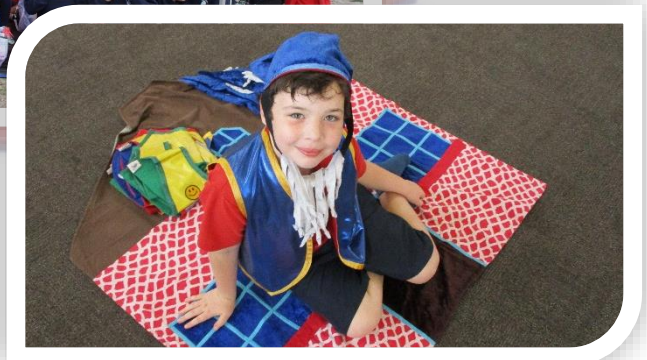




Curriculum
Overviews

Term 2
2022



Year Prep

Literacy

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.

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 recognise high frequency words.
- Enhance their comprehension of written texts using a variety of strategies.
- Hear and respond to stories and poems.

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.

Mathematics

Students will be engaged in:

- Daily automatic response of number and subitising activities.
- 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 recognise numerals and model numbers to 20.
- Identifying the characteristics of Australian coins and beginning to order coins according to their value
- Experiences to develop their ability to recognise simple shapes in the environment.

Integrated Studies

History: Historical concepts and skills

Historical significance

Historical Knowledge

Personal Histories

Community histories

Looking at our families

How has life for me and my family changed throughout the years?

Activities students may be involved in are:

- ANZAC Day Commemorations
- Mother's Day craft activities
- Mrs Sargood incursion
- Education Week Activities
- Andrea Hillbrick Book club activities
- Craft Power Art incursion
- Weekly Buddy Lunch with Grade5/ 6 buddies
- Fun Friday craft and language activities
- Participating in Move and Groove Monday dancing, mindful yoga and games

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 and sequence ideas.
- Explain and share their opinions as well as 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 pronouns 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 final blends in words.
- 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.
- Developing their understanding of time as well as their ability to tell time, including using a calendar.
- Looking at simple maps, and giving and following directions.
- Activities that involve recognising, ordering and counting Australian coins.
- Hands on learning to develop students understanding of place value.

Integrated Studies

History

How has life for me and my family changed throughout the years?

Who are the people in my family, where were they were born and raised?

How has technology changed people's lives?

Activities students may be involved in are:

- Craft Power incursion
- ANZAC Day Commemorations
- Visit from Mrs. Sargood
- Education week activities
- Andrea Hillbrick Book Club activities
- Mother's Day craft activities
- Fun Friday craft and language activities
- Participating in Move and Groove Monday dancing, mindful yoga and games

Year 3/4

Literacy

Speaking and Listening

In Speaking and Listening activities, students will be engaged in learning experiences requiring them to:

- Listen to others' views and respond appropriately.
- Contribute actively to class and group discussions, asking questions and listening carefully.
- Plan, rehearse and give a short talk to the class.

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 Visualising, 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: 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, and identify authors and illustrators. They will discuss characters and the plot and settings of books read. Grade 3 and 4 students will use a variety of online programs such as Reading Eggspress to help develop literacy skills. They will identify different styles of text and give a book talk after reading a text. Students will participate in a range of reading responses in relation to Andrea Hilbrick's recommended texts.

Writing

In writing activities, students will be engaged in learning experiences requiring them to:

Create structured texts to explain ideas for different audiences, including narrative persuasive and information report. They demonstrate an understanding of simple grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing to improve meaning.

Numeracy

In Numeracy, students will be introduced to and engaged in:

- Problem solving activities.
- Activities that introduce various strategies to determine multiplication and division answers.
- Hands on learning about multiplication and division.
- Games and rotations to develop mental math skills and rapid recall in all four operations.
- Working in small groups.
- Experiencing shapes and angles in the real world and naming them.
- Collecting data and creating a variety of graphs.

Integrated Studies

HOW WERE PLACES AROUND THE WORLD DISCOVERED? Overview of unit

- Who are the notable explorers of the world?
- How did explorers travel?
- What was the first fleet?

Activities students may be involved in are:

- Understanding what the age of exploration is.
- They use historical terms.
- They sequence events.
- They identify different points of views.
- Students ask a range of questions.
- Creating an information report on a famous explorer.
- Expand vocabulary to subject specific terms such as exhibition, reading, using and creating maps.

Frankston East Primary School

Year 5/6

Literacy

Speaking and Listening

In Speaking and Listening activities, students will be engaged in learning experiences requiring them to:

- Speak in public (ANZAC DAY, SPORTS 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.
- Students will complete a number of activities related to the picture story books DON'T FORGET and WALK OF THE WHALES.
- Students will also undertake a literature study of The 27th Annual African Hippopotamus Race.

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.
- Produce items for the school newsletter.
- Write articles for student graduation book.
- Write letters using correct format.
- Use apostrophes where appropriate.

Numeracy

In Numeracy, students introduced to and engaged in:

- Ongoing quick maths practice.
- Ongoing tables practice.
- Continued skill development based on the four processes.
- Scales on maps.
- Angles and circles.
- Fractions as a number.
- Improper fractions.
- Lowest terms.
- Simple algebra equations.
- 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:

- Project work
- 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
- 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.

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

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.

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 introduced to Pyrography which is an ancient craft of burning pictures into wood. The children will use a variety of woodwork equipment including junior saws, hammers, nails, goggles, stencils, pencils and sandpaper.

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.

LOTE

Year P-2

This term students are learning the topic '元気ですか' (genki desu ka; how are you?). In this unit students will learn how to ask and answer the question genki desu ka. They will use emotion and feeling vocabulary to answer the question. The vocabulary is chunked into colour groups so the preps will be learning their colours and the grade 1 and 2s are revisiting their colours.

あおAO, Blue words: かなしい Kanashii (sad)、いたい Itai (hurt)、げんきじゃない Genki janai (sick)、ねむい Nemui (sleepy/tired)

みどりMidori, Green words: とてもいい Totemooi (very good)、うれしい Ureshii (happy)、だいじょうぶ Daijoubu (I'm good)、げんき Genki (healthy/well)

きいろ Kiiri, Yellow words: まあまあ Maamaa (alright)、しんぱいしている Shinpaishiteiru (worried)、ピクピク Pikupiku (wriggly/distracted)

あか Aka, Red words: おこっている Okotteiru (angry)、こわい Kowai (scared)

They will learn how to answer the question 'Genki desuka', with the structure of 'Adjective desu.'

Year 3-6

This term Grade 3-6s are continuing their topic from last term but are using the vocabulary they learnt last year to build sentences. Students will learn how to say in Japanese 'I ate 3 apples on Friday.' They have already learnt their days of the week and their fruit vocabulary. They are now working on how to use the verb ate in Japanese as a sentence and how sentence structures differ to the English language.

The structure they will be learning this term is:

Day of the week に(ni) Fruit word を(o) Number 食べました。(Tabemashita; ate)

Days of the week:

- 月曜日; Getsuyoubi; Monday
- 火曜日; Kayoubi; Tuesday
- 水曜日; Suiyoubi; Wednesday
- 木曜日; Mokuyoubi; Thursday
- 金曜日; Kinyoubi; Friday
- 土曜日; Doyoubi; Saturday
- 日曜日; Nichiyoubi; Sunday

Fruit vocabulary:

- オレンジ; Orenji; Orange
- なし; Nashi; Pear
- すもも; Sumomo; Plum
- りんご; Ringo; Apple
- いちご; Ichigo; Strawberry

Music

Year Prep – 2

During term 2 our students will be participating in activities focused on music, dance and drama. In most lessons the children will use their voices as we sing a variety of songs. We will take a look at the catalogue of songs recorded by Australian performer Peter Combe. Our weekly lessons will explore and develop the basic music skills of beat, rhythm and tempo. They will be given an opportunity to play a wide range of our percussion instruments, both as a whole class participant and as part of a smaller ensemble. The students will also be introduced to our keyboards this term. They will develop an understanding of the notes that make up the musical alphabet. Most music session will include a dance component where students will participate in organised dances with set choreography. Personal expression and individuality will also be encouraged through dance. 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.

Year 3-6

This term at FEPS our middle school and senior students will be offered musical activities focusing on listening, singing, playing, reading and recording. The activity of singing is firmly embedded in our music program as the ability to use our voices effectively to express ourselves is one of the most basic yet essential music skills. The playing of musical instruments both tuned and untuned is equally embedded in our music program. This term all senior classes will have the opportunity to explore the Ukulele. We will learn some simple chords and put them together to play some well-known tunes. The students will continue to explore the instruments in our music room including our African drums and keyboards.

Each session or unit of lessons will have learning outcomes clearly expressed to the students.

Children will also develop their creative dance styles and will be encouraged to dance in groups as well as solo. The student's personal preferences in music will be used as much as is practically possible.

Band

The selected group of children will continue to participate in our Band program which is run on Wednesday and Thursday afternoons. The band members will reinforce the skills learnt on their instruments (keyboards, 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. Practising 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 grades 3 and 4 will also be offered. Dedicated and hardworking 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 2 the School Choir will continue to meet every week at Thursday lunchtime. This group will focus on enjoying the art of singing and performing and will learn some sound breathing and singing techniques along the way. As the year progresses 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

During this term students will be involved in:

- Minor games and activities - involving gross motor skills, running involving change of direction and for fitness, relays, hoop play.
- Ball skills - underarm throws and catching, overarm throws, bouncing a ball.
 - Soccer skills
 - Football skills: running with a football, ball handling, kicking.
- Jump rope activities – both group and individual ropes.

Year 1 and 2

During this term students will be involved in:

- Minor games and activities - involving gross motor skills and running involving change of direction and for fitness.
- Ball skills - overarm throws and catching incorporated in simple games
 - Soccer skills
 - Football skills: ball handling, kicking, hand balling and marking
 - Keepings Off
- Jump rope activities – both group and individual ropes.

Year 3 and 4

During this term students will be involved in:

- Developing skills and modified games in major sports – Rounders, Soccer, Football and Basketball.

Year 5 and 6

During this term students will be involved in:

- Reviewing skills and games practice in major sports – Rounders, Soccer, Football and Basketball.

Science

Year Prep

Sun & Shadows

- What causes shadows? Why do they change?

The Human Body

- What bones do we have in our skeleton?
- How important are our heart and lungs?
- How can we look after our digestive system?

Year 1/2

What is a Lifecycle?

- Moths and butterflies
- Frogs
- Plants
- Bees

How do scientists group animals?

- Sorting animals according to similarities and differences

Year 3/4

Exploring the invisible forces of nature

- Gravity, Magnetism and Electricity.
How do they occur, what impact do they have on our world?
- Science works excursion

Year 5/6

Making Hot Air Balloons

- The science behind them
- Working in groups to follow instructions, make them and test them.
- Science works excursion

Plant cells

How do these cells generate energy for plants?