



Curriculum Overviews

Term 1 2023



Foundation and Year 1

Literacy

Speaking and Listening

Students will participate in learning experiences requiring them to:

- Listen to and respond to books read in class.
- Identify letter patterns and sounds in words through daily phonics work.
- Identify and use rhyme.
- Retell events and experiences with peers and ask questions using who, what, where why and how
- Take part in discussions and sharing through “About Me bag” activities

Reading and Viewing

Students will be engaged in learning experiences requiring them to:

- Match sounds with letters when reading.
- Understand the structure of a book and identify the front cover, title, author and illustrator.
- Develop strategies to assist understanding when reading.
- Read nightly and practise the M100w words on a daily basis.
- Begin reading in small groups and undertake simple comprehension tasks.

Writing

Students will participate in experiences requiring them to:

- Hold a pencil correctly and sit in the appropriate position when writing.
- Recognise shapes of letters and how to form letters and basic words, including their name.
- Write for enjoyment.
- Recount activities such as weekend activities, our visit to the beach and stories read.

Mathematics

Students will be introduced to and engaged in:

- Daily automatic response of number and subitising activities
- Regular Problem-solving activities.
- Identifying concepts of Position and Location, such as under/over, near/far, left/right
- Sorting and Classifying objects according to shape, color, type, and size
- Learning to connect number names and numerals from 0 to 20.
- Connecting number names, numerals and quantities up to 10 and then beyond.
- Using different materials to represent numbers up to 10 and beyond.
- Grouping objects to develop understanding of the concept of numbers.

Integrated Studies

Health: Personal, Social and Community Health

Being healthy, safe and active

How do we develop healthy habits and stay safe?

Personal, Social and Community Health

Communicating and interacting for health and wellbeing

Contributing to healthy and active communities

Term 1 events

- Participating in our whole school beach day at Canadian Bay and exploration of rock-pools at low tide
- Andrea Hillbrick Book Club activities.
- Resilience, Rights and Respectful Relationships work
- Responsible Pet Ownership Incursion
- Participating in Fun Friday language experiences
- Participating in Active Schools activities such as mindful yoga, dance and games

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Literacy

Speaking and Listening

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

- Listen and take turns in discussions.
- Use appropriate vocabulary to express their ideas and feelings.
- Begin to recognise body language as a form of communication.

Reading

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

- Recognise upper and lower-case letters, as well as blends of letters.
- Recognise differences between fiction and non-fiction texts.
- Recognise nouns and pronouns.
- Use strategies including visualising, sequencing, chunking, and flipping the sound.

Writing

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

- Experience writing recounts and reports.
- Extend their ability to recognise syllables in words and to spell words with two and three letter blends.
- Develop their ability to use punctuation, including capital letters and full stops correctly in their writing.

Numeracy

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

- Recognising, writing and modelling numbers to 100 and beyond.
- Understanding place value to 100 and beyond
- Addition Concepts
- Addition Strategies

Integrated Studies

How do we keep ourselves and others healthy and safe?

Who are the community helpers who help keep us healthy and safe?

How do different cultural practices influence our lives?

Looking at how people from different cultures celebrate Easter in Australia.

Activities students may be involved in are:

- Beach Excursion
- Responsible Pet Program Incursion
- Respectful Relationships Program
- Book Club Activities
- Active Schools Peer-run Activities

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Year 2/3

Literacy

Speaking and Listening

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

- Listen and take turns in discussions.
- Use appropriate vocabulary to express their ideas and feelings.
- Discuss the weekly Book Club texts.
- Respond to instructions.
- Developing vocabulary.

Reading and Viewing

Each week in Year 2 and 3 there is a class reading strategy based on aspects of the C.A.F.E reading program. This term we will focus on the following strategies:

- Making mental images of a text while reading.
- Understanding the sequence of a text.
- Making predictions before, during and after reading.
- Inferring meaning of texts.
- Identifying the author's purpose.
- Analyse and respond to monthly Book Club texts.

The students in Years 2 and 3 will also participate in the Daily 5 literacy program where they complete five activities a week, including Read to Self, Read to Someone, Read with Technology, Word Work and Work on Writing. Additionally, the students will continue to engage in text responses to our school wide Book Club.

Writing

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

- Write a variety of recount and report texts.
- Develop their ability to use punctuation, including capital letters and full stops correctly in their writing.
- Proofread and edit their work.
- Extend their ability to recognise syllables in words and to spell words with familiar digraphs and three letter blends.

Numeracy

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

- Recognising, representing and ordering numbers to at least 1000.
- Solving addition problems using a range of efficient mental and written strategies.
- Describing and drawing two-dimensional shapes with and without digital technologies.
- Describing the features of three-dimensional objects.
- Identifying questions for data collection.
- Collecting and organising data.
- Creating data displays.
- Games to develop mental math skills and rapid recall.
- Open-ended learning tasks that showcase their abilities.

Integrated Studies

How do we keep ourselves and others healthy and safe?

Who are the community helpers who help keep us healthy and safe?

How do different cultural practices influence our lives?

Looking at how people from different cultures celebrate Easter in Australia.

Activities students may be involved in are:

- Beach Excursion
- Responsible Pet Program Incursion

Active schools

Students will have the opportunity to engage in:

- Regular active breaks in the classroom.
- Fitness sessions twice per week.
- Physical Activity specialist class.
- 2/3/4 Sport.
- Consistent use of the fitness stations that have been installed on the oval.

Resilience, Rights, and Respectful Relationships

- Participation in a learning sequence focused on positive coping methods. Activities they will participate will concentrate on:
 - Learning strategies for working out who goes first in a game. Discussing negative emotions felt when they lose or are excluded from a game and the strengths, they need to help them cope with these emotions.
 - Exploring the difference between calming and cheering coping strategies. Identifying times when they need to use calming or cheering coping strategies.
 - Identifying situations that can cause fear and select coping strategies to help in dealing with their fears.
 - Naming things that can make them feel angry and practising strategies to help them control the way they express anger.
 - Identify that everyone has different fears, responses and coping strategies. Recognising the need to respect this diversity.
 - Describing situations that can lead to strong emotions.

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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, rehearse and give a short talk to the class related to their Book Club and Integrated Studies units.
- Discuss the weekly Book Club texts.
- Listen to directions.
- Speak at class meetings.
- Listen for clues to solve puzzles.

Reading and Viewing

Each week in Year 3 and 4 there is a class reading strategy based on aspects of the C.A.F.E reading program. This term we will focus on the following strategies:

- Finding the Main Idea of fiction and non-fiction texts.
- Understanding words in isolation and words with multiple meanings.
- Understanding the sequence of a text.
- Making predictions before, during and after reading.
- Inferring meaning of texts.
- Recalling literal meaning in texts.
- Analyse and respond to monthly Book Club texts.

The students in Years 3 and 4 will also participate in the Daily 5 literacy program where they complete five activities a week, including Read to Self, Read to Someone, Read with Technology, Word Work and Work on Writing. Additionally, the students will continue to engage in text responses to our school wide book club.

Writing

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

- Write a variety of recount, persuasive and narrative texts.
- Include paragraphs in writing.
- 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:

- Problem solving activities.
- Activities to develop knowledge of the place value system.
- Reading, writing, modelling, partitioning and ordering 5-digit numbers.
- Hands on learning about the four operations: addition, subtraction, multiplication and division.
- Identifying questions for data collection.
- Collecting and organising data.
- Creating data displays.
- Games and rotations to develop mental math skills and rapid recall.
- Open-ended learning tasks that showcase their abilities.

Integrated Studies

Unit title: Making Media

Overview of unit: Using Digital Technology.

How can we use a variety of media to promote Our School?

The children will be involved in activities that include:

- Exploring a range of digital systems with peripheral devices for different purposes.
- Recognising different types of data and exploring how the same data can be represented in different ways.

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Other activities students may be involved in are:

- Looking at different types and sources of media.
- Using different technology to create media.
- Making posters, videos, brochures and Power Points to promote Our School.
- Investigating the types of media our school uses.

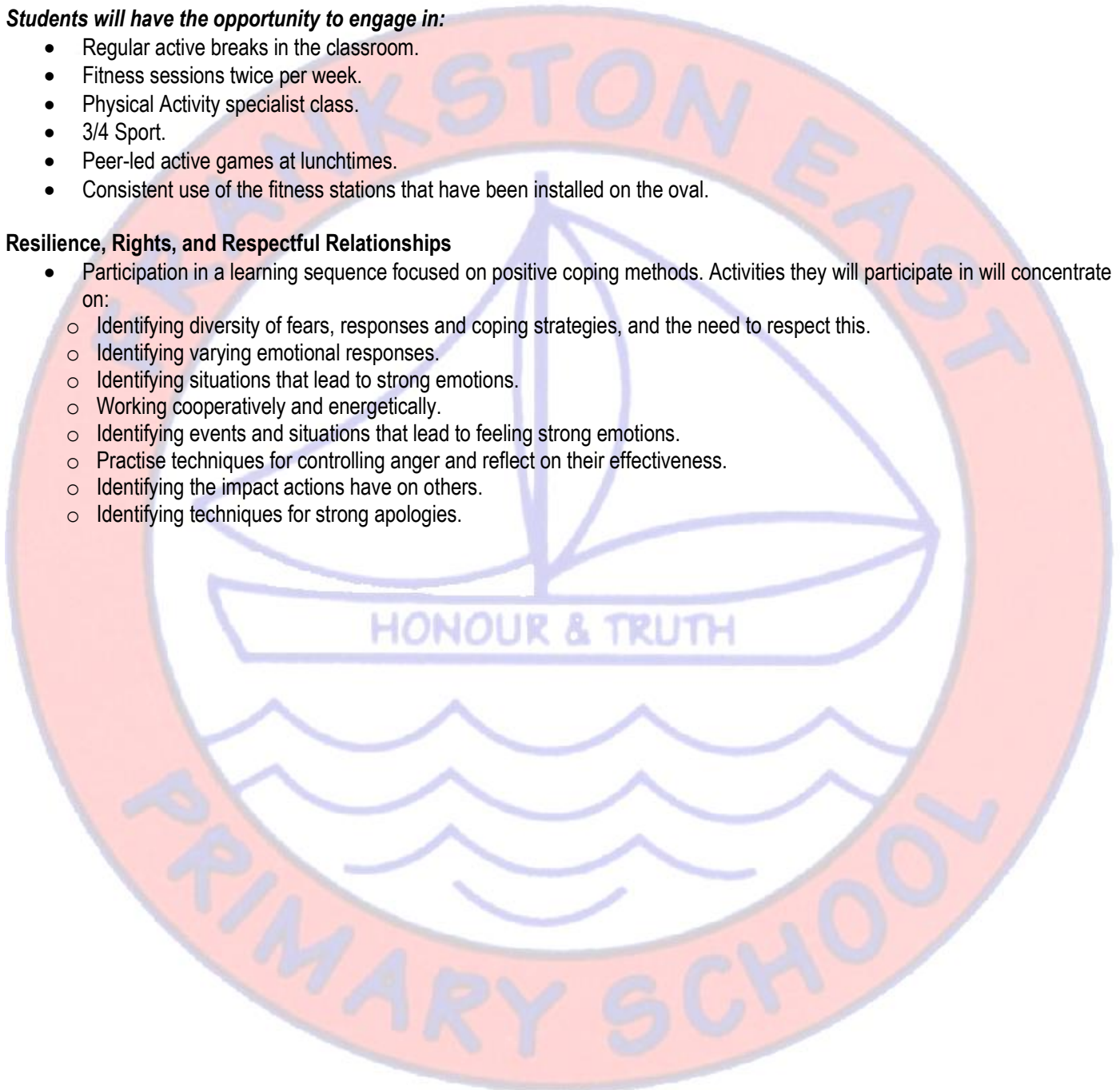
Active schools

Students will have the opportunity to engage in:

- Regular active breaks in the classroom.
- Fitness sessions twice per week.
- Physical Activity specialist class.
- 3/4 Sport.
- Peer-led active games at lunchtimes.
- Consistent use of the fitness stations that have been installed on the oval.

Resilience, Rights, and Respectful Relationships

- Participation in a learning sequence focused on positive coping methods. Activities they will participate in will concentrate on:
 - Identifying diversity of fears, responses and coping strategies, and the need to respect this.
 - Identifying varying emotional responses.
 - Identifying situations that lead to strong emotions.
 - Working cooperatively and energetically.
 - Identifying events and situations that lead to feeling strong emotions.
 - Practise techniques for controlling anger and reflect on their effectiveness.
 - Identifying the impact actions have on others.
 - Identifying techniques for strong apologies.



Year 5/6

Literacy

Speaking and Listening

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

- Listen to directions.
- Listen for clues to solve puzzles.
- Speak at class meetings.
- Speak at Student Representative and Environment meetings.
- Complete Leadership Program.
- Discuss the monthly Book Club texts.

Reading

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

- Locate the main idea of a text.
- Understanding words in isolation and words with multiple meanings.
- Understand the sequence of a text.
- Make predictions about what will happen.
- Infer meaning of texts.
- Analyse and respond to monthly Book Club texts.

Writing

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

- Write narrative texts, making sure events are in sequential order.
- Write persuasive texts.
- Present information to try and persuade someone to follow a particular point of view.
- Identify nouns and adjectives and use them to enhance writing.
- Identify and use action verbs.
- Complete class recounts (Water Safety and Beach Day).
- Produce items for the school newsletter.
- Write articles for student graduation book.
- Identify and use homophones, synonyms and antonyms.
- Write responses to monthly Book Club texts.

Numeracy

In Numeracy, students introduced to and engaged in:

- Addition and subtraction with regrouping.
- Short and long multiplication with regrouping.
- Short Division with regroupings.
- Place value (millions to thousandths).
- Prime and composite numbers, factors.
- Two step problem solving.
- Types of angles.
- Drawing and measuring angles.
- Reading time (analogue and digital).
- 24-hour time.
- Lines of symmetry.
- Perimeter and area.
- Reading timetables.
- Classifying shapes (2 and 3D).
- Open ended tasks.

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Integrated Studies

Water Safety/ Environmental Conservation

Overview of unit

In this unit students study the procedures and knowledge they need to keep themselves and others safe in and around water. Students also study the need to look after our environment.

Activities students may be involved in are:

- Project work.
- Water Safety Day.
- Investigate e.g. Why do we need to protect certain areas e.g., Antarctica?
- List and learn the ways of looking after a reef.
- Discuss Safety around pools.
- Present research findings as a model.
- Create brochures, flyers and booklets.
- Investigate YouTube - Wired for Science.
- First Aid - DRSABCD.
- Remember and understand various important facts related to both topics.
- Research information.
- Design new pool safe fencing.
- Develop a glossary of words related to the topics.

Active schools

- Regular active breaks in the classroom.
- On-site training to become Peer Activity Leaders, to promote more physical activity throughout the whole school during recess and lunchtime.
- Consistent use of the fitness stations that have been installed on the oval.

Resilience, Rights, and Respectful Relationships

Participation in a learning sequence focused on positive coping methods. Activities they will participate in will concentrate on:

- Identifying diversity of fears, responses and coping strategies, and the need to respect this.
- Identifying varying emotional responses.
- Identifying situations that lead to strong emotions.
- Working cooperatively and energetically.
- Identifying events and situations that lead to feeling strong emotions.
- Practise techniques for controlling anger and reflect on their effectiveness.
- Identifying the impact actions have on others.
- Identifying techniques for strong apologies.

Art

Year Prep

During term one prep children will be introduced to the art room layout and to a range of simple tools and media. They will be encouraged to draw upon their experiences in play and their imagination to develop individual art pieces, talk about what they have produced and share them with others.

Through a common focus on the topics of The Beach, Sun Smart and Marine Life, they will develop art pieces which will allow them to explore early concepts related to line, colour and decoration. They will use pencils, crayons, large markers and pastels to draw and colour with a focus on selecting the way to use their paper, (portrait or landscape) and using paper space well. They will be introduced to the primary colours and simple colour mixing techniques such as overlapping colours when applying food dyes over a crayon drawing.

Cutting, folding and decorating skills will be used in the construction of paper fish mobiles and simple concepts related to pattern and texture will be investigated during the development of their own beach towels.

Year 1 and 2

During term 1 grade one and two children will explore the concepts of colour, pattern and texture through topics related to the beach and marine environments. They will be encouraged to respond to topics in their own way and to look more closely at their own completed art pieces and to those of others.

During the development of turtles using paper weaving, they will investigate and use a range of patterns seen in fabrics, wrapping papers and other everyday items. They will be encouraged to think about and select colours that will complement their ideas.

The children will explore the development of texture when creating fish shapes by dragging, twisting or dabbing with crayon and pastel to make marks. Colour concepts and colour mixing skills will be extended through opportunities to blend pastel colours and dyes.

They will be involved in activities which will allow them to practise and extend their skills in drawing, patterning, stencil use, cutting and joining, collage, paper craft, wax resist, and weaving.

Year 3 and 4

During term one children in grades three and four will further explore the visual art forms of drawing, printing and collage while developing their own interpretation of ideas based on the topics of marine environments.

They will be encouraged to employ learned techniques to achieve an individual response and to consider their possible audience when presenting their finished work.

The children will investigate types of line used to convey an idea or emotion before completing an art piece based solely online. They will use colour mixing, collage and printing skills combined with the use of negative shapes to develop an underwater scene. The skills of wax resist, printing and relief combined with the development of texture will be further explored and extended when creating a design based on the shape of a marine life.

Year 5 and 6

Children in grades five and six will this term focus on the development of skills and concepts related to line, texture and colour. They will be encouraged to develop their own style and incorporate their own ideas when responding to topics investigated. These topics include Marine Life and Sun Smart.

They will use a range of textas and fineliners to investigate and develop designs based on line and colour. They will also explore the possibilities of contrast when using black and white in designs.

Children will design their own sun smart tee shirt logos and will experiment with colour and design.

Concepts related to use of texture will be extended to include ways paper or card may be textured using a personal cutting tool. Skills learnt and practised will be included in the development of a textured sea creature.

They will be expected to be able to explain their ideas and choice of materials or techniques, experiment with materials used to extend their range of skills and make positive contributions to discussion related to art pieces shared and discussed.

Music/Performing Arts

Prep (Foundation) / Years 1 and 2

During term 1 our students will be participating in activities mainly focused on music and dance. In each lesson the children will have a chance to use their voices as we sing a variety of songs. Through a sequence of lessons our students will also be exploring and developing 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. Most music sessions 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 1, children will have the opportunity to perform in front of their classmates where they will learn about projection, stage awareness and movement.

Years 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. To commence the year all senior classes will have the opportunity to explore rhythm and beat by using our fantastic percussion instruments including our African drums. Later in the term our senior students will be using our keyboards to play single note melodies and progress their knowledge to play a combination of notes that make up chords. 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

After the success of the band program in recent years a select group of children will be chosen to participate in our Band program. In this situation, children 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. Practicing 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&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 1 all grade 3-6 children will have the opportunity to participate in the school choir. 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.

LOTE Japanese

Prep (Foundation) / Years 1 and 2

The theme for this term in Japanese across the whole school is animals and each year level will be doing a different unit relating to animals.

This term students are studying the unit 'まきば' (Makiba; Farm) in Japanese. In this unit students are learning eight farm animal words and six colour words through story telling. Students will then learn how to describe in Japanese what colour an animal is by using the sentence structure 'NOUN は ADJECTIVE です'. To extend their learning they will also learn how to use 'and' in Japanese and describe animals that have more than one colour in a sentence.

Farm animal vocabulary:

- うし (Ushi; Cow)
- 犬 (Inu; dog)
- ねこ (Neko; cat)
- うま (Uma; horse)
- とり (Tori; bird)
- あひる (Ahiru; duck)
- ぶた (Buta; pig)
- ひつじ (Hitsuji, sheep)

Colour vocabulary:

- しろ (Shiro; white)
- くろ (Kuro; black)
- ちゃいろ (Chairo; brown)
- ピンク (Pinku; pink)
- あか (Aka; red)
- はいいろ (Haiiro; grey)

Years 3 / 4

Students in grade 3/4 and the grade 2s from 23B, are studying the unit 'ちゃいろのくま' (Chairo no kuma; Brown Bear, Brown Bear, what do you see?) in Japanese. In this unit students are reading the story 'Brown Bear, Brown Bear, what do you see? In Japanese together. By the end of the term, students will know the verb 'to see' in Japanese and how to write what they are seeing, by making their own version of the story. Students will build on their knowledge of colour words and learn new colours apart from just the primary colours. Furthermore, students will be learning colours to describe the animals. They will learn the sentence structures, 'NOUN は ADJECTIVE です.' and 'ADJECTIVE NOUN は 何を見ますか?'.

Animal vocabulary:

- くま (Kuma; bear)
- うま (Uma; horse)
- ねこ (Neko; cat)
- 犬 (Inu; dog)
- ひつじ (Hitsuji; sheep)
- かえる (Kaeru, frog)
- あひる (Ahiru; duck)
- きんぎょ (Kingyo; goldfish)
- とり (Tori; bird)

Colour vocabulary:

- ちゃいろ (Chairo; brown)
- あかい (Akai; red)

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- きいろい (Kiiroi; yellow)
- あおい (Aoi; blue)
- みどり (Midori; green)
- むらさき (Murasaki; purple)
- しろい (Shiroi; white)
- 黒い (Kuroi; black)
- オレンジ (Orenji; orange)

Years 5 / 6

The Grade 56's topic is 'どうぶつえん に きました' (Doubutsuen ni ikimashita; I went to the zoo). Students are learning how to sequence ideas and events at a basic level in Japanese, resulting in a recount story at the end of the term. Students are being taught twelve common zoo animals, the verbs 'I went' and 'I saw' and finally, four conjunctions in Japanese to make more complex sentences in Japanese. Students will also start learning this term and for the whole year how to write in Japanese using one of the main alphabets, hiragana.

Zoo animal vocabulary:

- ぞう (Zou; elephant)
- カンガルー (Kangaroo; kangaroo)
- パンダ (Panda)
- とら (Tora; tiger)
- へび (Hebi; snake)
- しまうま (Shimauma; Zebra)
- しろくま (Shirokuma; Polar bear)
- わに (Wani; crocodile)
- きりん (Kirin; giraffe)
- さる (Saru; monkey)
- ライオン (Raion; lion)
- ペンギン (Penguin; penguin)

Other vocabulary:

- 見ました (Mimashita; I saw)
- 行きました (Ikimashita; I went)
- 何 (Nani; what)
- さいしょに (Saishoni; first/firstly)
- そして (Soshite; and)
- それから (Sorekara; and then/after that)
- さいごに (Saigoni; finally)

Physical Education

Preps

Students will be involved in activities that focus on:

Minor Games - following simple directions and rules, build resilience & group work, introducing simple equipment, partner or group activities:

Whistle freeze, Go Fetch, Ponies & Riders, Crocodile Crocodile, Touch, Hoop Play

Movement activities- Run, hop, skip, jump, gallop:

Musical statues, Follow the leader, relays

Ball Activities

Rolling, using bean bags, underarm throw and catch, bouncing and dribbling.

Spatial awareness and body movement – balances, mirroring, dance/ Freeze.

Year 1/2

Students will be involved in activities that focus on:

Fitness – Tag the tail, Ship Ahoy, Pixies Gnomes & Elves, Crocodile, Crocodile, Octopus

Minor Games/Group work/Building resilience – Steal the Bean Bag, Timed whole class throw, Cat among the Pigeons, Relays

Ball/Game Skills - Reviewing different types of throws & focusing on over arm, Basketball dribbling & skills, Tunnel ball, Bob ball, Poison ball, Rebound ball, Run the Gauntlet, Tag the Tail 2 (Ball throw game)

Year 3/4

Students will be involved in activities that focus on:

Group co-operation, Resilience & Fitness - Pony Express, Octopus, Class Circle throw (3 balls/same order).

Modified games – Introducing using bases in games: T- ball tip and run, Kick ball using bases.

Skill introduction & training for Field Events inter-school sport:

Long jump, Triple jump, Shot put, Discus and High jump.

Year 5/6

Students will be involved in activities that focus on:

Group co-operation, Resilience & Fitness - Balloon tag, Jack/Queen/King bean bag steal, Sovereign Dodge ball.

Rounders

Skill review & training for Field Events inter-school sport:

Long jump, Triple jump, Shot Put, Discus and High jump.

Science

Preps

During this term students will be involved in activities that focus on:

* What lives in Rock pools?

* Weather

- temperature changes
- what causes shadows? Why do shadows change?
- why are there clouds?

Year 1/2

* The Tides

* Life in a Rock Pool

* What happens to rubbish at the beach?

* The Importance of Water

Year 3/4

During this term students will be involved in activities that focus on:

What's underneath us?

* Journey to the centre of the Earth

* Dirt/rocks-what do they tell us about past life?

* Tectonic plates - how do they cause natural disasters?

* Volcanoes

Year 5/6

During this term students will be involved in activities that focus on:

What impact does the sun have on life:

* Fire danger in summer

* Key components of the Sun/ Sun facts.

* How Archimedes used the Sun's energy in a crisis-believe it or not.

* Measuring UV rays and capturing energy through solar panels

* Light – shadows, absorption, reflection and refraction of light.

Photosynthesis and cells.