Year Prep

Literacy

Speaking and Listening
In Speaking and Listening activities, students will be engaged in learning experiences requiring them to:
- Continue to develop their listening skills in a variety of situations.
- Use interactive skills such as taking turns and acknowledging others.
- Listen to and recite chants, rhymes and songs which include sound patterns such as rhyme and alliteration.
- Discuss specific topics, expressing opinions and ideas.

Reading
In Reading activities, students will be engaged in learning experiences requiring them to:
- Continue developing their knowledge of sounds and how they are used in words.
- Develop their ability to recognize high frequency words.
- Enhance their comprehension of written texts using a variety of strategies.
- Hear and respond to Dreamtime stories.

Writing
In writing activities, students will be engaged in learning experiences requiring them to:
- Experience modelled writing of narratives and procedural writing, such as, ‘how to use a yo-yo’.
- Continue to develop their ability to write letters correctly.
- Develop their ability to spell simple words.
- Attempt to write simple texts that include ideas, information and recounts of personal experiences.

Numeracy
In Numeracy, students will be introduced to and engaged in:
- Identifying different aspects of time including day and night, days of the week and o’clock times.
- Activities which continue to develop their ability to recognize numerals and model numbers.
- Simple addition activities.
- Experiences to develop their ability to recognize simple shapes.

Integrated Studies
What are indigenous stories and what do they tell us about the past?
How Dreamtime stories pass on important knowledge, cultural values and belief systems to later generations.
What were some of the indigenous stories told long ago?

How do we move around our local community and beyond?
Why do we need to travel and where do we travel to?
What types of vehicles do we travel in?

Activities students may be involved in are:
- Market Fresh Incursion
- ANZAC Day Commemorations
- CARP Productions Performance
- Cricket Clinic
- Mini Handyman Woodwork
Year 1/2

Literacy
Speaking and Listening
In Speaking and Listening activities, students will be engaged in learning experiences requiring them to:
• Discuss plots and characters from texts.
• Explain and share their responses to texts.
• Use tone and pace to add meaning when speaking.
• Listen to others who are explaining and expressing their responses to texts.

Reading
In Reading activities, students will be engaged in learning experiences requiring them to:
• Recognise the differences between fiction and non-fiction texts.
• Continue to extend their ability to recognise upper and lower case letters as well as letter blends.
• Extend their knowledge of nouns and introduce verbs.
• Enhance their comprehension of written texts by using prior knowledge and their own experiences to connect to texts.
• Use punctuation to increase fluency and understanding when reading.

Writing
In Writing activities, students will be engaged in learning experiences requiring them to:
• Experience writing narratives and procedural texts.
• Extend their ability to use punctuation correctly in writing, including capital letters, question marks and exclamation marks.
• Develop their spelling skills, including the use of two and three letter initial blends.
• Continue to develop their handwriting skills.

Numeracy
In Numeracy, students will be introduced to and engaged in:
• Continued practice in recognising the properties of shapes.
• Activities which develop their understanding of fractions.
• Developing their understanding of time as well as their ability to tell time.
• Looking at simple maps and giving and following directions.
• Activities that involve recognising, ordering and counting Australian coins.

Integrated Studies
How are indigenous people connected to the land?
What do the indigenous names of places mean?
Why are some places of spiritual importance to indigenous people?

Senses
How does weather and the seasons influence people's lifestyles?
What are the elements of weather?
How do they influence the environment and people's lifestyles?
What kinds of weather do we experience in Australia and in particular Victoria?

Activities students may be involved in are:
• Performance by CARP performers.
• Market fresh demonstration and fresh fruit and vegetable sampling.
• Visit from responsible pet program.
• Wood Magic.
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 about their favourite after school hobby and an occupation as a part of our Integrated Topic.

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 Building Vocabulary, Questioning, Main Idea, Cause and Effect and Author’s Purpose. 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: practise 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, use ICT equipment and identify authors and illustrators. They will discuss characters, 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, poetry, persuasive and narrative texts.
- Include paragraphs in writing.
- Improve handwriting and begin joining.
- 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:
- Using various strategies to add and subtract numbers.
- Improving their recall of basic addition and subtraction facts.
- Identifying and exploring the relationship between addition and subtraction.
- Recalling multiplication facts for single digit numbers.
- Solving worded problems.
- Activities to develop their mental math’s efficiency.
- Problem solving activities.
- Hands on learning about multiplication and division.
- Recall drills of addition, subtraction and multiplication.
- Understanding the connection between multiplication and division.

Integrated Studies
UNIT TITLE: WHAT ARE THE JOBS AND ROLES AVAILABLE IN OUR COMMUNITY?
Overview of unit
- What can I do when I grow up?
- What sort of jobs do community helpers do?
- What kinds of jobs do emergency workers do?
- What is the local government in charge of?

Activities students may be involved in are:
- Students describe some of the roles and purposes of groups in the community.
- They learn about who the prime minister, premier and mayor are and what they do.
- Students create a poster describing the services of a local community program.
- They identify different points of views.
- Students ask a range of questions.
- Students research a job that interests them.
Literacy
Speaking and Listening
In Speaking and Listening activities, students will be engaged in learning experiences requiring them to:
- Speak in public (ANZAC DAY, SPORT’S REPORTS).
- Listen and make notes from stories on Behind the News.
- Listen to directions.
- Speak at Student Representative, Environment and Grade meetings.

Reading
In Reading activities, students will be engaged in learning experiences requiring them to:
- Read between the lines and infer meaning of text.
- Synthesis text. Working out, who, why, but and so.
- Add unusual words to their Word Collector Sheet.
- Skim text to see what it is about.

Writing
In writing activities, students will be engaged in learning experiences requiring them to:
- Write a diary entry each week…
- Write persuasive and narrative text.
- Present information to try and persuade someone to follow a particular point of view.
- Identify pronouns and contractions and use them to enhance writing.
- Identify and use adverbs.
- Complete class Blogs.
- Produce items for the school newsletter.
- Write articles for student graduation book.
- Write letters using correct format.

Numeracy
In Numeracy, students are introduced to and engaged in:
- Ongoing quick mathematics practice.
- Ongoing tables practice.
- Continued skill development based on the four processes.
- Scales on maps.
- Angles and circles.
- Fractions as a number.
- Multiples and fractions.
- Interpreting graphs.
- Drawing and measuring angles.
- Venn diagrams.
- Percentages.
- Lines of symmetry.
- Perimeter and area.

Integrated Studies
ANZAC DAY
In this unit students study the facts and feelings surrounding men and women involved in the landing at Gallipoli. Activities students may be involved in are:
- Personal Learning Tasks… stories, presentations and posters.
- ANZAC Day Ceremony.
- Investigate e.g. Why did soldiers have to land at a beach in Gallipoli?
- Illustrate the Rising Sun badge soldiers wore on their slouch hats.
- Discuss the conditions soldiers had to bear at Gallipoli.
- Present research findings in written and electronic form.
- Create brochures, flyers and booklets.
- Investigate Behind the News footage of the Dardanelles.
- Blog about the feelings of soldiers living in trenches.
- Remember and understand various important facts related to the topic.
- Research information e.g. Who were Simpson and his donkey?
- Design headings, borders and illustrations.
- Develop a glossary of words related to the topics.
Art

Year Prep
During Term Two prep children will be involved in activities aimed at extending their confidence and skill level in the use of simple art room materials and techniques. They will be encouraged to share and discuss their ideas with others.

Knowledge of primary colours will be revised and through experimentation children will discover the secondary colours that are formed when they are mixed. Brightly coloured dyes will be used when trying a wax resist technique and will provide a further opportunity to explore colour mixing.

Small paper squares will be used to decorate an art piece and experiment with mosaic and we will look at many paper products used in art works and discover interesting ways we can use them to develop collages.

The children will have the opportunity to show their creativity and to extend their cutting and joining skills when selecting from a wide range of recycled materials to build a construction piece of their own choice. They will use tools other than brushes when working with paint to develop sponge print pictures and printed string block patterns.

The children will be given the opportunity to become ‘mini handymen’ selecting precut templates, using hammers, glue and nails and constructing take-home models.

Skills relating to line, pattern and decoration will be consolidated throughout the term and simple weaving skills will be introduced as a form of decoration.

Year 1 and 2
This term the children will combine weaving and decoration. They will use metallic threads to weave with and will be encouraged to select colours purposely to complement their colour theme or idea.

They will develop art pieces related to their year level integrated theme of “indigenous people and their connection to the land” and extend their understanding of texture by using line, scratch back or rubbing plates to develop a textured covering to suit the imaginary ‘dreamtime animal’ they have designed.

Drawing and painting activities undertaken will focus on developing an understanding of the relevant size of objects and in particular major parts of the body during the drawing of self portraits using marker and paint. Colour mixing skills will be extended while working on this activity. They will experiment with ways to use a variety of different sized and shaped pieces of sponge to create different effects when printing with paint.

They will be introduced to the safe use of equipment when working with wood. They will trace, cut, sand and join wooden templates ready for painting.

Children in grade one and two will be encouraged to discuss their ideas and material choices when working and to share their finished art pieces with others.

Year 3 and 4
During term two children in grades three and four will work on extending their concept of texture through the use of rubbing plates. The activities involved will also allow them to explore ways of adding parts to their art work in relief.

They will investigate ways to use geometric shapes to create a design and present their art piece reflecting appreciation for complementary colours. Colour mixing exercises will extend colour skills and concepts and introduce related terminology. Colour will be further explored to discover how it can be used to help to convey a mood or feeling.

Pastel techniques including colour blending and smudging will be tried and practised and used to convey a “toxic” scene based on an imaginary “garbage grot”.

They will be introduced to the safe use of equipment when working with wood. Equipment will include junior saws, hammers, nails, goggles, stencils, pencils, PVA glue and sandpaper. They will trace, cut, sand and join wooden templates ready for painting.

Year 5 and 6
During term two children in grades 5 and 6 will further extend their colour concepts creating a tonal collage. Children will refer to the colour chart and experiment with colours mixed with white (tints) and colours mixed with black (shades). They will also be introduced to the amount of light or dark in a colour (tones).

The children will also be introduced to the concept of counterchange in design meaning to change from light to dark such as with a chequerboard, creating their own designs.

They will be used a variety of woodwork equipment including junior saws, hammers, nails, goggles, stencils, pencils, PVA glue and sandpaper. They will trace, cut, sand and join wooden templates ready for painting and decoration.

Children in grades five and six will be expected to plan and discuss their response to a topic, including how well they believe they achieved their original plan. They will be encouraged to contribute positively, using appropriate art terminology, when art pieces are viewed, shared or discussed.
Music

Prep/1/2
During Term 2, children will continue to focus on beat and rhythm. They will reinforce terms such as tempo, piano (soft), forte (loud), ta (crotchet), ti-ti (quaver), tika-tika-tika (semi-quaver) and pineapple (triplet). These beats and rhythm patterns will be played using percussion instruments such as the bongo, djembe, tom-toms, vibra-slap, tap sticks and tuned percussion instruments such as the xylophones and boomwhackers (plus more). Children will also continue to develop their creative dance styles and will be encouraged to dance in groups as well as solo. Line dancing will be introduced during the middle of term 2 and will be played for the children to both learn well known line dances (Nutbush, Bus Stop etc.) as well as develop their own moves in accordance with the tempo of a song. At the end of term 2, 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 2 children will focus reading and writing simple music notation on a treble clef stave. They will be learning basic chords and notes such as G, C, D, Em and A on the guitar, ukulele and keyboard while also learning more complex percussion rhythms and a basic rock drum beat on the electric drum kits. They will also use Sony ACID to develop and mix their own beats using prerecorded riffs from string, wind and percussion instruments. They will continue to familiarise themselves with terms such as ta (crotchet), ti-ti (quaver), tika-tika (semi-quaver) and pineapple (triplet) and see how they fit on a stave (staff). Children will also continue to develop their creative dance styles and will be encouraged to dance in groups as well as solo. Line dancing will be introduced during the middle of Term 2 and will be played for the children to both learn well known line dances (Nutbush, Bus Stop etc.) as well as develop their own moves in accordance with the tempo of a song.

Band
A select group of 10 - 12 children have continued to work hard to develop the Frankston East Primary Rock band. In this situation, children have been learning to play at least 2 instruments (keys, bass, guitar, drums, vocals, ukulele), are learning how to read simple chord sheet music, rehearse songs chosen by the band, and will be performing at both school and out of school venues throughout the year. Practising instruments at home, during recess, lunch or after school is a mandatory requirement in this special activity. Children are learning how to cooperate and work together as a group of very different individuals and to develop comprehensive listening skills, diplomacy and leadership skills. They are 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.

Choir
In Term 2 all grade 2-6 children will continue to perform in the school choir. This group is focusing on enjoying the art of singing and performing and is learning some sound, breathing and singing techniques along the way. The children will have the opportunity to sing to a variety of audiences both in school and out of school throughout the year and will learn to work cooperatively as a large group with similar interests. Choir this year is during the first half of lunch on a Wednesday.
Physical Education

Year Prep

During this term students will be involved in:
*A 4 week Cricket clinic run by students from the SEDA program. As well as fitness activities and minor games skills covered are:
- throwing, catching, fielding, batting and bowling
- Perpetual Motor Perception (PMP) sessions which aim to develop gross motor skills and co-ordination across a range of body movements using specific equipment to foster this
- Ball skills – underarm throws and catching, rolling and on-the-spot bouncing
- Minor games and activities involving gross motor skills

Year 1 and 2

During this term students will be involved in:
*A 4 week Cricket clinic run by students from the SEDA program. As well as fitness activities and minor games skills covered are:
- catching, fielding, overarm throws, batting/ driving and bowling
- Basketball skills – dribbling, chest passes, bounce passes, lay-ups and minor games ie. Keepings Off
- Activities involving minor games for fitness and incorporating ball skills ie. Rebound Ball, Tunnel Ball, Bob Ball.

Year 3 and 4

During this term students will be involved in:
*Completing training for Field events
  * A 4 week Cricket clinic run by students from the SEDA program. As well as fitness activities and minor games skills covered are:
  - catching, fielding, overarm throws, batting/ driving, bowling, target practice and making runs
  * Developing skills and games practice in Major games – T-ball, Rounders and Softball.

Year 5 and 6

During this term students will be involved in:
*Completing training for Field events
  * A 4 week Cricket clinic run by students from the SEDA program. As well as fitness activities and minor games skills covered are:
  - catching, fielding, overarm throws, batting/ driving, bowling, target practice and making runs
  * Reviewing skills and games practice in Major games – Rounders, Softball and Soccer.
Science

YEAR Preps
Sun & Shadows
*What causes shadows? Why do they change?
*What do all living things need
*Different food for different animals, water, air and sun
*Animals in our backyard
*Through the magnifying glass

YEARS 1/2
Testing water content in foods – predicting outcomes and the concept of a ‘fair test’
Lifecycles
*Moths and butterflies
*Frogs
*Plants
*Bees
Interesting facts about ants & snails

YEARS 3/4
Colour, Light & Sound
*How is colour made? Prisms, white light and rainbows
*Where does light come from? How can light change? Does everyone see the same thing?
*What is sound? Can sound be altered?
*Investigating the human eye and ear

YEARS 5/6
What is Climate Change?
*Why people have different views
*Renewable and non-renewable energy
Making Hot Air Balloons
*The science concept behind it
*Working in groups to follow instructions and make them.
*Test them out.