



| Religious Education (RE) | English | Mathematics |
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| <p>Unit 3 - The Easter Season: This unit focuses on two Easter stories. The first tells of the women at the tomb (Lk 24:1-6) and the second of Jesus' appearance to his disciples on the shore of Lake Tiberias (Jn 21:1-14). Students will hear about and respond to the Easter message of the Resurrection: Jesus is alive.</p> <p>Unit 4 - Belonging to God's People: This unit introduces students to the church building and its furnishings (Altar, Lectern, Tabernacle etc). Students also explore gestures used in the Church (genuflecting, bowing and making the Sign of the Cross). This unit then introduces the celebration of Eucharist through a focus on key liturgical actions and objects used.</p> | <p>Throughout Term 2, students will learn/continue to learn:</p> <p>Print Conventions:</p> <ul style="list-style-type: none"> • That print contains a message. • The orientation of print - left to right • About the aspects of a book. <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • To recall the sequences of events/information in texts. • To understand that informative and imaginative texts have different structures, features and forms. <p>Spelling:</p> <ul style="list-style-type: none"> • To spell their name and some CVC words containing taught sounds. <p>Handwriting:</p> <ul style="list-style-type: none"> • To write letters and numbers in the NSW handwriting font, from left to right with a tripod grip. <p>Creating Written Texts:</p> <ul style="list-style-type: none"> • To create a simple sentence containing correct structure and punctuation. | <p>Throughout Term 2, students will:</p> <p>Represent Whole Numbers:</p> <ul style="list-style-type: none"> • Instantly name the number of objects within small collections. • Use the counting sequence of ones flexibly. • Recognise number patterns. • Connect counting and numerals to quantities. <p>Combine and Separate Quantities:</p> <ul style="list-style-type: none"> • Identify and represent the part-whole relationship in numbers up to 10, including Friends of 10. <p>Explore Two-dimensional Spatial Structure:</p> <ul style="list-style-type: none"> • Sort, describe and name familiar shapes and represent shapes. <p>Form Groups:</p> <ul style="list-style-type: none"> • Record groupings and sharing. <p>Explore Non Spatial Measure (Time):</p> <ul style="list-style-type: none"> • Compare and order the duration of events using the language of time. |



Oral Language:

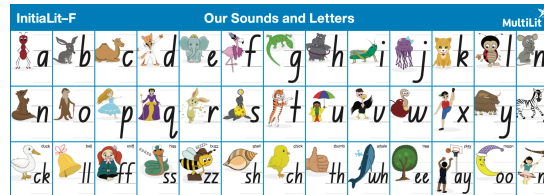
- How to appropriately and confidently engage in conversations with their peers and teachers.
- How to ask and respond to *who, what, when, where, why* or *how* questions.

Phonological Awareness:

- About rhyme and syllables in words.

Phonics:

- To identify sounds and letters:



- Blend sounds accurately to read words:
r / e / d → red
- Segment words into individual sounds to write words:
tent → t / e / n / t

- Tell time on the hour on analog and digital clocks.

Explore Data:

- Respond to questions, collect information and discuss possible outcomes of activities.
- Organise objects into simple data displays and interpret the displays.

As students work mathematically, they will develop understanding and fluency through:

- Exploring and connecting mathematical concepts.
- Choosing and applying strategies to solve problems.
- Communicating their thinking and reasoning.

Science and Technology

Creative Arts - Music

Creative Arts - Visual Art



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| <p>The Term 2 Science units consists of two strands:</p> <p>The Physical World Students will explore the physical characteristics of objects and the effects of these on how they move. Students will investigate how push and pull forces create movement and the fundamental concepts of force and motion.</p> <p>The Material World Students will explore the observable properties of materials and how they can be used for making useful products. Students will investigate how the properties of materials determine their use in design solutions.</p> | <p>Students will learn:</p> <ul style="list-style-type: none"> • To sing, play and move to a range of music, demonstrating an awareness of musical concepts such as beat, tempo and pitch. • To explore, create, select and organise sound in simple structures. | <p>Students will investigate different artistic techniques that illustrators use for storytelling in narratives. Students will explore some of the mediums and techniques artists use in the making of their art. They will then use the techniques from books to create their own artwork.</p> |
| <p>PDHPE (PE)</p> | <p>PDHPE (Health)</p> | <p>HSIE (History)</p> |



Students will explore different ways their bodies can move through a variety of movement skills (gross and fine motor), active play and structured activities. Students will learn to interact positively with peers and participate safely in play situations.

Students will continue to engage in Animal Fun during their pastoral care groups. Animal Fun is a movement program to help children improve their gross and fine motor skills and social skills. It was designed by physiotherapists, occupational therapists, and psychologists.



This unit provides teaching and learning activities around child protection education. Students will identify different parts of the body, including those which are private. Students will understand that everyone has a right to be safe and those rights include saying yes or no to touch. Students will recognise that their body is their own and they have strengths and skills to keep themselves safe. They will recognise reactions and body signals to safe and unsafe situations. Students will develop their help seeking and interpersonal skills, specifically they will express ways to show respect to others and practice ways of seeking help in a range of different scenarios, for example using No-Go-Tell.

Throughout Term 2, students will continue to learn about themselves and their family history; including stories from a range of cultures and other parts of the world. As participants in their history, students build on their knowledge and understanding of how the past differs from the present. Students will learn how to engage with historical content, concepts and skills through the exploration of a range of historical sources (artefacts, photographs and literature). They will learn how to pose historical inquiry questions.