

# Curriculum Notes

## Year 1/2



Suns out guns out!

Welcome to Term 4. Can you believe we are here already?

We hope everyone had a well deserved break and are looking forward to a huge 12 week term. This term students will need to bring their school hats and start preparing to be sun smart whilst at school. Our inquiry will look a little different this term- please take the time to read those notes explaining all the good things we have on offer for the students to participate in. As well as continuing with our core learning of Literacy, Mathematics, Inquiry and Religion, we will also continue to do Auslan with Tim, Kelly Sports with coach Wade and Physical Education with Mrs McEvoy. This term we also welcome Sully, our Dogs Connect school dog who will be slowly introduced to all classrooms. We cannot wait to meet Sully and have his presence in our school.

The grade 1/2 students will have the opportunity to participate in the Kaboom sports day organised in Kyabram. This will be a lot of fun and exciting for our students to look forward to.

Bring on the last term of 2023!





English



## Reading and Viewing

The students in Term 3 have shown tremendous dedication and effort. They have excelled in collaborative learning and adapted seamlessly to the class rotation for literacy sessions. We have closely observed their progress by engaging in daily reading sessions, conducting frequent assessments, introducing new writing topics, and evaluating their proficiency in spelling sight words to enhance their writing fluency as well as practising their phonics awareness.

We will continue to focus on the elements of our literacy block and extend and consolidate their understanding of their Phonemic Process. Here are some examples...

Oral Language - This is a time to develop receptive and expressive language, model and guide appropriate language structures, and monitor and track development. We use a visual image and targeted questions to prompt responses.



Sentence Segmentation - Identifying the elements of how and why we break up words into sentences. For example the teacher asks- Listen to the sentence nice and clear, count the words that you hear.

Phoneme Isolations- hearing individual sounds in words including beginning sounds, middle sounds and ending sounds. Listen to the word nice and clear, what is the MIDDLE sound that you hear? (man) /a/

Phoneme Blending: hearing individual sounds and blend these together to make words. 'Listen to the word nice and clear, say the sounds that you hear.' p-r-a-m (pram)

Phoneme Segmenting- separating a spoken word into its individual sounds. 'Listen to the word nice and clear, say the sounds that you hear. (bin) b-i-n

Phoneme Deletion: taking away an individual sound from a word to make a new word. Listen to the word nice and clear, take away the FIRST sound that you hear?

Say stale, now say stale without the /s/ (tail)

Phoneme addition: add an individual sound to a word to make a new word. Say ash, now say ash with /d at the START (cash)

Sound Substitution: change an individual sound in a word to make a new word.

Say ten, now change the /e/ to /i/ (tin)





English



### Homework:

We encourage the students to try to complete homework 2 nights a week.  
Homework in 1/2 looks like:

**Sight Words-** The students have selected words that are a focus for them to practise at school and home. Their words are written on their focus word card which remains in their reader pack.. Here are some ideas to practise at home

1. Look, Say, Cover, Write , Check- Students look at their word: cover it over with a piece of paper or their hand. writes the spelling again next to the word. uncovers the spelling to check if they have got it right.
2. Write words in a sentence- Place one focus word in a sentence, repeat several times.
3. Find focus words in a book, or newspaper
4. Write words on slips of paper. Play games such as concentration or snap

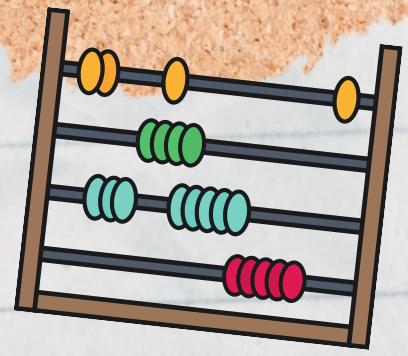
### Readers:

Students will have 2 new books each week to practise at home/school. If you have time please listen to them read. They can read to a sibling or family member. There are comprehension questions at the back of the book that you may like to discuss with them.





# Mathematics



## Measurement and Geometry

Students will work within the area of measurement as they explore Length, Capacity and Fractions. They will compare objects directly and indirectly eg

- using a piece of string to indirectly compare the length of several objects, deciding which will fit within a space, and using comparative language to describe the order (shortest, short, longer, longest),
- pouring sand, rice or water from one container to another to compare and order the capacity of 3 or more containers, and describing the order of the results in terms of which holds the most/least and those in between

Exploring where we see fractions in the real world and investigating the language whole, half and quarter.

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## Statistics

Throughout the term students will collect and record data in various ways using objects, images, drawings, lists, tally marks and symbols. Students will then review the data to create statements and generalisations from the data set.

## Numeracy and Algebra

Throughout the term students will continue to focus on recognising, ordering and modelling numbers. The students will use a variety of materials - counters, bundling sticks, bead sticks, bead strings, abacus - to model numbers. We will also investigate and discuss patterns that we find in number sequences. Students will continue to focus on partitioning (breaking numbers apart) and using number lines as a tool to support our learning. They will have the opportunity to revise their learning of the operations (addition/subtraction multiplication/division) through a range of games and problem solving activities to encourage fluency with number facts.



# Religion

## Our Call to Mission

This unit will assist students to discern how they can share with others in need, in their family, school, in their own country and overseas. They will have the opportunity to be involved in the community by participating in the Local Food Share and witness how we can assist people in need.

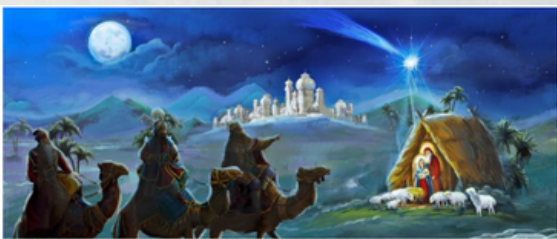
We will focus on the key questions;

- Who are the people in need in our life?
- How can we support/help these people?
- What does fortunate mean, make connections to the context of our lives.
- How do you show you care for other people? Think about how you show you care for people
  - in your house
  - in your school
  - in the community
  - in the world



## The First Christmas

Our Christmas unit explores the Christmas narrative with students learning about key people and events. We will share the scripture stories and identify the key idea that Christmas is a time we thank God for the birth of Jesus. Students will begin to understand that the bible contains many stories that tell us about Jesus' life on earth, including the story of his birth. They will enjoy reading and creating retells through visual art and reader's theatre. Students will then make connections that Christmas is a time of giving, receiving and celebrating in our family, school and parish through comparing non scripture and scripture texts.







# Inquiry

Connections are everywhere in our lives. Our brains are made up of billions of connections that help us talk, walk, think and dream. We make connections with other people, places and things all the time.

During term 4 students will connect with people and places in our Rochester community. Students will work in multi age groups (Foundation to Year 6 ) twice a week to engage in a learning experience of their choice. Students will have the opportunity to choose between the following learning experience

- Active
- Arts
- Sustainability
- Cooking

The sessions will occur on Monday and Thursday afternoons from 12:40 -1:40 and will be facilitated by a variety of different school staff and community members. There will be two activity blocks - Weeks 1-4 and Weeks 5 - 8. During Weeks 9&10 students will focus on the History and Geography component of the curriculum. They will have the opportunity to explore and learn about many different locations in the Rochester community such as Rochester Sports Museum, Wirima playground, Murals and Silos and our beautiful river walk to the Red Bridge.





RRRR

*with Mrs Bennett*

This term in RRRR's children will explore Gender and Identity. Learning experiences will support the students to reflect on their identity: likes, dislikes, strengths and develop an appreciation of difference. Students will play a variety of games to mix and interact with their peers. The games will be used to facilitate discussions about the different things that they like doing and find out ways in which some of their preferences were similar to or different from those of their peers. They will use stories and scenarios to discuss labels / gender labels. The second unit, Positive Gender Relations, is focused on developing and understanding gender-based violence as involving unfair and hurtful behaviours and what it means to be a boy or a girl. Students will examine the affects of physical, verbal and psychological gender-based violence and identify and practice respectful and gender-friendly behaviours. They will also identify and practice assertive and help-seeking strategies to help keep themselves safe.



Digital Tech

*with Mr Davison*

Whilst continuing working on "Introduction to Algorithms," the class is anticipated to develop a keen understanding of the concept. Engaging in guided play and interactive learning experiences will enable them to grasp the idea of algorithms as sequential steps to solve problems. They are expected to showcase impressive skills in identifying steps in various processes and controlling Bee-Bots to execute these steps, marking significant progress in their ability to consolidate concepts across different subject areas through simple programming.

Looking ahead to the "Online Safety" unit, the class is expected to demonstrate responsibility and awareness in online behaviour. Actively participating in discussions about rules for online safety, they are poised to apply these principles in their online interactions. The class is anticipated to effectively plan and create presentations using familiar software, demonstrating a collective understanding of responsible information sharing online. Additionally, they are expected to confidently explore bookmarked websites to gather information, showcasing their ability to navigate online platforms safely.







## AUSLAN with Tim

At St Joseph's we use the TCL (Teachers as Co Learners ) approach to language teaching. In a TCL approach, all teachers and students are co-learners of the school's target language. The TCL approach requires access to a proficient speaker of the language to facilitate the learning journey for teachers and students. Our facilitator, Tim , will again work with both students and teachers weekly (on a Friday). He will revise previously taught vocabulary/signs and introduce new vocabulary/signs throughout the term.

## Kelly Sport



with Coach Wade

Welcome to term 4 . This term students will participate in an 11 week Kelly Sports program with a "Sports" focus. Students will have a 40 minute session each week (on a Friday). They will have the opportunity to focus on the following sports - cricket, golf, T- ball, frisbee, basketball, netball, soccer and AFL. Each week, through a focus on a sport, students will learn the basic skills associated with each sport eg throwing, catching, kicking, dribbling, shooting and passing. Students will also participate in a mini Olympics circuit with a range of events to test their athletic abilities. They will be invited to create team banners and choose a country to support for the session. Students will participate in team building activities where they will need to work in teams throughout a variety of challenges to promote working together as a team. The final session will be an end of year celebration where students will celebrate their year of Kelly sports with activities such as parachute and water sports. It is certainly an action packed term of Kelly sports.



# KEY DATES

Week	What's on
Week 1 2 - 6th October	3rd: Elmore Field days 4th: Elmore Field days 5th: Elmore Field days 6th: Kelly Sports & Auslan
Week 2 9 - 13th October	10th: Foundation Excursion - Kyabram 11th: Heartkids Fundraiser 13th: Campaspe Basketball 13th: Kelly Sports & Auslan
Week 3 16 - 20th October	18th: DUO Day - PBIS Whole School Dress Up Reward 19th: Waranga Summer Sports Day (Grade 5/6) 20th: Waranga Summer Sports Day (Grades 3/4) 20th: Kelly Sports & Auslan
Week 4 23 - 27th October	23rd: Life Relationships Evening 6pm (Grade 5/6) 27th: World Teachers Day 27th: Granparent's Day Assembly 27th: Kelly Sports & Auslan
Week 5 30 - 3rd November	30th: Real Schools Parent Information evening 30th: RSC Transition Visit (Grade 5/6) 3rd: Kelly Sports & Auslan - Community Learning Day
Week 6 6th - 10th November	6th: Pupil free day 7th: Melbourne Cup Day Holiday 10th McKillop Art Exhibition (Bendigo) 10th: Kelly Sports & Auslan 11th: Remembrance Day
Week 7 13th - 17th November	17th Kelly Sports & Auslan



# KEY DATES

Week	What's on
Week 8 20 -24th November	21st: Learning Conversations 22nd: Learning Conversations 24th: Kelly Sports & Auslan
Week 9 27 - 1st December	1st: F - 2 Kaboom sports (Kyabram) 1st: Kelly Sports & Auslan
Week 10 4 - 8th December	4th: First Aid for children 5th: First Aid for children 6th: Year 5/6 North Melbourne Huddle excursion, Melbourne 8th: Pupil free day
Week 11 11 - 15th December	11th: Pupil free day 15th: Kelly Sports & Auslan
Week 12 18 - 20 December	



# SCHOOL CONTACTS

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