

Grade Prep OVERVIEW

Term 2 2025



St John Bosco's
School **Niddrie**

Religious Education

Lent

Students will explore the story of the resurrection of Jesus, and what this means for us today.

Living together in harmony as Pilgrims of Hope

In this unit, students will explore the symbols of the Holy Door and the Jubilee Year, learning why we go to church and how it connects us to God's family. They will reflect on Jesus' teachings about hope, friendship, and kindness and discover ways to show love and care in their school and family communities. Through participating in a pilgrimage as Pilgrims of Hope, students will strengthen their relationships with God and others, understanding the importance of belonging, dignity, and community.

Inquiry

In Term Two, students will explore what communities are, how they help people belong, and the roles of community helpers like firefighters, police, and doctors. They will participate in local walks to identify community resources and learn about the difference between needs and wants. Students will also discover the history of the land and Indigenous ownership, as well as how Niddrie has changed over time. Through discussions and activities, they will gain an understanding of how communities work together in harmony and the importance of belonging.

Discovery:

Students will continue to understand how to use the 'SJB Dispositions' such as Collaboration and Resilience whilst engaging in play and exploration stations within Discovery. Our stations this term will have a mix of dramatic play, construction, artistry and fine motor development with a central theme around communities and community helpers.

English

Reading and Viewing

Students will continue with the InitiaLit lessons:

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, text direction
- Introduction of 'tricky words'
- Continuing to explore rhyme and syllable
- Answering literal questions about fictional texts
- Identifying the problem and solution in a narrative text
- Using prior knowledge and making predictions

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 regularly.

Focus:

- Writing to communicate a message
- Being a 'brave' writer and having a go at writing independently
- Correct pencil grip
- Letter formation - correct starting point and formation of lowercase and capital letters
- Using finger spaces between words
- Drawing a picture to match their sentence
- Stretching words out to record initial and dominant sounds in words
- Experiment with punctuation eg: beginning a

<p>to help understand what is being read</p> <ul style="list-style-type: none"> • Reading for enjoyment <p>Comprehension Strategies:</p> <ul style="list-style-type: none"> • Predicting • Text connections (text-to-self) • Self monitoring strategies such as (stretchy snake & lips the fish) <p>Speaking and Listening</p> <p>Students will present short oral presentations through:</p> <ul style="list-style-type: none"> • Sharing their learnings during discovery • Sharing their thoughts and feelings about texts • Listening and responding to whole class discussion 	<p>sentence with a capital letter and ending a sentence with a full stop.</p> <p>Text structure</p> <ul style="list-style-type: none"> • Recount writing about personal experiences • Book making about Discovery learnings • Information texts about our Inquiry Unit: Community
<p>Mathematics:</p> <p>Place value:</p> <ul style="list-style-type: none"> • Reading, writing and naming numbers in sequence from 0-10 initially and then beyond • Represent numbers up to 10 in different ways eg: tens frame, tally marks, number line • Recognises how many objects are in a collection or images on a card with a quick look and then saying the number without counting up to 5 (subitising) • Represents addition number stories to 10, using pictures and materials. <p>Measurement</p> <p>Focus:</p> <ul style="list-style-type: none"> • Compares the length of everyday items and use the language such as, 'shorter' and 'longer' • Compares objects to decide which one is heavier or lighter using non standard units such as hefting and balance scales 	<p>Social and Emotional Learning (SEL)</p> <p>Focus:</p> <p>Positive Coping</p> <p>The children will:</p> <ul style="list-style-type: none"> • 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>Focus:</p> <p>Problem Solving</p> <p>The children will:</p> <ul style="list-style-type: none"> • Recognise the needs and interests of others • Listen to others' ideas and recognise that others may see things differently • Recognise there are many ways to solve conflict • Identify options when making decisions to meet their needs and the needs of others • Identify cooperative behaviours in a range of group activities • Practise individual and group decision making • Practise solving simple interpersonal problems.
<p>Italian</p> <p>Focus: Colours, Numbers, Animals and Senses</p> <p>Students will focus on:</p> <ul style="list-style-type: none"> • Intentional Gesture teaching- Revising HFW- <i>Buongiorno</i> (good morning), <i>Arrivederci</i> (Good bye), <i>Come stai?</i> (How are you?), <i>Sto bene/male</i> (I'm well/not well) 	<p>Physical Education</p> <p>Students will:</p> <ul style="list-style-type: none"> • Play a variety of games that require a range of movements such as walking, running, hopping, jumping. • Participate in group and individual activities with a focus on the Fundamental Movement Skills: Roll,

<ul style="list-style-type: none"> ● Orso Marrone (Brown Bear) will be revising colours and numbers in Italian ● Plurals and gender agreement ● Senses: Cosa vedi? Cosa senti? (What can you see? What can you hear?) ● Festa della Mamma: Celebrating our beautiful mums and significant women in our lives. ● Persone che ci aiutano nella nostra comunità (People who help us in our community. Looking at people who help us in our community- are they the same in Italy. Are there any differences?) 	<p>Throw, Run, Dodge.</p> <ul style="list-style-type: none"> ● Use communication skills of taking turns and listening to cooperate with others during games and activities.
<p>Science Students will focus on:</p> <ul style="list-style-type: none"> ● developing an understanding that light and sound are produced by a range of sources ● investigating how light and sound travels, through hands-on activities 	<p>Visual Arts Students will focus on:</p> <ul style="list-style-type: none"> ● Experimenting with a variety of ways for mark making and painting ● Continuing their exploration of printmaking using everyday objects ● Using their printing projects to create a 3D sculpture ● Experimenting with modelling: rolling, shaping, pressing patterns and pinch pots
<p>Performing Arts: Focus: Music & Drama In Term 2 the children will:</p> <ul style="list-style-type: none"> ● Explore animals to develop the dramatic elements of movement, space and improvisation. They will perform in groups a pantomime depicting african animal life ● Be introduced to music by being exposed to a range of activities that will help them distinguish between rhythm and beat ● Learn to identify and respond to musical elements and the expressive qualities of sound by playing instruments, singing and moving ● Undertake activities that involve the interpretation of conventional and unconventional music notation ● Learn a repertoire of age appropriate children's songs 	<p>Digital Technologies Students will be learning:</p> <ul style="list-style-type: none"> ● How to navigate a Chromebook, including logging on ● To complete activities on Seesaw using the various tools (eg:drawing, paint brush, uploading photos) ● How to post our work on seesaw ● How to be safe online through an E-safety program.