

1/2 Curriculum Overview - Term 3, 2021



Education in Faith

In Education in Faith, students will investigate what the term 'stewardship' means and how it relates to their lives. They will share and celebrate the wonder and awe of God's creation and explore their responsibilities towards caring for the environment. Students will compare and contrast the Creation Story with different creation stories from around the world and will be provided opportunities to read and view biblical scripture, identifying the meaning behind the stories.

English

In Reading and Viewing, students will have the opportunity to listen to and view a variety of fiction text types. They will develop their comprehension skills, answering a combination of literal and inferential questions, while recording events within the text.

In Writing, students will plan their ideas, using keywords and pictures, to explore Narrative and Persuasive writing genres. Students will write compound sentences, using capital letters and fullstops.

In Speaking and Listening, students will be encouraged to focus on listening attentively and whole body listening. When sharing their thoughts, students will be reminded to speak clearly, using expression and at an appropriate volume.

The students will continue to use the weekly SMART spelling approach, using syllable, letter and sound strategies. <http://www.smartspelling.com.au/>



Mathematics

In Number and Algebra, students will explore the concepts of Fractions, Multiplication and Division. They will continue to develop strategies to solve problems efficiently and to verbalise their thinking. Students will be challenged to make connections between the four processes and apply this knowledge to other problems.



In Measurement and Geometry, students will be investigating Time on analogue and digital clocks to o'clock, half past and quarter to and quarter past times. Students will also inquire into the concept of Mass by estimating, measuring and comparing the mass of objects.

In Statistics and Probability, students will investigate the likelihood of events and use the correct language of Chance.

Inquiry Learning

Science - 'Where in the world are we?'

Students will describe examples of how people use science in their daily lives. They will identify and describe examples of the external features and basic needs of living things. Students will investigate the solar system, the planets naming their key features. They will explore the sun and the effects the sun has on the solar system. Students will also investigate the weather and how changes in weather affect our everyday lives. Students will observe and record the outcomes of simple science experiments.

Library

Students will continue to use the Library space to borrow books to take home and read on a regular basis.

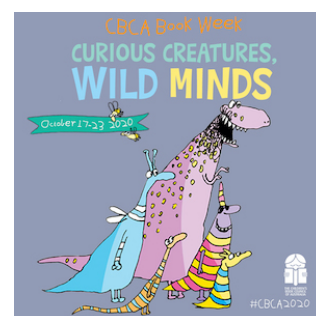


Digital Technologies

Students will continue to develop their skills in using their own unique username and password to correctly log on and log off iPad applications. They will use digital technologies apps to summarise their understanding of a topic. Students will continue to learn about how to conduct themselves safely in an online environment and will be introduced to the use of Chromebooks.

Visual Arts

Students will be introduced to the books nominated by The Children's Book Council of Australia for Book Week 2021. They will use these books as inspiration to respond in creative ways. Students will also be looking at the skills in the art area of modelling. They will experiment with soft, malleable materials, such as playdough, plasticine and clay to learn and practice the skills of modelling. This will be a tactile experience where students can manipulate, squeeze, squish, pinch, shape, stretch, flatten, roll, coil and play with clay. Students will develop an understanding of where clay comes from, how it reacts to air and ways of retaining its moisture while work is in progress. They will use simple tools to make marks and patterns. The students will look at the work of Nick Park (creator of Wallace and Gromit and Shaun the Sheep), and take a closer look at his creative process and inspiration, before creating their own figure inspired by his work.



Performing Arts

To begin Term 3, the students will be involved in activities to celebrate NAIDOC Week. Through an *Arts* lens, they will learn about the history and culture of Aboriginal and Torres Strait Islander peoples, and explore how music and drama can sustain and communicate cultural knowledge. The main focus of the Term will be *Musical Theatre*. Throughout a series of practical lessons, the students will learn and rehearse a class item, based on a famous Broadway Musical. They will experience a combination of music, song, spoken dialogue, and dance, and discover how they can use face, voice and movement to effectively express a character, as they work towards performing their class item at this year's whole school production.

Physical Education

Students will participate in a unit of Gymnastics that lets them explore and experiment with different ways of moving while demonstrating control. This unit will focus on the dominant movement patterns which include: jumping/landing, rolling, balancing and locomotion. Students will engage in a range of gymnastics skill circuits that can be performed safely using apparatus, such as gym mats, inclined wedges, foam beams and mini tramps. They will also enjoy using their jumping, leaping and balancing skills in Ninja Warrior style circuits. Hand apparatus, such as

hoops, balls, ribbons, juggling scarves, will be used to enhance hand eye coordination. They will further explore this concept of creative movement with a unit of Skipping. Students will explore various techniques in skipping, developing their timing and fitness.

Japanese

Students will study a unit based around Eric Carle's '*The Hungry Caterpillar*'. The students will learn about foods, including looking at Japanese words that have been borrowed from other languages. They will also make sentences using the past tense verb 'ate' in Japanese, and be introduced to counters.

