explore time by describing duration using months, weeks, days and hours. They will compare the yearly calendar and seasons, to the Aboriginal seasons and calendar, to find similarities and differences.

In Statistics and Probability, students will collect data about each other in order to get to know their new classmates. They will explore the features of graphing and use their data to make statements about their new class.



## Wellbeing

Students will be learning, through the Resilience Project, with a focus on help seeking and mindfulness. They will also be developing skills in personal and social development through the Respectful Relationships program. Our focus on School-Wide Positive Behaviour expectations through our S.T.A.R. values; Stay Safe, Try your Best, Act Responsibility and Respect Others, are consistent in each classroom. These are reflected upon so that the children can enact the values in their day to day life at school.



## Inquiry Learning

### ***Intercultural Capability - 'How do we connect with the communities around us?'***

Through the Inquiry process, students will explore what a community is and the different communities they can be a part of. They will investigate what their responsibilities are within a community, with a particular focus on 'Acknowledgement of Country'. Students will generate ideas of how they can be respectful towards people who are members of communities that are different to their own, and care for environments that they share with members from other communities.

## Digital Technologies

Students will develop their skills in using their own unique username and password to correctly log on and log off the Chromebooks. They will practise using digital applications online. Through Cyber Safety incursions, students will learn how to conduct themselves safely, in an online environment, by understanding the internet, warning signs and who they can trust.

## Performing Arts

Students will explore the performance-based discipline of Drama. They will reflect on and consolidate their understanding of the basic elements of Drama. Students will explore the topic of 'Emotions', and through improvisation and dramatic play, they will discover how emotions can be identified and how to express emotions to represent a range of characters. In line with their Inquiry unit of work, they will explore the significance of the dramatic arts in different communities, particularly the important role it has in Aboriginal and Torres Strait Islander communities.

## Visual Art

Students will explore the question 'What is Visual Arts?'. They will reflect on the activities they do, the skills they learn and the way it makes them feel. Students will be looking at identity to create a range of self-portraits. They will create work based both on the way they see themselves and also the way they feel. The students will learn about the artist Pablo Picasso, and look at some of his most famous works especially from his cubist style. They will use these works as inspiration for their own drawings and collages. Students will study shapes, both regular and irregular, and look at the way they work together to create structure. Students will also look at analogous colours that work well together to create an aesthetically calming picture and complimentary colours, which create bold and dramatic pictures.

## Physical Education

Students will begin the term participating in small games that develop strategies to work cooperatively with their peers, include others, and apply rules of fair play. They will also revisit the expectations and routines in P.E. lessons. Students will then consolidate and extend on the fundamental skills of overhand throw, catch and strike that they developed last year. They will explore striking using different types of bats and throwing and catching with a range of different equipment. Students will consider how to get power when throwing and striking by trialling different techniques. These skills will then be applied in a striking and fielding unit specific to T20 cricket.