<table>
<thead>
<tr>
<th>CURRICULUM</th>
<th>PREP</th>
<th>JUNIORS</th>
<th>MIDDLES</th>
<th>SENIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELIGIOUS</td>
<td><strong>What do I know about Jesus?</strong></td>
<td><strong>Sacraments are special celebrations</strong></td>
<td><strong>Church</strong></td>
<td><strong>Risen Christ</strong></td>
</tr>
<tr>
<td>EDUCATION</td>
<td><strong>Called to live like Jesus.</strong></td>
<td><strong>How do we celebrate as followers of God?</strong></td>
<td><strong>Sacraments</strong></td>
<td><strong>Discovering Our Christian Heritage</strong></td>
</tr>
<tr>
<td></td>
<td><strong>How do I know God loves me?</strong></td>
<td><strong>Christian Prayer</strong></td>
<td><strong>God’s Holy Word</strong></td>
<td><strong>Pentecost</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Jesus Christ</strong></td>
<td><strong>Followers of Jesus</strong></td>
<td><strong>Celebrating the Spirit</strong></td>
</tr>
<tr>
<td>ENGLISH</td>
<td><strong>Reading &amp; Viewing:</strong></td>
<td><strong>Reading &amp; Viewing:</strong></td>
<td><strong>Reading &amp; Viewing:</strong></td>
<td><strong>Reading &amp; Viewing:</strong></td>
</tr>
<tr>
<td></td>
<td>- Displaying an enjoyment and appreciation of literature.</td>
<td>- Short &amp; long vowel sounds, letter and word relationships</td>
<td>- Sound, letter and word relationships</td>
<td>- Consolidating spelling skills and strategies</td>
</tr>
<tr>
<td></td>
<td>- Continue to learn to read focus words.</td>
<td>- Introducing beginning &amp; ending blends</td>
<td>- Consolidating and extending decoding strategies</td>
<td>- Consolidating comprehension strategies, literal and inferential</td>
</tr>
<tr>
<td></td>
<td>- Start to use a variety of reading strategies.</td>
<td>- Consolidating and extending decoding strategies</td>
<td>- Reading to improve fluency and comprehension</td>
<td>understandings – making predictions, sequencing, recalling facts and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Reading to improve fluency &amp; comprehension</td>
<td>- Retelling main ideas from a text</td>
<td>details</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Identifying detail, comparing and contrasting ideas</td>
<td>- Sequencing</td>
<td>- Using comprehension strategies to interpret and analyse information and ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Developing literal &amp; inferential comprehension skills</td>
<td>- Developing literal &amp; Inferential comprehension skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sight words</td>
<td>- Making predictions, sequencing, recalling facts and details</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Writing:</strong></td>
<td><strong>Writing:</strong></td>
<td><strong>Writing:</strong></td>
<td><strong>Writing:</strong></td>
</tr>
<tr>
<td></td>
<td>- Write sentences about their experiences.</td>
<td>- Consolidating skills in writing</td>
<td>- Researching, locating main ideas, supporting ideas, note taking</td>
<td>- Consolidating the structures and features of Imaginative, informative, persuasive, biographies and newspaper reports</td>
</tr>
<tr>
<td></td>
<td>- Write from left to right and top to bottom.</td>
<td>- Exploring nouns verbs and adjectives</td>
<td>- Developing the use of complex sentences</td>
<td>- independent editing skills</td>
</tr>
<tr>
<td></td>
<td>- Attempt to write the sounds in words, particularly the beginning sound</td>
<td>- Writing recounts, narratives, informative texts and letters using correct structures and language features</td>
<td>- Writing persuasive and Information texts using correct structures and features</td>
<td>- Publishing and presentation skills</td>
</tr>
<tr>
<td></td>
<td>- Begin to write focus words.</td>
<td>- Making plausible spelling attempts at unknown words</td>
<td>- Making plausible spelling attempts</td>
<td>- Spelling skills and strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Continuing to develop handwriting skills</td>
<td>- Building vocabulary bank for writing</td>
</tr>
<tr>
<td></td>
<td><strong>Spelling:</strong></td>
<td><strong>Spelling:</strong></td>
<td><strong>Spelling:</strong></td>
<td><strong>Spelling:</strong></td>
</tr>
<tr>
<td></td>
<td>- Recognise some letters of the alphabet</td>
<td>- Sound focus wh, i-e, y, ea, fr, ee, igh, ie, ey, -ng, ace, ill.</td>
<td>- Sound focus plurals, ing, s, silent letters, e, ea, ie, eo, y, ir, er, ear</td>
<td>- c, a, are, ar, ch, e</td>
</tr>
<tr>
<td></td>
<td>- Use sounds taught in class – Ff, Rr, Bb, Mm, Ee, Kk, Cc, Hh, Dd, Gg.</td>
<td>- Short and Long vowel sounds / letter and word relationships</td>
<td>- Short and Long vowel sounds / letter and word relationships</td>
<td>- personal word lists</td>
</tr>
</tbody>
</table>
### Speaking & Listening:
- Participate in class discussions
- Participate in sharing work that students have completed
- Speak clearly
- Listen to others without interrupting
- Talk about a favourite book.

### Handwriting:
- Attempt to form the letters Ff, Rr, Bb, Mm, Ee, Kk, Cc, Hh, Dd, Gg.
- Draw and copy lines and patterns.
- Develop fine motor control for using pencils and scissors.

### MATHEMATICS

#### Number & Algebra:
- Consolidate understanding of 1-1 correspondence.
- Count and order sets up to 10.
- Count forwards and backwards from non-zero starting points.
- Recognise numbers to 10.
- Begin to write numerals from 1 – 10.
- Identify ordinal position from 1\textsuperscript{st} to 5\textsuperscript{th}.
- Awareness of the days of the week.
- Exploring addition by combining two collections using concrete materials.
- Practise skip counting forwards and backwards
- Money
- Number multiples of 10
- Number patterns
- Sorting numbers in to tens and ones
- Solving and explaining strategies behind addition and subtraction problems
- Practise counting forwards and backwards using a variety of strategies
- Reading & writing numbers, decimals, fractions
- Ordering numbers, decimals, fractions
- Addition & Subtraction problems
- Multiplication (fact families)
- Single and multi-step word problems
- Developing & consolidating problem solving skills and strategies
- Identifying coins and notes
- Calculating change

#### Measurement & Geometry:
- Recognise, describe and name basic 2D shapes
- Attempt to draw basic 2 D shapes
- Ordering the days in the week, seasons, months
- Shape and Mass
- Estimating and measuring time
- Timetables
- Temperature
- Length
- Time – am/pm
- Angles
- Using and applying units of measurement
- Consolidating understandings of shape
- Geometric reasoning
- Location and Transformation
<table>
<thead>
<tr>
<th>ISTAR</th>
<th>Investigative Student Teacher Active Research (iSTAR)</th>
<th>Investigative Student Teacher Active Research (iSTAR)</th>
<th>Investigative Student Teacher Active Research (iSTAR)</th>
<th>Investigative Student Teacher Active Research (iSTAR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep:</td>
<td>How can I stay safe and healthy?</td>
<td>Grade 1: What is community?</td>
<td>Grade 3: Windows to Australia</td>
<td>Grade 5: How do different people past and present</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade 2: Communities – up, down and all around</td>
<td></td>
<td>contribute to Australia today?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>How did colonial settlement impact on shaping</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Australia?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Grade 6: How has our history and present</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>government affected our multicultural</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>community and contributed to our nation’s future?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>