

<b>Term 3 Overview 2019</b>
<b>Year 1</b>
<b>Religion</b>
<p>Weeks 1-5 – Ways of Praying In this unit students will be invited to deepen their relationship with God through prayer. They will have opportunities to be involved in different prayer experiences as individuals and in community.</p> <p>Weeks 6-10 – Hebrew Scriptures: The Stories about God’s People Students will learn about ways the Jewish people and their special relationship with God are revealed through the stories, people and events recorded in the Hebrew Scriptures. They will learn about ways that the Hebrew Scriptures describe God’s presence in the lives of people who lived at the time.</p>
<b>English - Fractured Fairy Tales</b>
<p>This unit is designed around fairy tales. Students will be exposed to the story elements and features that define fairy tales. They will learn how to recognise fairy tales and that they are fantasy. The students will listen to, compare and analyse the characters, settings and events of fairy tales in and between texts, sharing personal opinions. Students will make inferences about characters motives, actions, qualities and characteristics when responding to texts and discuss how depictions of characters in print, sound and images reflect characters in a range of literary texts. Children will explore how character is represented in texts. Students will learn that characters are constructed in texts while also developing their skills in reading and responding, writing and composing.</p>
<b>Maths</b>
<p><b>Topics:</b>  Week 1 – Whole Number  Week 2 – Patterns and Algebra  Week 3 – Addition and Subtraction  Week 4 – Addition and Subtraction  Week 5 – Mass  Week 6 – Multiplication and Division  Week 7 – Fractions  Week 8 – Time  Week 9 – Three Dimensional Space  Week 10 – Volume and Capacity</p>
<b>Science - Changes In The Sky and Land</b>
<p>Students will observe changes in the sky and landscape. They will observe, measure, describe and record short- and long-term weather patterns, including how indigenous people described the seasons. Students will design an instrument to measure and collect data. Students will also design a fair test to collect and represent changes in the sky.</p>

### **Geography - Features of Places (Part 1)**

The geographical inquiry process will describe the daily weather and seasons in the local area and their influence on people and their activities. Through investigation of a geographical issue, students will examine the weather and seasons of Kakadu as described by the Aboriginal people of the Larrakia/Gulumoerrgin language group and the meaning of the seasons for the people and the place.

### **Creative Arts - If The Cap Fits (Drama)/Ordinary, Extraordinary (Visual Art)**

**Drama** - Students in this unit have opportunities to recognise and value the ways in which body language, facial expression and nonverbal vocalisation can be used to create their own improvisations. The use of symbol and tension as elements of drama are also incorporated to help students understand why action is shaped in a particular way to create meaning.

**Visual Art** - Students discover how artists represent the places where they live and work, as well as the objects around them. Students make drawings, collages, prints and paintings representing household objects, their environment and themselves. They record details of line and shape in drawing, then explore combinations of shapes and textures in artworks, focusing particularly on the style and works of Pablo Picasso.

### **PDHPE - My Beautiful Body**

### **SPORT - Gymnastics**

#### **PD/H/PE**

#### ***Growth and Development***

God has created each of us to grow into the fullness of life. We are made in God's image and therefore, we are of inherent dignity and worth. Our sexuality is an intrinsic part of ourselves, to be celebrated and expressed with joy and responsibility, according to God's plan. Each person grows and changes, passing through stages on a journey towards full maturity. God is with us on this journey, reassuring and challenging. We are never alone.

#### ***Personal Health Choices***

Throughout our lives, we all face having to make personal decisions relating to nutrition, hygiene, consumerism, drug use and disease prevention. So many conflicting opinions and values influence children in making decisions that have direct relevance to their health and well-being. Taught from a Catholic perspective, this strand seeks to develop the children's abilities to observe, explore, interpret and judge, informed by an emerging integrated value system that is based on the values of the Gospel.

#### **SPORT**

Exploring the different ways the body can move and provide a foundation for skills associated with movement activities. Provide students with the opportunity to explore what their bodies can do, the space within which their bodies can move and the environment within which such movements take place. This will be achieved through movement exploration experience involving locomotor and non-locomotor skills, leading to acquisition of some specific gymnastic skills.