



Curriculum  
Overviews

Term 4  
2018



# Frankston East Primary School

---

## Year Prep

### Literacy

#### **Speaking and Listening:**

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:**

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, as well as daily handwriting and personal writing pieces.

#### **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

#### **Intercultural capability: Cultural Diversity**

Cultural Practices and Celebrations

- Looking at different celebrations and festivals our families and other communities participate in
- Learning about the foods, music and costumes of particular celebrations of these cultures

#### **Activities students may be involved in during Term 4:**

- Swimming and water awareness at PARC
- School photos
- Buddy activities and Collaborative Learning with other grades
- Use of **Student Voice** by setting their own learning goals and reviewing these goals throughout the term

# 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, 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
- Stepping Up Program
- Cultural Exchange Visit to McClelland College
- Visit to Toorak College
- Activities related to the various celebrations we discuss.

## 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: Healthy Food

- Overview of unit: Students will learn about making healthy food choices, digestion, which different cultures have different foods and how what we eat affects our health.
- Activities students may be involved in:
  - Identify healthy foods.
  - What is the healthy food pyramid?
  - How can I eat healthily at school?
  - Make a healthy lunch at school.
  - Design a healthy family menu for a day.
  - Grow beans, predict, measure, report.
  - Experiments with Mrs Stanzus.
  - Special foods from other cultures.

## 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, Special reports)
- Listen and make notes from stories on Behind the News
- Listen to directions
- Speak at Student Representative, Environment and Grade meetings
- Participate in Graduation try outs and presentation

#### Reading

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

- Identify what is a command?
- Identify the development of a character.
- Read and interpret tables.
- Understand sequence.
- Identify what is important.
- Identify the aspects of argument text.
- Expand their vocabulary.
- Increase fluency and accuracy when reading.
- Summarise- explain.

#### 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.
- Use correct format.
- Write in paragraphs.
- Complete camp diary writing.
- Produce items for the school newsletter.
- Write articles for student graduation book.
- Write letters.

### Numeracy

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

- Ongoing quick maths practice.
- Ongoing tables practice.
- 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 the 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 1/2

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 3/4

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 (e.g. 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 5/6

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 artwork. Children may create Totem poles, a type of American Indian art, consisting of poles, posts or pillars, carved with symbols or figures. 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

### Year Prep, 1 and 2

During term 4 a major focus for our junior students will be organising performance pieces that are to be included in our whole school end of year Carols presentation. In most lessons, time will be allocated for the children to learn the lyrics and dance steps that will make up their individual grade's item. Our students will also be developing further 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. Students will also be given the opportunity to explore music through our keyboards and sing songs taken from the hugely popular 'Songdrops' website. Most Music and Performing Arts sessions will include a stand alone dance component where students will participate in organised dances with set choreography. Personal expression and individuality will also be encouraged through dance and through drama games.

### Year 3/4/5/6

A major component of the Music and Performing Arts program for term 4 is based around the whole school end of year Carols production that is to be presented during the final week of this term. All students in grades 3-6 will be working with their class to construct a series of performance pieces. Students will be offered the opportunity to experience many of the aspects associated with putting on a musical theatre production. There will be chances for our students to involve themselves in areas of script writing, choreography and set design. When not working on our production, our middle school and senior students will be offered musical activities focusing on listening, singing, playing, reading and recording. The activity of singing is always 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 part of our music program. When time permits students will have opportunities to play our electric keyboards and tuned instruments with the aim of further developing their understanding of the notes in a musical scale. In term 4 we will also be spending time looking at 'World Music'. This genre is a musical category encompassing many different styles of music. We will be selecting forms of ethnic, indigenous and neo-traditional music and exploring how they can be mingled with Western Popular music.

### Band

Our two school bands continue to rehearse on Wednesday and Thursday afternoons and have progressed in talent and confidence as the year has progressed. Both bands will select pieces that they will perform at our end of year Carols presentation and both bands are very keen to show the school community what they can do. Members of our bands will have the opportunity to meet the school band from Baxter Primary School who will be visiting us in November for a special performance.

### Choir

This term our amazing choir is excited to be working towards a headline performance in our annual Carols production held during the final week of the school year. The choir have also been selected to perform at the Karingal Hub for the 'Sounds of Christmas' - the proposed date and time being Thursday 22<sup>nd</sup> November at 12.00pm.

## Physical Education

### Year Prep

Minor games - activities involving gross motor skills and group co-operation

Ball skills – overarm throws and catching

Jump rope activities - incorporating both long rope and short rope for individual jumping

Review Basketball skills – games involving basketball dribbling, bounce passes and shooting

Bat Tennis – introduction to how to hold a bat, ball activities using a bat and simple forehand

### Year 1/2

Basketball skills - games involving basketball dribbling and shooting. Introduction of modified basketball games

Cricket – reviewing overarm throwing skills and catching, introducing basic batting and bowling skills

Bat Tennis - forehand and backhand are all skills that will be taught or reviewed as well as modified games with a partner

Jump rope will be incorporated throughout lessons for motor co-ordination and fitness

### Year 3/4

Basketball – reviewing basic skills set through games and activities then playing basketball games against 'like experience' teams

Netball – practising skills in throwing and passing as well as shooting. Introducing how to play netball including positions and basic rules as well as highlighting the need for team work

Bat Tennis - review forehand and backhand skills. Playing games in partner and groups

### Year 5/6

Netball – playing in teams in a round robin as well as playing Super netball in teams

Hockey – review dribbling, passing skills then playing modified team games

Diamond cricket, Frisbee soccer and Gaelic football – team games incorporating modified rules and variations of known games



# Frankston East Primary School

---

## Science

### Year Prep

Where does food come from?

Spring Planting - the Life Cycle of a plant/ parts of a plant/what do plants need, looking at seeds from different plants.

### Year 1/2

Spring planting – preparing the vegi garden, planting, how some seeds 'travel'

How can we group animals?

What characteristics would be good to use?

How did scientists end up deciding to group them?

What is an exoskeleton?

### Year 3/4

Spring planting – preparing the vegi garden, planting, characteristics of seeds from different plants

Ponding – Food chains and webs

Interdependence of living things

Life cycle of ponding animals

Impact of humans on the environment

### Year 5/6

Electricity – where does the energy come from?

What causes static electricity?

How do electric circuits transfer energy?

Group project which incorporates circuits