



Curriculum
Overviews

Term 4
2017



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 and respond to books read in class
- Take part in group discussions and use an appropriate voice, eye contact and body language
- Develop appropriate audience skills
- Play games promoting listening and responding such as “Who am I?” and “Wandering Bells”
- Participate in the sharing activities of Mystery Bag and My Celebrations that include questions beginning with “who, what, where, when, how and why”

Writing

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

- Continue to use basic punctuation, such as capital letters to begin sentences and full stops to end
- Use conventional upper and lower case letters and form them correctly in their writing
- Identify question marks and exclamation marks
- Participate in weekly spelling activities of reading and writing 3 letter and 4 letter word groups using the strategy of **onset and rime** to assist students to recognise common chunks within words
- Revise reading and spelling of 100 most commonly used words each week
- Produce persuasive and transactional writing pieces related to a variety of topics

Reading and Viewing

Students will be engaged in reading experiences that require them to:

- Listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as reading some texts designed to inform
- Match sounds with letters when reading and use the pictures to assist in identifying unknown words
- Use the title, illustrations and knowledge of a topic to make predictions about a story
- Reflect upon and discuss texts read in a variety of settings, including buddy reading, sustained reading and shared reading times
- Use reading strategies such as connecting, visualising, predicting and inferring, chunking and linking pictures to text
- Read different materials in reading groups and respond to these using simple comprehension tasks

Mathematics:

Students will participate in:

- Daily automatic response of number, subitising and problem solving activities
- Identifying and creating groups of various quantities
- Sharing objects of various quantities into equal groups
- Collecting and understanding data
- Representing data on picture graphs
- Making graphs
- Skip counting by 2's, 5's and 10's
- Counting backwards from 20 and beyond
- Identifying and counting groups of 10
- Identifying and creating number patterns
- Understanding and completing subtraction with numbers up to 10

Integrated Studies:

What do our families celebrate and how?

Looking at different celebrations and festivals our families participate in and learning about the foods, music and costumes of that culture.

Term 4 events

Swimming and water awareness at PARC

School photos

Dinosaur Dig incursion

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:

- Continue to develop their ability to listen to others and respond appropriately.
- Ask questions to clarify information.
- Speak clearly when retelling familiar events.
- Vary the volume and tone of their voice to add interest when making short presentations.

Reading

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

- Recognise how information is arranged when using references such as dictionaries and indexes.
- Continue to extend their understanding of nouns, pronouns, adjectives, verbs and adverbs.
- Extend their ability to self-correct errors when reading.
- Continue to enhance their comprehension of written texts including inferential understanding.

Writing

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

- Experience writing persuasive and transactional texts.
- Continue to extend their ability to use punctuation correctly in writing.
- Develop their editing skills.
- Use structures to achieve some organisation in their written texts.

Numeracy

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

- Activities which develop their understanding of making and sharing groups.
- Developing their awareness of patterns using colours, shapes and numbers.
- Collecting and sorting data and representing data on graphs.
- Recognising and describing outcomes of chance activities.

Integrated Studies

What is familiar and what is different about the ways culturally diverse individuals and families live?

What are the similarities and differences in different cultural celebrations?

Activities students may be involved in are:

- Swimming program
- Dinosaur incursion
- Stepping Up program

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 procedural talk about how they celebrate in their family.
- They will share their learning with the grade and their peers.
- Students will interact in small groups, discussing topics and ideas with one another to collaborate effectively.

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 personal reading goals based on each student's specific needs under the C.A.F.E reading areas of comprehension, accuracy, fluency or expanding their vocabulary. 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 aloud in guided and reciprocal reading groups and respond to texts in a variety of ways.

Writing

In Writing sessions, students will be engaged in learning experiences requiring them to:

- Write a variety of procedural and narrative texts.
- Exploring different types of poetry and creating their own poetic work.
- Include paragraphs in writing.
- Proofread and edit their work.
- Include correct punctuation in their writing.
- Explore spelling rules such as plurals and changing tense.
- Discover and learn about quotation marks and analogies.

Numeracy

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

- Problem solving activities.
- Conducting probability experiments.
- Activities that introduce different ways to understand probability.
- Using probability vocabulary to explain the chance of different events.
- Using Spheros to explore length and perimeter.
- Hands on learning about mass and capacity.
- Real life math situations to develop an understanding of different units of measurement.
- Games and rotations to develop mental math skills and rapid recall in all four operations.
- Incorporating literacy and stories into mathematics.
- Working in small groups.

Integrated Studies

Overview of unit: Students will learn about different celebrations from Australia and around the world.

Activities students may be involved in are:

- Creating Hanukkah dreidels.
- Making Diwali lanterns.
- Understanding the importance of Australia and Remembrance Day.
- Discovering different Australian celebrations and important days.
- Exploring how different cultures celebrate Christmas and Easter and what they mean around the world.

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 (Assemblies)
- Listen and make notes from stories on Behind the News
- Listen to directions
- Speak at Student Representative Council, Environment and Grade meetings.
- Participate in Graduation try outs and presentations.

Reading

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

- What is a command?
- Identify the development of a character.
- Read and interpret tables.
- Understand sequence.
- Identify the aspects of argument text.
- Expanding their vocabulary.
- Increasing fluency and accuracy when reading.
- Summarising- explaining what is important

Writing

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

- Write a diary entry each week.
- Write procedural text.
- Use synonyms in their writing.
- Identify questions.
- Identify and use adjectives/ adverbs
- Write in paragraphs.
- Complete class Blogs
- Produce items for the school newsletter.
- Write articles for student graduation book.
- Write letters using correct format.

Numeracy

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

- Ongoing quick maths practise.
- Ongoing tables practise.
- Continued skill development based on the four processes.
- Percentages.
- Slides, flips and turns.
- Using protractors.
- Prime numbers and factors.
- Negative numbers.
- Volume.
- Venn diagrams.
- Equivalent fractions.
- Simplifying fractions.
- Adding and subtracting fraction

Integrated Studies

Camp Oasis

In this unit students go to camp with the goals of getting along with others and showing respect. We also study Remembrance Day and its origins.

Activities students may be involved in are:

- Camp Book
- Studying aspects of getting along e.g. being helpful when working with others, treating everyone with respect.
- Investigating e.g. Why do we have Remembrance Day?
- Illustrating the Flying Fox and ropes course.
- Discussing how people are complex and made up of many characteristics.
- Presenting research findings in written and electronic form.
- Creating brochures, flyers and booklets.
- Investigating a chosen aspect of Remembrance Day.
- Blogging about the feelings from camp.
- Remembering and understanding various important facts related to Remembrance Day.
- Designing headings, borders and illustrations.
- Developing a glossary of words related to the topics.

Art

Year Prep

During term four, the students will participate in activities exploring both 2D and 3D art forms focusing on paper craft, painting, printing and construction. The students will use and integrate a variety of tools and materials to create simple art works. They will be encouraged to participate in art works that communicate observations, personal ideas, feelings and experiences. The students will be given the opportunity to improve their fine motor skills through pasting and painting and basic construction work learning how to join different pieces together. The children will be encouraged to continue to explore texture, shape and colour in their own works. The students will be encouraged to contribute to classroom conversations and displays around the school, of the visual art works they have made and experienced.

Year 1 and 2

During term four, students will create both 2D and 3D artworks involving a variety of materials. The students will be encouraged to show their emerging arts knowledge through their artwork. They will be developing their ability to plan their art works to communicate their ideas, observations, feelings, ideas and experiences. They will be encouraged to demonstrate their ability to select, arrange and make choices about expressive ways of using art elements, principles and/or conventions. They will be introduced to skills required to plan and complete their own construction designs using small boxes, an assortment of materials such as plastic lids, patty pans, tin foil etc as well as practise other skills and techniques in a range of arts forms. They will experiment with ways of expressing and discussing characteristics of their own and other's art works.

Year 3 and 4

During term four, students will make 2D and 3D art works in the forms of paper craft, painting, printing, knitting and construction. Students will work individually or with a partner to create a construction piece representing a structure or environment (eg space, an underwater scene) of their own choice. Proof of planning will be an integral part of the construction component of the term 4 curriculum. They will be encouraged to select, arrange and make choices about expressive ways of using the art elements (e.g. line, shape, texture and colour) in their work. They will create artworks in a range of arts forms that communicate ideas, concepts, observations and feelings. They will show evidence of their art knowledge when planning artworks for different purposes and audiences and begin to identify techniques and features of other peoples' works that inform their own art making. They will begin to investigate the cultural and historic contexts of visual arts of famous artists, for example, the Modern Masters, and experiment by creating their own artworks using the same arts techniques as the masters.

Year 5 and 6

Term four will provide opportunities for students to independently and collaboratively experiment in the art room with a range of skills and techniques using a range of media and materials. They will plan, create and present their own artworks and assess the artwork of their peers using descriptive rubrics. Students will work individually or with a partner to create a construction piece representing a structure, an object or environment of their own choice. Proof of planning will be an integral part of the construction component of the term 4 curriculum. They will present their art to specific audiences and discuss their work using appropriate arts language displaying an understanding of cultural and historical influences incorporated in their own art work. For example children may create their own 'Cat's Eye' or 'God's Eye' based on the culture of the Mexican Indians. They will also begin to interpret the expressive qualities of selected traditional and contemporary artists (including themselves as artists) and compare key features of art works made in a range of times, places and cultures.

Music

Prep/1/2

During term 4, children will revisit beat and rhythm. They will reinforce terms such as tempo, piano (soft), forte (loud), ta, ti-ti, tika-tika-tika 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, xylophones etc. Children will become familiar with a wide range of percussion based instruments during this term.

Children will also work on their performances for the end of year Christmas Concert. This will include practising dance routines and actions developed by the grade teacher, to match the song tempo and lyrics as well as learning the words and developing age appropriate singing skills.

At the end of term 4, children will have the opportunity to perform in front of their classmates as well as the whole school and their families, where they will learn about projection, stage awareness and movement.

Grades 3/4/5/6

During term 4 children will focus on developing beat, rhythm and movement in a creative and energetic class activity based on group dancing. They will choose their favourite current dance track and develop a 90 second routine to present to the class. Goals include positive encouragement within the groups, teamwork and sharing dance moves, using unique and original dance moves and having the opportunity to perform in the safety of their own peers.

Children will also work on their performances for the end of year Christmas Concert. This will include developing dance routines and actions (by the grade teacher) to match the songs tempo and lyrics as well as learning the words and developing age appropriate singing skills.

At the end of term 4, children will have the opportunity to perform in front of their classmates as well as the whole school and their families, where they will learn about projection, stage awareness and movement.

Band

Children have been learning to play at least two instruments during the year and term four is their biggest performance term of 2017. They are also learning how to read simple chord sheet music and rigorously rehearsing songs chosen by the band.

Practising instruments at home, during recess, lunch or after school is a mandatory requirement in this important phase of the year.

Children are continuing to learn how to cooperate and work together as a group of very different individuals, they are developing sound 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. The band will be performing at a Regis Aged Care, Doreen Primary and the Christmas Concert late in term 4.

Choir

In term 4, grade 2-6 children who have volunteered for the year will continue to perform in the school choir. This group is focusing on performing a range of big concerts for term four. They will continue learning 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. Their focus will be learning Christmas Carols and their others songs to perform at the end of year Christmas Concert. FEPS Harmony will also be performing at Regis Aged Care, Doreen Primary and the Karingal Hub late in term 4.

Physical Education

Year Prep

During this term students will continue to be involved in:

*Minor games and activities involving stop, start, turn skills and group co-operation

*Ball skills – review throwing and catching using overarm throws in activities and minor games

*Continue in football skills and activities and soccer.

* Introduce Bat tennis – familiarization with the bat; patting the ball up and down from the bat, trying to hit the ball using forehand.

*Incorporate Brain Gym activities and fitness in sessions.

Year 1 and 2

During this term students will:

*Continue in modified games and activities related to learning skills in and how to play:

Football – kicking, hand-balling, catching and marking

Cricket – overarm throws, catching, fielding and batting/driving

Bat tennis – forehand, playing with a partner

*Regularly participate in activities involving minor games for fitness and ball skills.

Year 3 and 4

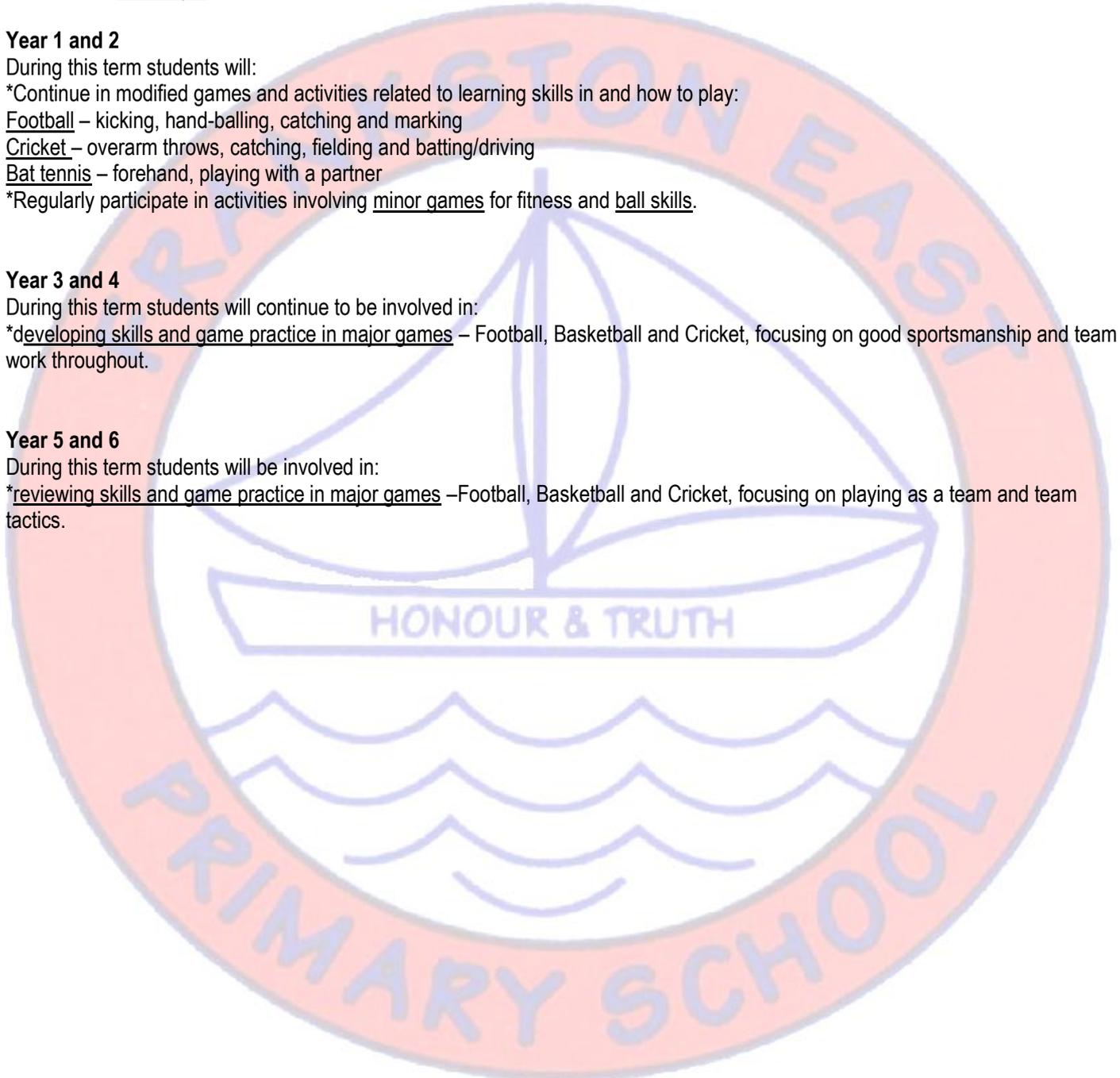
During this term students will continue to be involved in:

*developing skills and game practice in major games – Football, Basketball and Cricket, focusing on good sportsmanship and team work throughout.

Year 5 and 6

During this term students will be involved in:

*reviewing skills and game practice in major games –Football, Basketball and Cricket, focusing on playing as a team and team tactics.



Science

Year Prep

During this term students will:

- * learn about the lifecycle of plants through planting seeds in the vegetable garden and related follow-up activities including considering what plants need to grow and live and how plants are different to animals
- *look at different fruits and vegetables and what they're called
- *discuss, what part of a plant do we eat and what are the names of different parts?

Year 1 and 2

During this term students will:

- *be involved in activities related to the vegetable garden including planting seeds, watering and weeding
- *observe more closely what a bird uses to make a nest and see if they can make one themselves
- *learn about the life of ants through observing ants in the playground, seeing and recording what they like to eat and keeping some in an ant farm in the classroom as well as other related follow-up activities
- *test whether copper tape and chalk really do stop snails eating seedlings.

Year 3 and 4

During this term students will:

- *consider differences between living and non-living things, how Scientists distinguish between them and how they use non-living articles to give them clues about what was living
- *complete a simulated Dinosaur dig and report on facts they've learned about their particular dinosaur
- *look at other fossils and rocks and why they help Scientist learn more about the past.

Year 5 and 6

During this term students will:

- *follow on from the footsteps of Charles Darwin and work in small groups to design, carry out tests in a 'worm-friendly' setting and record their observations of the humble worm, focusing in particular on what senses it might have and other characteristics that enable its survival in its environ.
- *matchup key inventions and inventors from Australia and around the world as well as learn about the workings of various items by pulling them apart systematically to see how they're made - and then maybe seeing if they can put them back together.