

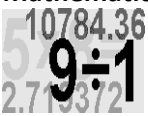







## Year One Curriculum Overview – Term 3, 2023

Below is a summary of the content to be covered in each Key Learning Area in Term 3.

<p><b>Religious Education</b></p> 	<p>The children will continue to experience Religious Education through the implementation of the new curriculum by Inspiring their hearts and minds to know Christ and love learning through discovery.</p> <p>Through the discovery process, the person of Jesus will come alive for the students, they will see again, the example of his life, listen to his words, and hear his invitation.</p> <p>The children will come to know and understand Prayer is about loving, speaking, listening, and singing to God. Engage in the different components of the Religious Education session with reverence and grace. Express their understanding of scripture through words and actions. Make connections between Jesus, scripture, liturgy, and prayer in their life.</p> <p><b>Week 1 and 2-Liturgical Furniture, Vessels and Linen</b>  <b>Week 3- Prayer Gestures-Sign of the Cross with Holy Water</b>  <b>Week 4- Transfiguration (6<sup>th</sup> August) St Mary of the Cross Mackillop (8<sup>th</sup> August)</b>  <b>Week 5- The Assumption (15<sup>th</sup> August)</b>  <b>Week 6-The Mustard Seed</b>  <b>Week 7-Parable of the Sower</b>  <b>Week 8-The Parable of the Leaven</b>  <b>Week 9-The Parable of the Precious Pearl</b>  <b>Week 10-Prayer gestures-kneeling</b></p>
<p><b>English</b></p> 	<p>Students will be focusing on oral language, vocabulary, phonetic knowledge, reading fluency, reading comprehension, spelling, reading, and understanding literature, creating written texts and handwriting. Students will be following the Heggerty's program to foster and enhance phonetic awareness and reading skills. Literacy blocks will consist of handwriting, reading, writing, dictation, and guided reading. This term students will be engaging in Public Speaking. Students will write and practice their speeches with a focus on speed, pace, volume, and engagement with their audience. This will be worked on throughout the term leading up to the presentation to be delivered in weeks 5 and 6. During Term 3, students will study the art of fairytales and how to recreate their own. We will look at traditional fairytales and fractured fairytales giving the students the opportunity to engage in their creative writing skills as they re-write the narratives.</p>
<p><b>Mathematics</b></p> 	<p>During Term 3, students will begin by exploring, combining and separating the content of the new K-2 Mathematics Syllabus. Students will develop their bank of strategies to <b>solve problems</b> involving <b>addition and subtraction</b> and will develop an understanding of equality and how it applies to quantities. Students will then transfer this learning to the sub strand <b>non-spatial measure</b> to consider the <b>mass</b> of objects using equal arm balances to compare and order the masses of objects and collections. Students will move on to learn about the <b>volume and capacity</b> of containers, learning how to measure and compare, while developing their skills in number through these investigations ensuring their accuracy. Finally, students will revisit the area of <b>chance and data</b>, focusing on the element of chance in everyday events and tracking these to create and interpret data displays.</p>
<p><b>Geography</b></p> 	<p>In this inquiry unit students will begin by investigating the question: <b>What is Australia Like?</b> Students will notice and investigate the various environments within Australia and what makes these special and unique. Students will then examine the connections that people have to different places in Australia. Following this, students will examine the connections that Australia has to the rest of the world by investigating the question: <b>What connections does Australia have with the rest of the world?</b> Students will do this by looking at a variety of connections including those through families and relationships, food, clothing, entertainment and more. Students will be encouraged to investigate a particular type of connection that they are interested in and think about how they can find out more about that type of connection.</p>
<p><b>PDHPE</b></p> 	<p><b>PE/Games we Love</b>  This unit is focusing on developing our fundamental motor skills through games and activities we are familiar with. Throughout this unit children will develop the skills that will allow them to live an active lifestyle as well as developing the competence of their fundamental motor skills by participating in a variety of games and activities.</p> <p><b>PD/HEALTH</b> St Cecilia's is continuing this term in the Second Step program, a coordinated classroom, family and community program, designed teach children how to understand and manage their emotions, control their reactions, be aware of others' feelings, and have the skills to problem-solve and make responsible decisions.</p>

		OBJECTIVE		OBJECTIVE
	<b>Week 3</b>	Unit 2: Feelings Change	<b>Week 7</b>	Unit 3: Strong Feelings
	<b>Week 4</b>	Unit 2: Accidents	<b>Week 8</b>	Unit 3: Calming Down Anger
	<b>Week 5</b>	Unit 2: Showing Care and Concern	<b>Week 9</b>	Unit 3: Self-Talk for Calming Down
	<b>Week 6</b>	Unit 3: Identifying Our Own Feelings	<b>Week 10</b>	Unit 3: Managing Worry
<b>Creative Arts</b> 	<b>Landscapes</b> Throughout this unit students will learn the techniques needed to create artworks linked to the geography unit about Places in Australia. Students will create artworks to develop awareness and appreciation for the environment as well as Aboriginal culture. Students will be introduced to the use of texture and shape. line as art elements in painting, printing, and drawing. Background, foreground, and focal point will be taught as elements in landscapes. <b>The artists studied for this unit will be:</b> <ul style="list-style-type: none"> <li>• <i>Vincent van Gogh</i></li> <li>• <i>Ken Done.</i></li> <li>• <i>Albert Namatijira</i></li> <li>• <i>Sally Morgan</i></li> </ul>			

### Specialist classes and Sport days

<b>Gold class</b>	<u>Tuesday:</u> Library and Sport	<u>Wednesday:</u> Japanese and Creative Arts	<u>Thursday:</u> Sport
<b>Blue Class</b>	<u>Tuesday:</u> Sport	<u>Wednesday:</u> Japanese, Creative Arts and Library	<u>Thursday:</u> Sport

### Communication with teacher:

Please use the student diary to communicate with your child's teacher. Diaries will be checked every day. Alternatively, please contact your child's teacher via email through the school office. Please understand that teachers may not be available to meet before and after school without a prior arranged meeting.

### Homework

**Students must read every night**, and this is to be recorded in the student diary. Readers will be sent from school at the appropriate level for your child. Wushka log in details have been sent home in Term One and these online books may supplement your child's reading. Wushka texts will also be set to an appropriate level for your child.

Maths Online details were sent home in Term One (in diaries) and weekly revision tasks will be set, starting in Week 2, to be completed by Friday of each week.

This term there will also be some home tasks for the Second Step program to be completed with an adult, signed by an adult and returned to class each week. Another important element of homework this term will be **rehearsing speeches for public speaking**. These will be written in class and sent home for you to rehearse with your child.

At times there may be extra homework tasks sent home regarding other learning areas. This will be communicated to parents and carers via. Compass.

### **PBL – Positive Behaviour for Learning**

<b>TERM 3</b>	<b>PBL FOCUS</b>
Weeks 1 and 2	At St Cecilia's we are <b>COOPERATIVE</b> when we <u>OWN OUR BEHAVIOUR</u> .
Weeks 3 and 4	At St Cecilia's we are <b>SAFE</b> when we <u>CARE FOR OURSELVES AND THE ENVIRONMENT</u> .
Weeks 5 - 7	At St Cecilia's we are <b>RESPECTFUL</b> when we <u>USE A GROWTH MINDSET</u> .
Weeks 8 - 10	At St Cecilia's we are <b>SAFE</b> when we <u>PROBLEM SOLVE</u> .

## **IMPORTANT DATES**

- 8<sup>th</sup> August - Mary MacKillop Liturgy – 8:45am
- 10<sup>th</sup> August - Pupil Free Day; Staff Spirituality Day
- 11<sup>th</sup> August - Whole School Awards
- 15<sup>th</sup> August – Assumption Mass – 9:30am
- 23<sup>rd</sup> August – Year One Faith and Learning Walk
- 25<sup>th</sup> August - Whole School Awards
- Week 6: 21st August – 25<sup>th</sup> August – Class Level Public Speaking
- 25<sup>th</sup> August – School Disco; Fluoro Friday (tickets available on QKR now)
- 30<sup>th</sup> August – Scholastic Book Fair
- 31<sup>st</sup> August – Father Day Breakfast and Liturgy
- 31<sup>st</sup> August – Book Week Parade
- Week 7: 28<sup>th</sup> August – 1<sup>st</sup> September – Grade Level Public Speaking
- 4<sup>th</sup> September – Year One Parish Mass 9:15am
- Week 8: Wellbeing Week: 4<sup>th</sup> September – 8<sup>th</sup> September
- Week 8: 4<sup>th</sup> September – 8<sup>th</sup> September – Stage Level Public Speaking
- 8<sup>th</sup> September: Whole School Awards with Light of Learning Award
- 22<sup>nd</sup> September – Last Day of Term 3

**We look forward to a wonderful term together.**

**1 Gold** Mrs Annette Milne (Monday, Tuesday) and Mrs Tori Jones (Wednesday, Thursday, Friday)

**1 Blue** Miss Sarah McEwan