



Curriculum  
Overviews

Term 4  
2020



# 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 discussions related to experiences and celebrations our families have, 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
- Complete 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 , sustained reading and shared reading times
- Use reading strategies such as connecting, visualising, predicting, 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
- Identifying and counting groups of 10
- Identifying and creating shape, colour and number patterns
- Understanding and completing subtraction with numbers up to 10

### Integrated Studies:

#### **Intercultural capability: Cultural Diversity and Cultural Practices and celebrations**

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

#### Term 4 events

- Footy Day Parade
- School photos
- Participating in Fun Friday language experiences
- Looking at and completing different cultural celebrations
- Promoting Student Voice by encouraging students to contribute to decision making processes and learning outcomes by putting forward their views, concerns and ideas. Have each student review previous goals they have chosen and then have them set new Reading, Writing, Maths and Social Learning goals and review these goals throughout the term.

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## 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?

How can we work together to improve our community?

What are the similarities and differences in different cultural celebrations?

Activities students may be involved in are:

- Footy Day
- Promoting Student Voice through goal setting in Reading, Writing, Maths and Social Learning.
- Halloween Dress Up Day

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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, and create a powerpoint presentation and give a short talk to the class related to our Integrated Unit topic.
- 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 literary elements, comprehension strategies, finding the main idea and note taking skills. 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 aloud in guided reading groups and respond to texts in a variety of ways. The 3 and 4 students will learn about and identify a range of text features of fiction and non-fiction texts.

#### Writing

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

- Write a variety of procedure and narrative texts, and poetry.
- Include paragraphs in writing.
- Proofread and edit their work.
- Include correct punctuation in their writing.
- Explore spelling rules such as adding prefixes and suffixes to base words.
- Discover and learn about synonyms, antonyms, homonyms, plurals and tense.

### 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 trundle wheels and other measuring devices 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:

Students will be developing skills in relation to their health, wellbeing, safety and participation in physical activity.

- Students will explore strategies to maintain good physical and emotional health.
- Students will continue to work through activities from 'You Can Do It' and 'Rights, Resilience and Respectful Relationships' program.
- They will develop their emotional literacy, positive coping and problem solving skills.
- Learning about the psychological and physical effects a healthy diet has on the human body.
- Exploring different foods from various cultures.

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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:

- Speak in public ( Graduation, Virtual Assemblies, Special reports)
- Listen and make notes from stories on Behind the News/ Kids News
- Listen to directions
- Speak at Student Representative, 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 and information text.
- Use synonyms in their writing.
- Identify questions.
- Identify and use adjectives/ adverbs
- Write in paragraphs.
- 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 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 fractions.

### Integrated Studies

#### Virtual Camp and Remembrance Day

#### Overview of unit

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:

- 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?
- 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.
- Remembering and understanding various important facts related to Remembrance Day.
- Designing headings, borders and illustrations.
- Developing a glossary of words related to the topics.
- Footy day maths activities.

## 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. One of their activities will be to create their own mixed paper collage using a variety of paper types with different surfaces such as matte and gloss. 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. Students will experiment with oil pastels and watercolour paints to create oil resist artwork where water clings to paper and makes the paper wet but does not cling to oil. 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 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. Proof of planning will be an integral part of any 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. Children may create Totem poles, a type of American Indian art, consisting of poles, posts or pillars, carved with symbols or figures as well as designing and decorating a 3D mask. 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. This term the focus will be on 'Cubism' as developed by Pablo Picasso and to demonstrate their understanding of this style, the children will design their own straight line body shape.

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## Music

### Year Prep, 1 and 2

Now that we have returned to face to face learning, our students will be participating in activities mainly focused on music and drama. Through a variety of activities, our students will be developing the basic music skills of beat, rhythm and tempo. They will be given an opportunity to play a range of percussion instruments and electronic keyboards, both as a whole class participant and as part of a smaller ensemble. Most music sessions will include a movement component where students will participate in organised and improvised choreography. Personal expression and individuality will be encouraged through movement. At the end of term 4, children will have the opportunity to perform in front of the other members of their class.

### Year 3, 4, 5, 6

In the weeks left this year, our middle school and senior students will be offered musical activities focusing on listening, singing, playing, reading and interpreting. The playing of musical instruments both tuned and untuned is embedded in our music program and we will be continuing on from where we left off when we were last able to teach and learn face to face.

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

Our children will also be involved in a number of drama activities aimed at developing their confidence and they will be encouraged to act and perform in groups as well as solo. The student's personal preferences in music will be used as much as is practically possible.

### Band

After identifying and selecting students with music skills and creative passion at the start of this year, we will attempt to re-start the Frankston East Primary Rock bands this term. In these bands, children will reinforce the skills learnt on their instruments (keyboards, bass, guitar, drums and vocals), learn how to read simple chord sheet music and rehearse songs chosen by the band. Practising instruments at home, during recess, lunch or after school is an important aspect of this special activity. Children will learn how to cooperate and work together as a group of very different individuals. They will develop sound listening, cooperation and leadership skills. They will be required to dedicate hours out of school time to learn lyrics and chords to songs to perform for a range of different audiences.

Term 4 will also see the return of our African Drumming Group and our Ukulele Orchestra. These two groups are open to our senior students to join and rehearsals are held at Wednesday and Thursday lunchtime.

### Choir

Unfortunately, due to Education Department guidelines (COVID-19) we are not able to offer our school choir program at the present time.

## Physical Education

### Year Prep

During this term students will continue to be involved in:

\*Minor games and activities involving gross motor skills and revision of ball skills learnt throughout the year

\*Jump rope activities – continue both group and individual ropes practice

\*Ball skills – ball familiarisation, basic skills and activities in Basketball, Soccer and Tennis.

### Year 1 and 2

During this term students will be involved in:

\*Modified games and activities involving minor games for fitness and revision of balls skills learnt throughout the year

Jump rope activities – both group and individual jump ropes

Basketball - review dribbling, bounce passes and modified games

Soccer – kicking, blocking and trapping, dribbling, kicking for goals, mini soccer games

Tennis – hand/eye co-ordination activities with a racquet and ball, forehand, partner rallies.

### Year 3 and 4

During this term students will be involved in:

\*Developing skills and game practice in major games – Hockey, Soccer, Tennis and Rounders

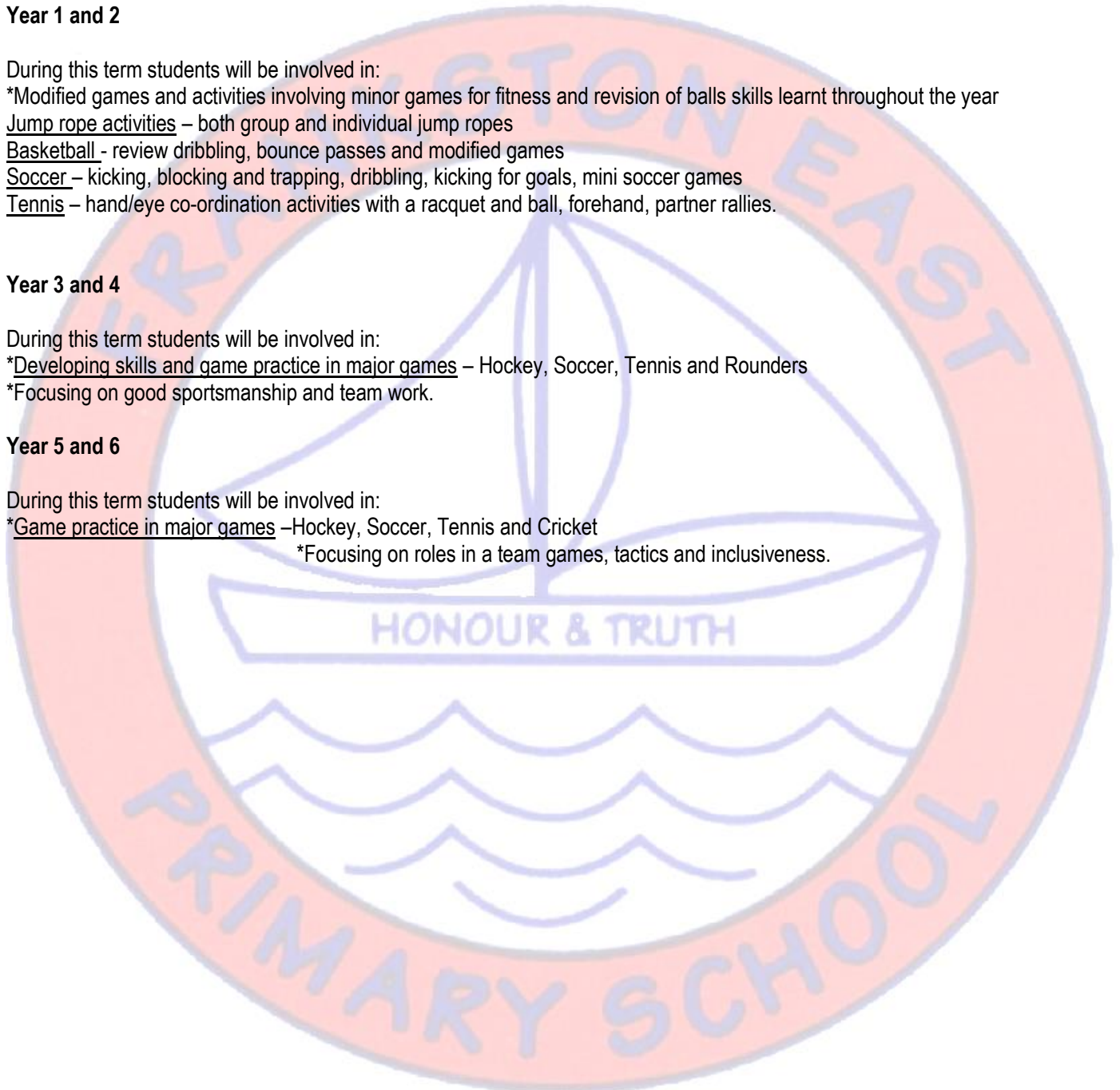
\*Focusing on good sportsmanship and team work.

### Year 5 and 6

During this term students will be involved in:

\*Game practice in major games –Hockey, Soccer, Tennis and Cricket

\*Focusing on roles in a team games, tactics and inclusiveness.





## Science

### YEAR Preps

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

Review Australian mammals and marsupials

### YEARS 1/2

Spring planting – preparing the vegetable garden, planting, how seeds ‘travel’

How can we group animals?

What characteristics would be good to use?

What characteristics did scientists use to group them?

Review Australian marsupials and monotremes

### YEARS 3/4

Spring planting – preparing the vegetable garden, planting

Food Webs

\*Interdependence of living things

\*Project on the food web in a specific Ecosystem

Study of the Southern Brown bandicoot - impact of humans and ways we can support them

### YEARS 5/6

Making Hot Air Balloons\_ - learning about the basic principle of weather through the science of hot air balloons

How is weather affected by Global Warming?

Extinct/Threatened species presentations

Characteristics of living things which help them survive

