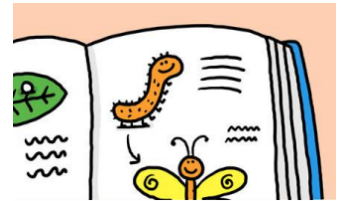


Education in Faith

In Education in Faith this term, students will look at the story of Creation from the Bible and discuss how God showed His love for us by creating the world and all things in it. Students will discuss their responsibility of looking after God's creation and demonstrate practical ways to do this both at school and at home. They will make links to Indigenous stories of Creation.

English

In Reading and Viewing, students will explore the features of non-fiction texts and understand the purpose of why they are written, as well as comparing the similarities and differences between them. Students will retell facts from the text and will continue to build on their reading strategies, checking that what they read looks right, sounds right and makes sense.



In Writing, students will begin to plan, write and edit written work. They will continue to develop their writing skills through constructing different genres, including 'Who am I?' writing and Non-fiction texts, using the features of this text type. Students will set individual and class writing goals to encourage them to reflect on their own learning. Correct letter and numeral formation, with a focus on starting points and size of letters, will also continue throughout the term.

In Spelling, students will continue to use the SMART spelling strategies to identify sounds they can hear in words. Different digraphs and trigraphs will be introduced through our words and sentences of the week.

In Speaking and Listening, students will be sharing their 'Who am I?' texts with their peers. Students will need to use listening skills to carefully decipher the clues to guess the correct animal. The Prep students will present their information and facts to the class about a chosen animal, with a focus on eye contact with the audience and clear articulation.

Mathematics

In Number, students will explore place value of tens and ones to make teen numbers. They will be using a range of practical strategies for subtracting small groups of numbers, including the use of visual displays and concrete materials.



In Measurement, students will investigate time and will use their knowledge to sequence events into chronological order, discuss the duration of events, and tell the time to the o'clock.

Wellbeing

In Wellbeing, students will participate in the 'Ollie Online Program' and will continue to learn about keeping safe online. Through the Respectful Relationships program, students will identify the features of fair and friendly play, practising these in different scenarios, then applying them to real situations in the playground. They will learn about appropriate help seeking behaviours and positive coping strategies and will continue to develop an understanding of their feelings and emotions, and learn how different strategies can help build resilience.

Inquiry Learning

In Inquiry, students will be using science to explore the concept of *Discovery*. They will be exposed to the scientific strands of Biology, Chemistry and Earth and Space sciences. Initially, students will be investigating biological science, understanding the habitats, features and classifications of different animals. They will participate in an excursion to Melbourne Zoo where they will be engaged in an education session to learn more about this. Students will learn how scientists use the scientific process to make new discoveries. They will develop the skills to pose questions and predict (hypothesise); then they will conduct experiments to prove or disprove their hypothesis. Students will also investigate the science behind weather patterns and changes.

Digital Technologies

In Term Three, digital technology learning will be integrated into our literacy and inquiry learning. Students will be introduced to a range of new applications such as Get Epic, which is an online digital reading platform. These applications will allow the students to build technology skills such as selecting, turning pages and navigating a text, through using this platform. In addition to the digital technology curriculum learning, students will use and apply many of these skills learned, such as selecting, saving and dragging, to orientate and guide themselves during mathematics assessments using *Essential Assessment*.



Performing Arts

Students will continue to refine the class item that they will perform in this term's whole school production. They will continue to develop their expressive skills and timing, learn how to accurately space and position themselves during their performance, learn common theatre terms, and learn strategies to deal with performance nerves. To finish the term, the students will respond to a series of questions to reflect on their performance experience. This will include describing the emotions they felt before, during and after the performance and what they think they did well throughout the production process.

Visual Art

At the beginning of Term Three, students will deepen their understanding of NAIDOC Week by engaging in dot painting. They will paint the interior of a kangaroo shape using colours that reflect the themes and symbols of the celebration. Following this, students will embark on a unit focussed on threads and textiles. The unit will begin with an introduction to weaving. Students will be guided step-by-step through the weaving process, learning how to start a weave and gradually building on their skills to create their own woven pieces. This hands-on activity will develop their fine motor skills, while also giving them an appreciation for the craft of weaving. Students will then begin learning the basics of sewing. They will start by mastering fundamental skills such as threading a plastic needle and performing a basic stitch. These foundational skills will be taught in a supportive and encouraging environment, preparing the students for more complex sewing projects in the future. This part of the unit aims to build their confidence and competence in sewing, setting a strong groundwork for further exploration of textile arts. Throughout this unit, students will be encouraged to explore their creativity, work with different materials, and develop practical skills that will serve as a foundation for more advanced textile work in the future.

Physical Education

Students will participate in a unit of Creative Movement that teaches them to use their body in a controlled way. They will focus on a range of dominant movement patterns which include; jumping/landing, rolling and balancing. Students will engage in a range of basic gymnastics skill circuits that can be performed safely using apparatus such as gym mats, inclined wedges, foam beams and mini trampers. Hand apparatus such as hoops, balls and ribbons will be used to enhance hand eye coordination. Students will also explore different jump techniques needed when using a skipping rope. They will develop their coordination and the importance of timing that is required when skipping.

Italian

Students will study a unit of work called 'An Italian Adventure'. As a class we will listen to a story about Pinocchio and how Geppetto made him from a log of wood. They will learn the names of body parts from the story and play games to recycle new language learnt. In the area of geography they will learn about the Region of Italy and where Pinocchio came from. The students will learn about some of Italy's famous cities and landmarks. They will go with Pinocchio on an Italian adventure and will discover that the map of Italy resembles a boot. The students will draw the Italian flag and learn what the colours represent. They will learn about Italian cities, food, festivals and culture and traditions.