Frankston East Primary School

Year Prep

Literacy

Speaking and Listening
In Speaking and Listening activities, students will be engaged in learning experiences requiring them to:
- Listen to and respond to books read in class
- Identify letter patterns and sounds in words through daily phonics work
- Identify and use rhyme
- Retell events and experiences with peers and ask questions using who, what, where, why and how
- Take part in discussions and sharing through Show and Tell activities

Reading and Viewing
In Reading activities, students will be engaged in learning experiences requiring them to:
- Match sounds with letters when reading
- Understand the structure of a book and identify the front cover, title, author and illustrator
- Develop strategies to assist understanding when reading
- Read nightly and practice the M100W words on a daily basis
- Begin reading in small groups and undertake simple comprehension tasks

Writing
In Writing activities, students will be engaged in learning experiences requiring them to:
- Hold a pencil correctly and sit in the appropriate position when writing
- Recognize shapes of letters and how to form letters and basic words
- Write for enjoyment
- Recount activities such as weekend activities, our visit to the beach and stories read

Numeracy
In Numeracy, students will be introduced to and engaged in:
- Learning to connect number names and numerals from 0 to 20
- Ordering numbers 1 to 20
- Connecting number names, numerals and quantities up to 10 and then beyond
- Using different materials to represent numbers up to 10 and beyond
- Grouping objects to develop understanding of the concept of numbers

Integrated Studies
What makes Frankston unique? What are the different habitats or special features of Frankston? How can we look after these special features of the Frankston area?

Activities students may be involved in are:
- Visit to Canadian Bay and exploration of rock-pools at low tide
- Looking at maps of the Frankston area and where we live
- Discussing the things about Frankston we enjoy and how we can look after these features
- Making sea creatures we may have seen at the beach
Literacy
Speaking and Listening
In Speaking and Listening activities, students will be engaged in learning experiences requiring them to:
- Listen and take turns in discussions.
- Use appropriate vocabulary to express their feelings.
- Express their opinions in an appropriate manner.

Reading and Viewing
In Reading activities, students will be engaged in learning experiences requiring them to:
- Recognise upper and lower case letters as well as blends of letters.
- Recognise differences between fiction and non-fiction texts.
- Recognise nouns and pronouns.
- Recognise different text types, including instructional and narrative texts.
- Use strategies including visualizing, sequencing, chunking and flipping the sound.

Writing
In writing activities, students will be engaged in learning experiences requiring them to:
- Experience writing recounts and reports.
- Extend their ability to spell words correctly including the first 200 most used words and words using letter blends.
- Use punctuation including capital letters, full stops, question marks and exclamation marks correctly in their writing.

Numeracy
In Numeracy, students will be introduced to and engaged in activities to develop:
- Recognising, writing and modelling numbers to 100 and beyond.
- Understanding place value to 100 and beyond
- Addition Concepts
- Addition Strategies

Integrated Studies
Where is Frankston situated in Victoria and Australia?
How is the area of Frankston different to other beachside areas in Australia and around the world?
How has our local area changed or stayed the same over time?

Activities students may be involved in are:
- Whole School Beach Day
- Pancake Day
- Language Experience Days
Frankston East Primary School

Year 3/4

Literacy
Speaking and Listening
In Speaking and Listening activities, students will be engaged in learning experiences requiring them to:
- Plan, rehearse and give a short talk to the class related to a book they have read or on a topic related to our Integrated Topic work.

Reading and Viewing
Each week in grade 3 and 4 there is a class reading focus based on aspects of the C.A.F.E reading program. This term we will focus on Visualizing, Predicting, Connecting and Comprehension. The children in grade 3 and 4 will participate in a daily literacy program, which includes reading and viewing. During Reading activities, students will be engaged in learning experiences requiring them to: practice silent reading daily and read good fit books at home and school. Read in a guided reading group, respond to texts in a variety of ways, and identify authors and illustrators. They will discuss characters and the plot and settings of books read. They will identify different styles of text and give a book talk after reading a text.

Writing
In writing activities, students will be engaged in learning experiences requiring them to:
- Write a variety of recount, persuasive and narrative texts.
- Include paragraphs in writing.
- Proofread and edit their work.
- Include correct punctuation in their writing.
- Explore spelling rules.

Numeracy
In Numeracy, students will be introduced to and engaged in:
- Activities involving partitioning and regrouping numbers up to 10000.
- Recalling multiplication facts for single digit numbers.
- Identifying and exploring the relationship between addition and subtraction.
- Solving worded problems using number sentences and the four processes.
- Activities to develop their mental maths efficiency.
- Problem solving activities.
- Hands on learning about addition and subtraction.
- Finding angles in everyday objects.
- Discovering various 2D and 3D shapes around them.
- Recall drills of addition, subtraction and multiplication.

Integrated Studies
WHO ARE THE FIRST AUSTRALIANS
Overview of unit
- Who are indigenous Australians?
- What are the local language groups?
- How did life change for indigenous people after settlers came?
- What are important symbols and traditions to indigenous Australians?

Activities students may be involved in are:
- Students understand the diversity and longevity of Australia’s first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. Students learn about the nature of contact between Aboriginal people and/or Torres Strait Islanders and others and the effects of these interactions on families and the environment.
- Using historical terms.
- Sequencing events.
- Identifying different points of views.
- Students asking a range of questions.
- Students writing their own dreamtime story.
Literacy
Speaking and Listening
In Speaking and Listening activities, students will be engaged in learning experiences requiring them to:
- Listen to directions
- Listen for clues to solve puzzles
- Speak at class meetings
- Speak at Student Representative and Environment meetings
- Complete Leadership Program
Reading
In Reading activities, students will be engaged in learning experiences requiring them to:
- Locate the main idea of a text.
- Understand words in isolation and words with multiple meanings.
- Understand the sequence of a text.
- Make predictions about what will happen.
- Infer meaning of texts.
Writing
In Writing activities, students will be engaged in learning experiences requiring them to:
- Write narrative text, making sure things are in sequential order.
- Write persuasive text.
- Present information to try and persuade someone to follow a particular point of view.
- Identify nouns and adjectives and use them to enhance writing.
- Use synonyms and antonyms.
- Identify and use action verbs.
- Complete class Blogs
- Produce items for the school newsletter.
- Write articles for student graduation book.
- Identify and use homophones
Numeracy
In Numeracy, students introduced to and engaged in:
- Addition and subtraction with regrouping.
- Short and long multiplication with regrouping.
- Short Division with regroupings.
- Place value (millions to thousandths)
- Prime and composite numbers.
- Factors.
- Two step problem solving.
- Types of angles.
- Drawing and measuring angles.
- Reading time (analogue and digital).
- 24 hour time.
- Lines of symmetry.
- Perimeter and area.
- Reading timetables.
- Classifying shapes (2D and 3D).
Integrated Studies
Water Safety/ Environmental Conservation
In this unit students study the procedures and knowledge they need to keep themselves and others safe in and around water. Students also study the need to look after our environment.
Activities students may be involved in are:
- Project work
- Water Safety Day
- Investigate e.g. Why do we have National Parks?
- List and learn the ways of looking after a reef.
- Discuss safety around pools.
- Present research findings as a model.
- Create brochures, flyers and booklets
- Investigate YouTube - Wired for Science
- Blog about Water Safety
- Remember and understand various important facts related to both topics.
- Research information e.g. What percentage of Australia is National Park?
- Design new pool safe fencing.
- Develop a glossary of words related to the topics.
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Curriculum Overview

Art

Year Prep
During term one prep children will be introduced to the art room layout and to a range of simple tools and media. They will be encouraged to draw upon their experiences in play and their imagination to develop individual art pieces, talk about what they have produced and share them with others.

Through a common focus on the topics of The Beach, Sun Smart and Marine Life, they will develop art pieces which will allow them to explore early concepts related to line, colour and decoration. They will use pencils, crayons, large markers and pastels to draw and colour with a focus on selecting the way to use their paper,(portrait or landscape) and using paper space well. They will be introduced to the primary colours and simple colour mixing techniques such as overlapping colours when applying food dyes over a crayon drawing.

Cutting, folding and decorating skills will be used in the construction of sun smart hats and simple concepts related to texture will be investigated during the development of “large, scaly fish”. Easter activities late in the term will provide further opportunity to extend colour, cutting, joining and patterning skills.

Year 1 and 2
During term 1 grade one and two children will explore the concepts of colour, pattern and texture through topics related to the beach and marine environments. They will be encouraged to respond to topics in their own way and to look more closely at their own completed art pieces and to those of others.

During the development of fish puppets based on their hand shape, they will investigate and use a range of patterns seen in fabrics, wrapping papers and other everyday items. They will be encouraged to think about and select colours that will complement their ideas.

The children will explore the development of texture when creating fish shapes by dragging, twisting or dabbing with crayon and pastel to make marks. Colour concepts and colour mixing skills will be extended through opportunities to blend pastel colours and dyes.

They will be involved in activities which will allow them to practise and extend their skills in drawing, patterning, stencil use, cutting and joining, collage, papercraft, wax resist and weaving.

Year 3 and 4
During term one children in grades three and four will further explore the visual art forms of drawing, printing and collage while developing their own interpretation of ideas based on the topics of marine environments.

They will be encouraged to employ learned techniques to achieve an individual response and to consider their possible audience when presenting their finished work.

The children will investigate types of line used to convey an idea or emotion before completing an art piece based solely on line. They will use colour mixing, collage and printing skills combined with the use of negative shapes to develop an underwater scene.

The skills of wax resist, printing and relief combined with the development of texture will be further explored and extended when creating a design based on the shape of a starfish.

An Easter activity to complete the term will provide opportunity to build on the concepts of printing, patterning and collage.

Year 5 and 6
Children in grades five and six will this term focus on the development of skills and concepts related to line, texture and colour.

They will be encouraged to develop their own style and incorporate their own ideas when responding to topics investigated.

They will use a range of textas and fineliners to investigate and develop designs based on line and colour. They will also explore the possibilities of contrast when using black and white in designs.

Concepts related to use of texture will be extended to include ways paper or card may be textured using a personal cutting tool.

Skills learnt and practised will be included in the development of a textured sea creature.

Colour mixing achieved through tissue overlay will be used during Easter craft.

They will be expected to be able to explain their ideas and choice of materials or techniques, experiment with materials used to extend their range of skills and make positive contributions to discussion related to art pieces shared and discussed.
Music

Prep/1/2
During term 1, children will focus on beat and rhythm. They will be introduced to terms such as tempo, piano (soft), forte (loud), ta (crotchet), ti-ti (quaver), tika-tika-tika-tika (semi-quaver) and pineapple (triplet). These beats and rhythm patterns will be played using body percussion ie. Clapping, clicking, thigh slaps, stomping skills will be used to perform body percussion routines in both small and large group situations. Children will then further enhance their rhythm skills through a drumming program using djembe and other assorted African Drums. They will learn to focus through meditation and drumming sessions. This program will end with a whole school incursion in the last week of term 1.

Children will also develop their creative dance styles and will be encouraged to dance in groups as well as solo. A wide range of music from classical, rock, pop etc. will be played for the children to develop their own moves in accordance with the tempo of a song. At the end of term 1, children will have the opportunity to perform in front of their classmates where they will learn about projection, stage awareness and movement.

Grade 3/4/5/6
During term 1 children will focus on more complex patterns of beat and rhythm using body percussion. They will familiarise themselves with terms such as crotchet, quaver, semi-quaver, triplet, stave (staff), repeat, piano, forte, tempo etc. Using a set of unique symbols and a stave, children will develop, practice and then perform simple and complex body percussion pieces. Video footage of Peter Stavrum and various other body percussion performers will be used as a guideline and inspiration to create sound acoustic pieces of music. Mid Term 1, children will begin an African drumming course. This will end with a one day drumming and native dancing incursion. Children will learn to relax and focus through meditation and drumming as well as enhance their skills on a range of different African drums.

Children will also develop their creative dance styles and will be encouraged to dance in groups as well as solo. A wide range of music from classical, rock, pop etc. will be played for the children to develop their own moves in accordance with the tempo of a song.

Band
After the success of last year’s band, a select group of 10 -15 children from last year will continue creating a Frankston East Primary Rock band. In this situation, children will reinforce the skills learnt on their instruments (keys, bass, guitar, drums, vocals), learn how to read simple chord sheet music, rehearse songs chosen by the band, and perform later in the year to both small and large audiences. Practicing instruments at home, during recess, lunch or after school will be a mandatory requirement in this special activity. Children will learn how to cooperate and work together as a group of very different individuals, they will develop sound listening skills, diplomacy and leadership skills. They will be required to dedicate many hours out of school time to learn lyrics and chords to songs to perform in front of a range of different audiences. Instrument sessions for future band recruits in grade 3 & 4 will also have the opportunity to learn an instrument. Dedicated and hard working students will continue to learn throughout the year as they strive to join the band in the following years. Other students will enjoy the experience of learning an instrument with the intention of taking up this skill in the future.

Choir
In term 1 all grade 2-6 children will have the opportunity to perform in the school choir. This group will focus on enjoying the art of singing and performing and will learn some sound breathing and singing techniques along the way. The children will have the opportunity to sing to a variety of audiences and will learn to work cooperatively as a large group with similar interests.
Physical Education

Year Prep
Students will be involved in activities that focus on:
Minor Games - following simple directions and rules, build resilience & group work, introducing simple equipment, partner or group activities: Whistle freeze, Run & Collect, Ponies & Riders, Crocodile Crocodile, Indians & Tee pees, Touch, Islands, Hoop play.

Movement activities - Run, hop, skip, jump, gallop: Musical statues, Follow the leader, marching, relays.

Ball Activities
Rolling, using bean bags, throw and catch, underarm throw, bouncing.

Year 1/2
Students will be involved in activities that focus on:
Fitness - Tag the tail, Ship Ahoy, Pixies Gnomes & Elves, Crocodile, crocodile, Octopus

Minor Games/Group work/Building resilience – Steal the Bean Bag, Shrinking Islands, Timed whole class throw, Cat among the Pigeons, Relays

Ball/Game Skills - Reviewing different types of throws & focusing on over arm, Basketball dribbling & skills, Tunnel ball, Up & Over, Bob ball, Poison ball, Rebound ball, Run the Gauntlet, Tag the Tail 2 (Ball throw game)

Spatial awareness and body movement – balances, mirroring, dance/ freeze.

Year 3/4
Students will be involved in activities that focus on:
Group co-operation, Resilience & Fitness - Newspaper Rip off, Group Alphabet, Couples tag, Pony Express, Steal the Beanbag, Octopus, Circle throw(3 balls/same order).

Hockey Clinic

T-Ball - tip and run

Skill introduction & training for Field Events inter-school sport:
Long jump, Triple jump, Shot putt, Discus and High jump.

Year 5/6
Students will be involved in activities that focus on:
Group co-operation, Resilience & Fitness - Last Man Standing (balloon game), Whole class throw (coloured balls/ random order), Pass the bean bag, Run the Gauntlet, Ball tiggy, Run & Dodge ball, Musical chairs.

Skill review & training for Field Events inter-school sport:
Long jump, Triple jump, Shot Putt, Discus and High jump.
Science

Year Prep (Weeks 5-8)
How Does Weather Change
*What is the weather in summer? How does temperature change?
*How do we measure temperature? What is a thermometer?
*Testing temperature changes in hot & cold, shade & sunshine
*Clouds and rain.

Year 1/2
What is a Tidal Zone?
What causes the tides? Rock pools and Food chains.
What’s unique about Water?
*The water cycle
*Why is clean water so important?
*The 3R’s and water
*Testing water content in food.

Year 3/4
How Does the Earth’s surface change over time?
*What is sand? How is it made? View under the microscope.
*The Rock cycle
*Erosion - what is it, how does it occur?
*The role of water, wind, fire and ice in erosion and human impact.

Year 5/6
How does weather impact on the environment?
*Fire/floods, Ice/glaciers, snow/arctic regions, tropical/desert climates
*What makes weather? Weather patterns and El Nino & La Nina weather systems
*Can humans affect weather?