



Curriculum Overviews

Term 3 2023



Frankston East Primary School

Year Foundation (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.
- Participate in Mystery Bag show and tell

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

- 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
- Read a variety of materials and respond to these by completing simple comprehension tasks
- Hear and respond to stories and poems.

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

- Continue to use basic punctuation, such as capital letters and full stops and identify question marks and exclamation marks
- Use conventional upper and lower case letters and form them correctly in their writing
- Practise correct formation of upper and lower case letters using a variety of writing tools
- Participate in weekly spelling activities of reading and writing 3 letter word groups using onset and rime
- Produce Descriptive writing pieces and Procedural writing related to a variety of topics

Numeracy

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

- Activities which continue to develop their ability to recognize numerals and model numbers to 20
- Simple addition activities to 10

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- Daily automatic response of number and subitising activities
- Identifying whole and half fractions
- Identifying measurement attributes in practical situations and comparing lengths, masses and capacities of familiar objects
- Recognising and completing number patterns
- Skip counting by 2's, 5's and 10's as well as counting on and counting back from random numbers up to 50
- Identifying and continuing patterns and number patterns
- Working at activities related to Picture-book Maths, Subitising, Open Ended activities, Problem Solving and Interactive Maths Games.
- Participating in small groups and independently to complete weekly maths rotations.

Integrated Studies:

In Integrated Studies we will be discussing Technologies and Society

- How does technology help us move around and connect with others in the community?
- How do society and environmental sustainability factors influence the design and technologies used in transport?

Activities students may be involved in during Term 3:

- 100 Days of school celebrations
- Book week activities
- FEAST rehearsals and performance
- Footy Day activities
- Participating in Active Schools activities, including Move it Mondays dancing, mindful yoga and games
- Continue working on Resilience, Rights and Respectful Relationships activities
- Buddy lunch and Collaborative Learning with other grades
- Promoting Student Voice by encouraging students to contribute to decision making processes and learning outcomes by putting forward their views, concerns, and ideas.

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Year 1 and 2

Literacy

Speaking and Listening

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

- Apply their listening skills in a variety of situations.
- Extend their ability to replicate rhythm and rhyme.
- Discuss their likes and dislikes.
- Develop their ability to make short presentations to the class.

Reading

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

- Continue to develop and extend their comprehension strategies including connecting to the text and recognising the author's purpose.
- Enhance their ability to recognise sentence boundary punctuation.
- Extend their ability to recognise different text types.
- Develop their ability to recognise and use adjectives.

Writing

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

- Experience listening to and writing descriptive texts, procedural texts and poems.
- Extend their ability to use punctuation correctly in their writing.
- Enhance their recognition and use of letter patterns in spelling.
- Develop skills to reread and check their own work.

Numeracy

In Numeracy, students will be engaged in:

- Activities which will develop their understanding of measurement including length, mass and capacity.
- Extending their knowledge of place value.
- Continuing to develop their understanding of fractions.
- Activities that involve understanding and completing subtraction tasks,

Integrated Studies

In Integrated Studies we will be discussing Technologies and Society

- How does technology help us move around and connect with others in the community?
- How do society and environmental sustainability factors influence the design and technologies used in transport?

Activities students may be involved in are:

- Book Week Activities
- FEAST
- Father's Day Craft
- Footy Day

Year 3 and 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 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 Year 3 and 4 there is a class comprehension focus. This term we will focus on questioning when reading, literary elements, fact and opinion, cause and effect, character traits, navigating non-fiction texts, literal comprehension and inferential comprehension. The students will participate in literacy rotations where they read aloud in a teacher lead reading group matched to their ability level. 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 sessions, students will be engaged in learning experiences requiring them to:

- Write a variety of procedural texts and narratives and poems.
- Publish a poetry book.
- Include paragraphs in writing.
- Proofread and edit their work.
- Include correct punctuation and grammar in their writing.
- Explore spelling rules
- Discover and learn about synonyms, antonyms, homonyms, plurals and tense.

Numeracy

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

- Problem solving activities.
- Activities that introduce directional language; including north, south, east and west.

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- Hands on learning about location, including how to use grid coordinates and landmarks.
- Activities to develop an understanding of transformations such as flips, slides and turns.
- Hands on learning about fractions and decimals.
- Activities to develop their ability to tell the time on both digital and analogue clocks.
- Real life math situations to develop an understanding of Australian money, how to count collections of money and how to determine the amount of change when completing transactions.
- Games and rotations to develop mental math skills and rapid recall in all four operations.
- Working in small groups.

Integrated Studies- Celebrations Around The World.

Overview of unit: Students will be involved in a variety of activities including investigating different types of celebrations around the world and in Australia. The students will engage in a range of hands on and collaborative tasks that focus on the celebrations below. At the end of their unit of learning, they will choose a celebration to focus on for a personal project.

- Bastille Day
- Birthdays
- Brazilian Carnivals
- Chinese New Year
- Christmas and Easter
- Indigenous Celebrations
- Diwali
- Hanukkah
- Independence Day
- Moon Festival
- Ramadan

Wellbeing

Respectful Relationships

This term, the Wellbeing Focus will be on Stress Management.

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The students will:

- Develop a definition of stress
- Identify causes of stress
- Develop self-calming techniques
- Understanding the role of self-control amidst daily challenges
- Explain the value of self-discipline in helping them to learn
- Identify strategies to help deal with strong emotions
- Practise calming and coping strategies
- Practise relaxation techniques for reducing tension

Zones of Regulation

This term, the Year 3 & 4 students are continuing their learning about the Zones of Regulation. This is a wellbeing program that helps students to understand their varying emotions. The 4 zones are listed below. The students will learn to recognise when they are within each zone and apply strategies to regulate themselves back into the green zone.

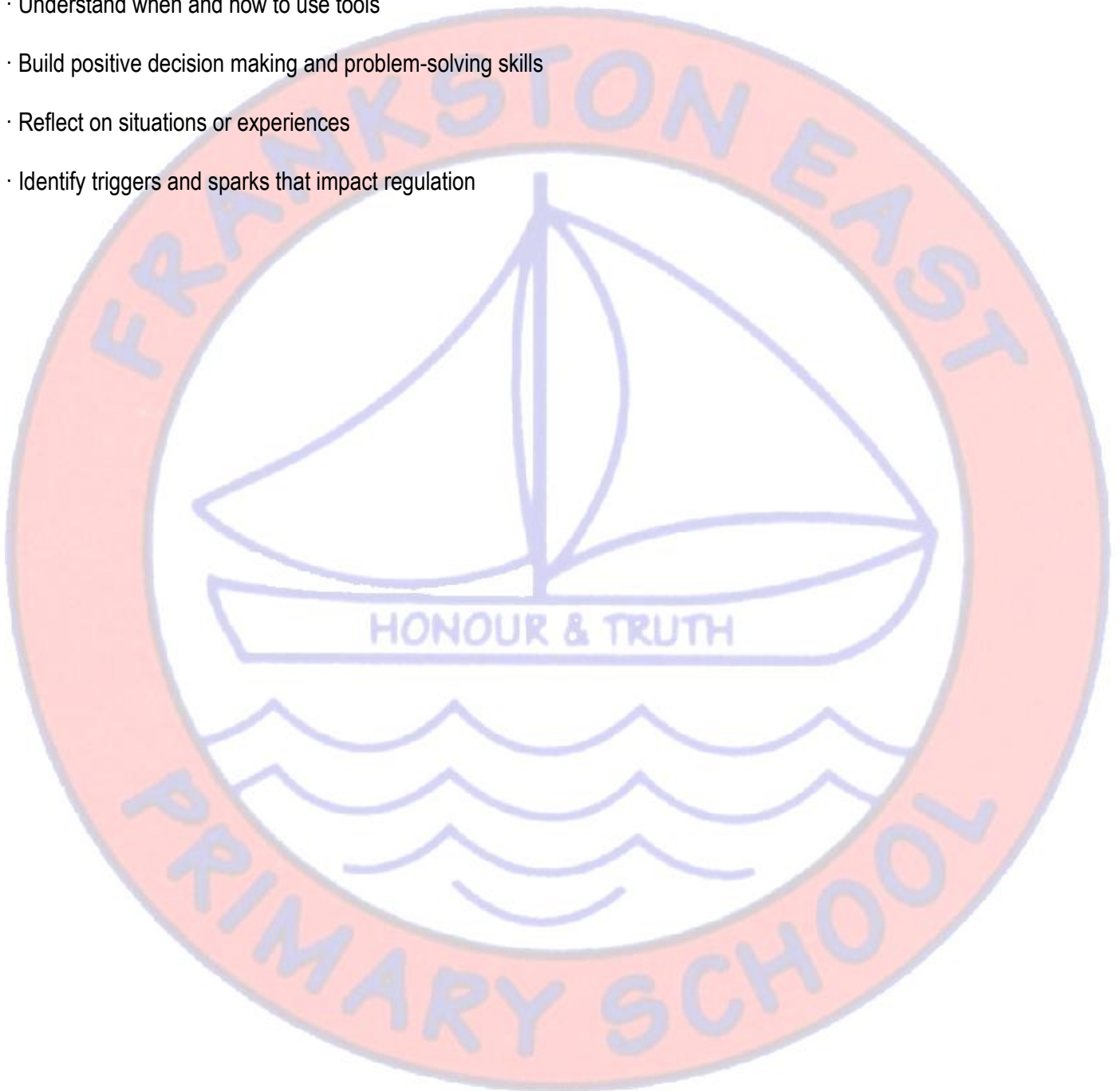


The Zones of Regulation helps learners:

- Improve competencies in co-regulation and self regulation
- Self-identify feelings, energy, and levels of alertness
- Build self-awareness of body signals as they relate to emotions
- Develop perspective-taking skills

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- Integrate situational awareness with self-awareness to determine how to regulate
- Learn why regulation matters in relation to goals and well-being
- Identify, practice, and utilise effective regulation and wellness tools/strategies
- Understand when and how to use tools
- Build positive decision making and problem-solving skills
- Reflect on situations or experiences
- Identify triggers and sparks that impact regulation



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Years 5 and 6

Literacy

Speaking and Listening

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

- Speak in public (Assemblies, Sports reports).
- Listen and make notes from stories on Behind the News.
- Listen to directions.
- Speak at Student Representative Council, Environment and Grade meetings.

Reading

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

- Distinguish between fact and fiction.
- Identify Author's Purpose.
- Make inferences and draw conclusions.
- Complete Book Week activities.

Writing

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

- Write procedural texts.
- Use similes in their writing.
- Identify questions.
- Identify and use adjectives.
- Write in paragraphs.
- Produce items for the school newsletter.
- Write articles for student graduation book.

Numeracy

In Numeracy, students are introduced to and engaged in:

- Ongoing quick maths practice.
- Ongoing tables practice.
- Continued skill development based on the four processes.
- Problem solving using more than one step.
- Prime and composite numbers, factors and multiples.
- Order of operations.
- Writing numbers in words.
- Equivalent fractions.
- Simplifying fractions.

Integrated Studies

Digital Technology

Focus Question:

- How do forces, foods, fibres and other materials influence design?
- How do people in design and technology jobs address competing considerations like sustainability when designing solutions?

RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS

Stress Management

- Stressors- identifying contexts and situations that cause stress.
- Lifting the mood- using collaborative play to build social support.
- A guided relaxation- practice calming strategies when feeling intense emotions.



Art

Year Prep

During Term Three the students will participate in activities exploring both 2D and 3D art forms focusing on drawing, painting, constructing, decorating and collage. 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. The students will be encouraged to develop and express their ideas confidently and creatively; and being *inquirers*, enjoying their learning and being naturally curious about the activities they are undertaking.

The students will use and integrate a variety of tools and materials to create simple art works. The students will be given the opportunity to improve their fine motor skills through drawing, cutting, pasting and painting. In collage they will use and integrate a variety of materials by making an outdoor scene. The students will begin to use the artwork seen in picture story books from Book Week 2023 as motivation for their own works.

Term three art works will link 2D and 3D art to events in their lives including the 2023 FEAST musical. Using these and other ideas and concepts taken from themes, scenarios, narratives and visual stimuli, they will experiment with ways of expressing and communicating ideas and feelings to particular audiences or for particular purposes.

Year 1 and 2

During Term Three there will be a particular emphasis on the students being both artists and thinkers. The students will be encouraged to give thought to their artwork before they take action and weigh up the possible outcomes of the different opportunities that can be explored when developing their art work. Students will use paint in a variety of ways including mixing colors, sponge painting and the effects made by thin and thick brushes. The students will also use the artwork seen in picture story books from Book Week 2023 as motivation for their own works.

Term three art works will link 2D and 3D art to events in their lives including the 2023 FEAST musical. Using these and other ideas and concepts taken from themes, scenarios, narratives and visual stimuli, they will experiment with ways of expressing and communicating ideas and feelings to particular audiences or for particular purposes.

Year 3 and 4

During Term Three, students will make 2D and 3D art works in the art forms of drawing, painting, printing, constructing, decorating and collage. 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. There will be an emphasis on the use of recycled materials and the many ways they can be incorporated into construction pieces. Construction will provide further opportunity to develop cutting, joining and decorating skills. As they explore and respond to their own and others' art works, students develop skills, techniques and processes for expressing emotions and ideas, and signifying purpose. Students will be involved in designing their own backdrops for their musical items in 2023 FEAST.

Year 5 and 6

Term Three will provide opportunities for students to assume greater responsibility for their learning and assessment in the art room. They will plan, create and assess their own artwork and that of their peers using descriptive rubrics.

Through exploring and responding, students will further develop vocabulary of appropriate arts language they can use to describe and discuss the content and structural qualities of their own and other people's arts works. They will be encouraged to discuss their opinions about the arts ideas they are exploring through planning, creating and reflecting upon their artworks. Through their involvement with the 2023 FEAST musical students will be involved with designing props and decorations. Students will research, improvise, practise and rehearse skills, techniques and processes, using a range of media, materials, equipment and technologies to further expand their learning.

Music and Performing Arts

Foundation, Year 1 and 2

During term 3 the focus for our junior students will be organising performance pieces that are to be included in our whole school FEAST production. In each lesson, time will be allocated for the children to learn the lyrics and dance steps that will make up their individual grade's item. When time permits, our students will also be 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 session 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

The Music and Performing Arts program for term 3 is predominantly based around the Whole School FEAST production that is to be presented during the final week of this term. All students in grade's 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 large-scale musical theatre production. There will be chances for our students to submerge 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.

Each session will have learning outcomes clearly expressed to the students.

Band

Our school bands continue to have sessions on Monday and Tuesday afternoons. Despite interruptions to the program, those involved have progressed in talent and confidence as the year has progressed. The members of this program have selected pieces that they will perform at FEAST and all involved are very keen to show the school community what they can do.

Choir

This term our amazing choir is excited to be working towards a headline performance in our annual FEAST production held at the end of term 3. The choir is working on various songs including separate opening and closing numbers which will certainly be a highlight of the evening. The choir has also been selected to sing other items that will complement various parts of our show.

Physical Education

Year Prep

Football Skills – Games and activities involving handling a football, running with a football, kicking, running to pick up.

Jump rope activities

Perpetual Motor Skills activities – 5 weeks of rotating activities which focus on motor co-ordination skills incorporating specific equipment.

Year 1 and 2

Football Skills – running with a ball, handling a football, kicking, hand balling, and catching.

Basketball skills– introducing and reviewing basketball skills through activities and modified games.

Jump rope activities

Batting – skills and modified games.

Year 3 and 4

Football – Reviewing football skills and playing modified games in small groups.

Basketball – reviewing skills and playing basketball games.

Netball – playing games/teamwork.

Jump rope activities and Four Square

Year 5 and 6

Football –whole class games.

Basketball –playing basketball games.

Volley Ball

Jump rope activities and Four Square

Science

Year Prep

During this term students will complete activities that focus on:

Where do animals live - observations in the playground about any insects or 'bugs' that are found; what signs are there of other animals that inhabit our playground?

Different animals need different Environments.

Year 1 and 2

During this term students will complete activities that focus on:

Animal habitats – What do different animals need? What environs do animals inhabit around the world?

From Ocean to Desert environments.

Year 3 and 4

During this term students will complete activities that focus on:

Origins of Energy sources – how are they produced?

Renewable and Non-renewable energy.

Decomposition of matter – what materials decompose compared to materials that decompose slowly.

The Bones that are left behind.

Year 5 and 6

During this term students will complete activities that focus on:

Threatened species – students will choose a threatened species and complete and present a project focusing on how this species has been impacted.

Minerals and precious Gems:

*Where are they found? Why are they so valuable?

*How are they formed?

*Issues related to mining in Australia.

Japanese

Year Prep, 1 and 2

This semester students are learning the Japanese names of common fruits and phrases for to use to express which fruits they like and which they don't. Furthermore, students will be learning how to describe fruits as healthy or delicious. Students will participate in a variety of songs, games and other activities to build their confidence in using the key words and phrases. There are opportunities for students to develop their listening, speaking, reading and writing skills through a story about animals ordering juice at a juice bar.

Key language:

- Asking for opinions: Is it healthy?
- Making requests
- Expressing feelings
- Names of fruits
- Name of animals

Year 3 and 4

This semester students are learning the Japanese names of common body parts and animal body parts to use to describe characteristics of their Pokémon creations. Students will be learning how to describe the shape and colour of body parts. There are opportunities for students to develop their listening, speaking, reading and writing skills through participating in a variety of songs, games and other activities to build their confidence in using key words and phrases. Towards the end of the unit students will be creating their own Pokémon on a card and describing its body features using the key terms we learned this term.

Key language:

- Name of body parts
- Name of face terms
- Describing characteristics
- Name of colours
- Self-introduction

Year 5 and 6

Travelling around Japan:

This semester students are learning more in-depth about locations in Japan. Students are creating a 3-day trip for a travelling alien. Their plan will include the city in Japan the alien is going to each day, the transport the alien will need to

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take to get to each location, the activity they will do in each location and how much each activity will cost. They will also create a little profile of their alien, describing its name, age, birthday month, likes/dislikes and what planet they are from. Students will have opportunities to develop their reading, writing, speaking and listening skills through a variety of activities.

Key language:

- Name of places in Japan
- Name of activities
- Name of transports
- Numbers bigger than 100
- Age
- Months in Japanese
- Expressing their opinion
- Name of planets

