



Curriculum
Overviews

Term 1
2017



Year Foundation (Prep)

Literacy

Speaking and Listening

Students will participate 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

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 practise the M100w words on a daily basis
- Begin reading in small groups and undertake simple comprehension tasks

Writing

Students will participate in experiences requiring them to:

- Hold a pencil correctly and sit in the appropriate position when writing
- Recognise 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

Mathematics

Students will be introduced to and engaged in:

- Daily automatic response of number and subitising activities
- Regular Problem solving activities
- Sorting and Classifying objects according to shape, color and size
- Learning to connect number names and numerals from 0 to 20
- Ordering numbers 0 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

Health: Personal, Social and Community Health - Being healthy, safe and active

Focus Question: *How do we develop healthy habits and stay safe?*

Geography: Geographical concepts and skills –

Place, space and interconnection

Data and information

Places and our connections to them

Focus Question: *What's special about where we live in the world?*

Intercultural Capability: Cultural Practices - Easter

Focus Question: *How do we celebrate cultural and community activities?*

Activities students may be involved in are:

Making a display of our baby photos and discussing how we have changed

Making a healthy eating poster

Participating in our whole school beach day at Canadian Bay and exploration of rock-pools at low tide

Discussing how Easter is celebrated within our community and taking part in cooking and craft activities related to this

Frankston East Primary School

Year 1/2

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 ideas and feelings.
- Begin to recognise body language as a form of communication.

Reading

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 recognise syllables in words and to spell words with two and three 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

Being healthy, safe and active.

Using maps to understand how our homes, the school, Frankston and Australia relate to the rest of the world.

Looking at how people from different cultures celebrate Easter in Australia.

Activities students may be involved in are:

- Beach Excursion
- Buddy Activities
- Pancake Day
- Easter Activities

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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:

- Problem solving activities.
- Activities to develop knowledge of the place value system.
- Reading, writing, modelling, partitioning and ordering numbers to 100 000.
- Hands on learning about addition and subtraction.
- Games and rotations to develop mental maths skills and rapid recall.
- Incorporating literacy and stories into mathematics.
- Working in small groups.

Integrated Studies

Unit title: Digital Technology and Media Arts

Overview of unit: How can we use a variety of media to promote FEPS?

Activities students may be involved in are:

- examining the features of television ads, billboards, magazine covers and newspapers and identifying the features that make them appealing.
- looking at different still images and determining the audience and what features show this.
- designing an advertisement to be displayed at local kindergartens and shops or for the local newspaper to promote our school.
- learning how to use photo editing software and apps such as iMovie.
- working in groups on an iMovie to promote the school that could go on YouTube and the school website.

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Year 5/6

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
- Understanding 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
- Identify and use action verbs
- Complete class Blogs
- Produce items for the school newsletter
- Write articles for student graduation book
- Identify and use homophones, synonyms and antonyms

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

Overview of unit

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 need to protect certain areas e.g. Antarctica?
- 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

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, marine environments and celebrations such as Easter. 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, paper craft, 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 and celebrations such as Easter.

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 marine life.

An Easter activity to complete the term will provide the 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. These topics include Marine Life and Sun Smart.

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.

Children will design their own sun smart tee shirt logos and will experiment with colour and design.

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.

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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. Body percussion routines will be undertaken in both small and large group situations. Children will then further enhance their rhythm skills through a drumming program using a 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, practise 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. Early 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, and the increased interest of the grade 3-6 children, a select group of 7-8 children from last year will form a Frankston East Primary 'Super Stars' Rock band and will be complimented by a Frankston East Primary 'Future Stars' Rock band. The 'super stars' band will consist of children who have skills in 2 or more instruments and will be heavily focused on learning, playing, producing and writing 4-6 songs throughout the school year. The 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. The children in the 'Future Stars' band will focus on developing their skills and knowledge of their primary instrument (which they displayed in the auditions) as well as begin learning 1 or more other instruments during the year. They will also work on learning and playing 2-4 songs during the school year to perform at planned concerts during the year. Practising instruments at home or during recess/lunch or after school will be encouraged strongly in this unique opportunity.

All 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 asked to dedicate time 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 after school (3:30-4pm) will also have the opportunity to learn an instrument. Dedicated and hardworking students will continue to learn throughout the year striving 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 and group work, introducing simple equipment, partner or group activities:

Whistle Freeze, Run and Collect, Ponies and Riders, Crocodile Crocodile, Indians and Teepees, Touch, Islands, Hoop play

Movement activities- Run, hop, skip, jump, gallop:

Musical statues, Follow the leader, marching, relays

Ball Activities

*Rolling, using bean bags, throwing and catching, underarm throwing, bouncing.

YEARS 1/2

Students will be involved in activities that focus on:

Fitness –Tag the Tail, Ship Ahoy, Pixies Gnomes and 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 and focusing on over arm, Basketball dribbling & skills, Tunnel ball, Up and 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.

YEARS 3/4

Students will be involved in activities that focus on:

Group co-operation, Resilience and Fitness - Shrinking Islands, Group Alphabet, Couples Tag, Pony Express, Steal the Beanbag, Octopus, Circle throw (3 balls/same order)

Skill introduction & training for Field Events inter-school sport-

*Long jump, Triple jump, Shotput, Discus and High jump.

YEARS 5/6

Students will be involved in activities that focus on:

Group co-operation, Resilience and Fitness - Whole class throw (coloured balls/ random order), Pass the Bean Bag, Last Man Standing (balloon game), Run the Gauntlet, Ball Tiggy, Run and Dodge Ball, Musical Chairs.

Skill review & training for Field Events inter-school sport:

*Long jump, Triple jump, Shotput, Discus and High jump.

Science

YEAR Preps

During this term students will be involved in activities that focus on:

What Living Things need

- *What do plants, animals and humans need to survive?
- *What makes our bodies work?
- *How do you look after your bodies when it's hot?
- *What is a thermometer?
- *Testing temperature changes in hot and cold, shade and sunshine

YEARS 1/2

During this term students will be involved in activities that focus on:

How has our Veggie garden changed?

- *Harvesting and eating our corn

Summertime

- *Sun protection – Testing sunscreen-Predict, test, record.
- *Rubbish at the beach-how does it get there? Why is it a problem? Drains to the Bay.

YEARS 3/4

During this term students will be involved in activities that focus on:

What's underneath us?

- * Dirt/rocks-what do they tell us about past life?
- *Tectonic plates
- *How do natural disasters occur?

Heat

- *How is heat produced? Natural/manmade, Renewable/Fossil fuels.
- *How is heat transferred?

YEARS 5/6

During this term students will be involved in activities that focus on:

What impact does the sun have on life

- *Key components of the Sun/ Sun facts
- *The 6 energies of the Sun
- *How Archimedes used the Sun's energy in a crisis.

Light - formation of shadows; absorption, reflection and refraction of light.