

Grade One OVERVIEW

Term 3 2026



St John Bosco's
School *Niddrie*

Religious Education

Topic: Jesus Grows in Wisdom

Students will focus on:

Students explore Jesus' early life and Jewish heritage, learning about the meaning of the Messiah, the significance of King David, and why Jewish people expected the Messiah to come from David's family. They also retell key events from Luke's gospel, examine why King Herod felt threatened by Jesus' birth, compare Jewish and Christian celebrations, and discover how Jesus grew in faith, wisdom, and understanding of his religious tradition.

Topic: All are invited: God's family and church

Students will focus on:

Students will explore the Church as a community of people who believe in God and follow Jesus. They will learn why Catholics gather to celebrate Mass, including worshipping God, praying together, listening to Scripture, and receiving Holy Communion. Students will retell the story of the Last Supper and develop an understanding of its importance in the celebration of the Eucharist. They will identify ways that Jesus is present with us during Mass, such as in the gathered community, the Word of God, the priest, and the Eucharist. Students will also become familiar with key items used during Mass, including the bread, wine, Bible, altar, and chalice, and learn about the main parts of the Mass, including the Introductory Rites, Liturgy of the Word, Liturgy of the Eucharist, and Concluding Rites. Through these learning experiences, students will deepen their understanding of Catholic traditions and the significance of gathering together in faith.

Inquiry

Inquiry Throughline: Innovate, create, design.

Big question:

How do our everyday choices affect the world around us?

Students will focus on:

Students will develop an understanding of sustainability by exploring how their actions can positively or negatively impact the environment within their local community and the wider world. They will investigate how pollution affects sea life and consider what it means to make responsible and ethical choices when caring for the environment.

Students will also learn about the deep connection that Aboriginal and Torres Strait Islander Peoples have with Country and how caring for the land, waterways, and sea is a shared responsibility. Through exploring ways to reduce waste, reuse materials, and recycle, students will recognise how everyday actions can contribute to a more sustainable future.

Students will apply their learning by designing and creating a new product from recycled materials, demonstrating how thoughtful design choices and sustainable practices can help protect our environment.

English

Reading and Viewing:

Students will focus on:

- Reading and spelling words with ow-cow, ou, aw, au, ey, and 'y' saying ee, oy, oi, ear, eer, air and are- e.g: spare
- FLoSS and Jack spelling rule: When a one-syllable word ends in f, l, or s immediately after a short vowel sound, you usually double the final consonant
- Grammar/morphology:
 - adding suffix 'ed' for past tense e.g. jump → jumped
 - adding suffix 'y' to make adjectives cloud → cloudy
 - adding suffix ly to make adverbs e.g. sad → sadly

English

Writing Genre:

Students will focus on:

exploring **narrative writing** as they develop their skills as creative authors. They will build their vocabulary by learning to use descriptive words and phrases to create interesting characters and vivid settings. Students will also learn about the structure of a narrative, focusing on creating a clear **beginning, middle, and end** to their stories.

As their confidence grows, students will experiment with a variety of **interesting sentence starters** to make their writing more engaging and enjoyable to read. Through shared, guided, and independent writing experiences, students will be encouraged to use their imagination while applying the

sadly ○ contractions- do not → don't ● New terminology- grapheme, adverbs, contractions ● Reading and spelling 18 new tricky words Speaking and Listening: Students will focus on: discussing a range of literary texts and share responses by making connections with their own experiences	writing skills they have learned. By the end of the term, students will have developed a stronger understanding of narrative writing and will be able to create stories with clear structure, rich descriptions, and more varied sentence beginnings.
<u>Mathematics</u> Topic: Patterns Students will focus on: ● Recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects. Topic: Multiplication Students will focus on: ● Skip counting by 2's, 5's and 10's ● Modelling problems involving repeated equal group situations, such as 'How many wheels are needed for 3 cars?'. They will use materials and drawings to show their working out Topic: Division Students will focus on: ● Solving worded division problems by sharing and grouping objects equally. They will use hands-on materials and drawings to help them understand and show their thinking. ● Through practical activities, they will choose useful strategies to work out how things can be shared or grouped equally. Topic: Shape Students will focus on: ● Making, comparing and classifying shapes and objects using identifiable features for example vertices (corners) and number of sides.	<u>Digital Technologies</u> Topic: Cyber Safety Project Students will focus on developing their understanding of safe, responsible, and respectful online behaviours. They will explore how information shared online can remain accessible for a long time and learn the importance of asking for permission before sharing information, images, or content. Students will investigate where artificial intelligence (AI) can be found in everyday life, including at home, at school, and in the wider community. Through discussions, scenarios, and problem-solving activities, they will practise using critical thinking to make ethical decisions online. Students will also identify emotions they may experience when using digital technologies and develop strategies to manage their feelings and maintain positive online wellbeing.
<u>Social and Emotional Learning (SEL)</u> Focus: Students will focus on: diving into "Designing Our Safe Classroom Community" by looking at how our daily actions keep ourselves and others safe. As we design and create together, students will focus on managing their emotions when things don't go perfectly, practicing honesty and kindness during group work. Using the RRRR framework, we will practice identifying small playground and classroom conflicts and choosing positive ways to restore the peace. We will also look at how our voices keep us safe, helping students feel confident in	<u>Physical Education</u> Topic: Students will focus on: ● A gymnastics unit that introduces skills including; rolling, static balances, forward rolls, log rolls and correct landing techniques. ● Activities that focus on the fundamental movement skills: leap, vertical jump, kick ● Use their understanding of fundamental movement skills to participate in games and activities which require balance, rolling and body control to complete successfully

communicating their boundaries and identifying their personal network of trusted school staff.	
<u>Italian</u> Topic: Il Piccolo Bruco mai sazio Students will focus on: Focus language: 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) Il Piccolo Bruco mai sazio (The very Hungry Caterpillar) Focus language: i giorni della settimana (days of the week), i cibi (foods), i numeri (numbers), Mi piace / non mi piace (I like/I don't like) Italian Day Celebrations: celebrate Italian culture with a fun day at school.	<u>Visual Arts</u> Topic: Students will focus on: ● Manipulating shapes and overlapping colours to create a painting, inspired by Kandinsky & Delaunay ● Using a variety of cardboards and recycled materials to produce their own Picasso portraits ● Experimenting with various collage techniques ● Working together to build a collaborative wooden "quilt" artwork for display ● Experimenting with 2D papers to create 3D sculpture art
<u>Performing Arts</u> Topic: Dance and music Students will focus on: ● Continue to explore culture and dance in particular traditional dances from different cultural communities ● Develop simple dance sequences that use physical and expressive skills to communicate ideas ● Interpret conventional and unconventional music notation. ● Explore the musical elements of beat, rhythm, tempo and pitch through movement, playing instruments, singing and constructing their own song using programs such as chrome lab. ● Analyse a variety of age appropriate songs to identify and examine the above musical elements ● learn the 'ti ti ta' rhythm and explore high and low in music using pitch maps ● Use everyday materials to make their own musical instruments	<u>Science</u> Topic: Materials Students will focus on: ● Exploring how everyday objects are made of various materials that have observable properties. ● Observing properties of materials using their senses, and developing vocabulary to describe them. ● Working collaboratively to explore various materials through guided investigations. ● Using their judgment to select appropriate materials for a purpose.