Years 1 & 2 Curriculum Overview - Term 3, 2023

Education in Faith

Students will be revisiting the story of creation, reflecting upon the beauty and goodness of God as the creator of our world. From this, the students will investigate what it means to be a steward of creation, and will explore bible stories to identify how Jesus was one through his actions. In conclusion, students will culminate this learning by problem solving how they can be stewards of creation through embedding sustainable practices, such as introducing a composting program in our school.

English

In Reading and Viewing, students will continue to develop their reading skills using phrasing, fluency and expression. Students will make predictions, monitor their own reading by self-correcting, and re-reading texts to build their reading stamina. Students will explore the structure and features of non-fiction texts, including contents pages, glossaries, index pages, titles and subheadings. They will develop comprehension strategies in order to build literal and inferential meaning as well as build on vocabulary.

In Writing, students will use their learning from our inquiry unit to write simple Information Reports and Procedures. They will be exploring the purpose and use of vocabulary to create a variety of poems. Students will continue to build their writing stamina through our weekly 'Rocket Writing' sessions. Correct letter formation and sizing will also be a continued focus throughout the term.

In Term Three, students will continue our weekly SMART spelling approach, using syllable, letter and sound strategies. http://www.smartspelling.com.au/

Weekly Spelling Focus:

Week 1	/oi/ as in coin	**Week 6**	**Revision Week** During this week our focus is on revising all sounds previously taught.
Week 2	/u/ as in bull	**Week 7**	/ow/ as in snow
Week 3	/ay/ as in tray	**Week 8**	/dge/ as in bridge
Week 4	i-e as in kite	**Week 9**	Plurals
Week 5	/y/ as in pony	**Week 10**	**Revision Week** During this week our focus is on revising all sounds previously taught.

In Speaking and Listening, students will have the opportunity to discuss and justify their predictions and wonderings in relation to various science experiments. They will share findings about the outcomes of these experiments during small group and whole class discussions. Students will be encouraged to use open-ended questions, towards their peers, during our weekly 'Show and Tell'.

Mathematics

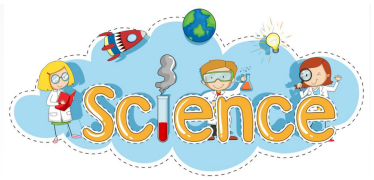
In Number and Algebra, students will explore the concepts of Multiplication and Division. They will continue to develop strategies to solve problems efficiently and verbalise their thinking. Students will be challenged to make connections between the four processes and apply this knowledge to other number problems. They will use concrete materials to explore the idea of fractions being part of a whole, and apply this knowledge to where we see fractions in real-life situations, e.g. on analogue clocks and when cooking.

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 explore the purpose of a calendar in relation to time and seasons.

In Statistics and Probability, students will use the language of Chance to describe the likelihood of events or outcomes.

Wellbeing

Students will be learning how to problem solve when faced with challenging situations. They will have opportunities to act out scenarios and work with others to navigate how to solve real-life problems. Through our cybersafety unit, students will become familiar with their digital footprint and why we need to protect our own. Furthermore, they will understand the purpose and use of usernames and passwords and understand how to keep their information private and secure.



Inquiry Learning

Science- '*How are We Connected To Our Environment?'*

Students will be conducting an inquiry covering Earth and Space Science concepts this term. The students will reflect upon the dreamtime story and where we are in the universe. Students will further develop their knowledge and understanding of the universe including the shifting of tectonic plates, the Solar System, weather and seasons and night and day. Following from this, the students will transition into Biology, examining animals, their features and habitats and their behaviours and adaptations which aid them in their survival. Students will gain an understanding of the importance of sustainability in relation to animal survival and will demonstrate their understanding by creating their own earth or space habitat, with an overarching theme of sustainability.

Digital Technologies

Students will continue to develop skills in using iPads and chromebooks for logging into school accounts such as Google Applications and Essential Assessment. Students will continue to log in using their student usernames and passwords to access these applications. They will be introduced to a new platform this term called Google Classroom which will be used as a resource to assist them in researching and presenting their learning.

Performing Arts

Students will explore the performance-based discipline of Music. To begin, the students will consolidate their prior learning, including classifying different types of sounds, such as recognising and categorising a range of instruments by sound. The students will learn to clap and say the rhythmic time names, and will play and sing rhythmic and melodic phrases and patterns using their voices, tuned and untuned instruments, experimenting with contrasting tempos and sudden and gradual changes of dynamics. The students will also have the opportunity to create and perform a talent act of their choice, which they may choose to perform in front of a live audience at the 'Holy Spirit Talent Showcase'.

Visual Art

Students will be celebrating the artworks that they have created this year with Holy Spirit's 'All children are Artists' Art Show. They will get the opportunity to choose, mount and label their own work, and assess which artworks they like the best and why. The students will have the opportunity to create work using neon paints, paper and pastels. They can then experience the effect and impact UV lights have on neon in a blacked out room. The students will be inspired by 'under the sea', they will be creating 2D and 3D art pieces on their classes chosen animal. They will be observing videos of their creature moving in its natural environment, and follow drawing tutorials to help gain confidence in their shapes and proportions. The students will then sketch out their own designs and then work in groups to use modroc and other materials to create 3D models of their animals. The students will then use neon paint, pastels and paper to decorate their work.

Physical Education

Students will participate in a 'Target Games' unit that focusses on introducing them to various target-based games, aiming to develop their fundamental movement skills, hand-eye coordination, throwing and rolling for accuracy. This unit will provide a fun and inclusive learning environment where students can explore different games and improve their overall physical literacy. Students will also participate in a variety of minor games that promote physical activity, teamwork, and skill development. Throughout this unit, students will play a range of age-appropriate games and activities, focussing on fundamental movement skills, spatial awareness, coordination, and cooperation.

S.T.E.M.

Students will explore the mixtures that exist in their environment and their uses for a variety of purposes. They will develop an appreciation of how different our existence would be without the myriad of mixtures that we use in our everyday lives. Students will investigate where mixtures can be found and how they behave, including materials that don't mix well, and others that are difficult to separate. Through hands-on investigations, students will explore how changing the quantities of materials in a mixture can alter its properties and uses. They will contribute to the class science journal communicating the observations they make using all five senses, and developing their scientific vocabulary and understanding. Students will represent and describe their findings as written text, drawings, labelled diagrams, and photographs. Addressing the term's key idea of Sustainability, students' realisation that some materials are more or less easy to separate is important when considering our impact on the environment. Their exploration of mixtures of oil and water, for example, will provide a framework for a better understanding of the effects of oil spills.