

## PREP OVERVIEW

Term 3 2024



### Religious Education

#### Big Idea: God created the world as a gift of love

**Focus:** Students will focus on God the creator who is present in all of creation. They will explore the first creation account in Genesis to learn about God as a creator, the goodness of creation and creation as a reflection of God's love, light and goodness.

Students will,

- Explain the story of God's creation.
- Communicate their ideas, feelings and thoughts about God.
- Investigate examples of God's love in our natural world (leaves for giraffes to eat, our stewardship, etc)
- Be a steward of God's creation (e.g. what they do for the environment to look after it).
- Show their love for God by the way they treat others.
- Investigate the importance of sharing God's light in the world.

Over the course of Term 3 and Term 4 students will be rostered on to take home a Prayer box. The box will contain items that will assist your family in holding prayer at home reinforcing skills learnt within the classroom.

### English

#### Reading and Viewing:

Students will continue with the InitaLit program:

#### Focus:

- Phonetics: Letter/ sound recognition and how these are related to reading and spelling.
- Vocabulary: Oral language and listening comprehension through quality children's literature.
- Recognising print concepts: words, sentences, lower case letters, capital letters, punctuation,

### Inquiry

#### Big Idea: Our Earth Our Responsibility

**Focus:** Students will engage in the research process to investigate various animals, their habitats, and their distinguishing features. They will learn about the difference between native and non-native animals in Australia and explore the importance of caring for and protecting animals.

Students will,

- Examine the impact humans have had on animals, leading to endangerment, and how we have developed solutions to fight engagement of animals across the world.
- Use the problem solving process to develop solutions for endangered species.
- Make connections to how their own choices can have an impact on animals at home, in the community and world wide.

### English

#### Writing:

As students' letter sound knowledge improves they will be encouraged to take risks and have a go at recording the initial and dominant sounds in words to write a simple sentence independently. Children will also begin to use 'tricky' words in their writing more consistently.

#### Focus:

- Correct pencil grip
- Letter formation - correct starting point and

text direction

- Tricky words- (words that can't be sounded out)  
Continue investigating what makes these words tricky to read and spell
- Segment and blend CVC words
- Segment and blend 1 syllable words with common digraphs ff,ll,ss,zz & ck
- Retell the main idea in a nonfiction text
- Identify the problem and solution in a narrative text
- Answer literal questions about fictional texts
- Use prior knowledge and make predictions to help understand what is being read
- Read for enjoyment

**Comprehension Strategies:**

- Predicting
- Text connections (text-to-self)
- Self monitoring strategies such as (stretchy snake & lips the fish)

**Speaking and Listening**

Students will present short oral presentations through:

- Sharing their learnings during discovery
- Sharing their thoughts and feelings about texts
- Listening and responding to whole class discussion

formation of lowercase and capital letters

- Using finger spaces between words
- Drawing a picture to match their sentence
- Writing to communicate our ideas
- Stretching and recording initial and dominant sounds in words.
- Write more complex sentences using connective words, for example; and, with, because.
- writing a sentence with increased independence.
- Using capital letters appropriately eg. at the beginning of a sentence and for proper nouns.
- Ending a sentence with punctuation including a full stop, question mark or exclamation mark.
- Edit personal writing for spelling, capital letters and full stops

**Text structure**

- Recount writing about different experiences students have had.
- Identify the differences between fiction and non fiction texts.
- Recognise features of a non fiction text.
- Information reports through Book Making.
- Book making about Discovery.

**Mathematics**

**Number and Algebra:**

- Continue to read, write, order and compare collections up to 20
- Explore efficient ways to add and subtract numbers
- Solve open ended problems using addition and subtraction strategies
- Represent simple, everyday financial situations involving money

**Measurement and Geometry:**

- Investigate time, with a focus on days of the week and interpreting a calendar

We encourage you to support your child at home with revising mathematical concepts taught such as,

**Social and Emotional Learning (SEL)**

**Focus:** Positive coping

This term students will learn a range of positive coping skills will enable them to manage future changes and challenges.

Students will:

- Reflect on their emotional responses
- Discuss ways in which they can take responsibility for their actions
- Describe ways to express emotions to show awareness of the feelings and needs of others
- Practise techniques to deal with feelings of fear and anger.

<p>ordering numbers, counting forwards and backwards from different starting points, one to one correspondence.</p>	<p><b>Focus:</b> Problem solving</p> <p>Students learn a range of problem-solving skills through learning tasks so they are able to cope with the challenges they will face in the future.</p> <p>Students will,</p> <ul style="list-style-type: none"> <li>● Recognise the needs and interests of others</li> <li>● Listen to others' ideas and recognise that others may see things differently</li> <li>● Recognise there are many ways to solve conflict</li> <li>● Identify options when making decisions</li> <li>● Identify cooperative behaviours in a range of group activities</li> <li>● Practise individual and group decision making</li> </ul>
<p><b>Italian</b>  <b>Focus: Pinocchio e il corpo</b>  Questo semestre students will:  <b>Intentional Gesture teaching- <u>Focus language:</u></b>  <i>Revising HFW- greetings and exchanges; Buongiorno (good morning), Arrivederci (Good bye), Come stai? (How are you?), Sto bene/male (I'm well/not well), per favore (please), grazie (thank you), Prego (you're welcome)</i>  <b>IGT:</b> Units 1-2 Revision  Pinocchio e il corpo (Pinocchio and the body)  <u>Focus language:</u> <i>colori (colours), numeri (numbers), singular/plural, il corpo (the body), mi fa male...(my ...hurts)</i>  <b>Italian Day Celebrations:</b> celebrate Italian culture with a fun day at school.</p>	<p><b>Physical Education</b>  <b>Focus:</b> Gymnastics and Fundamental Movement Skills: leap, vertical jump, kick  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Participate in a gymnastics unit that introduces skills including; rolling, static balances, forward rolls, log rolls and correct landing techniques.</li> <li>● Complete activities that focus on the fundamental movement skills: leap, vertical jump, kick</li> <li>● Use their understanding of fundamental movement skills to participate in games and activities which require balance, rolling and body control to complete successfully</li> </ul>
<p><b>Science</b>  <b>Focus: Chemical Sciences - materials</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Explore how everyday objects are made of various materials that have observable properties.</li> <li>● Observe properties of materials using their senses, and develop vocabulary to describe them</li> <li>● Work collaboratively to explore various materials through guided investigations.</li> </ul>	<p><b>Visual Arts</b>  <b>Focus:</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Continue to explore our emotions, feelings and thoughts through Circle Times in the art room</li> <li>● Explore a variety of ways to create a relief print</li> <li>● Use their imaginations to draw, paint and collage their own imaginary worlds</li> <li>● Experiment with paper building and joining techniques to produce their own mini worlds</li> <li>● Experiment with a variety of threads and textiles to create art</li> </ul>

**Performing Arts**

Focus: Dance/Movement

The children will participate in activities that:

- require them to use appropriate movement in response to different rhythmic patterns, tempos and accents.
- develop physical skills through learning dance patterns and formations.
- Learn a variety of simple line dances & folk dances

**Digital Technologies**

Focus: Using a chromebook

**Students will:**

- Develop the skills required to sign into their chromebook
- Complete activities on Seesaw independently