Curriculum Overviews

Term 1 2014
Year Prep

**Literacy**

**Speaking and Listening**
In Speaking and Listening activities, students will be engaged 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 Show and Tell /Mystery Bag activities.

**Reading**
In Reading activities, 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 practice the M100w words on a daily basis.
- Begin reading in small groups and undertake simple comprehension tasks.

**Writing**
In Writing activities, students will be engaged in learning experiences requiring them to:
- Hold a pencil correctly and sit in the appropriate position when writing.
- Recognize shapes of letters and how to form letters and basic words.
- Write for enjoyment.
- Recount activities such as weekend activities, our visit to the beach and stories read.

**Mathematics**

**Number and Algebra**
In Numeracy, students will be introduced to and engaged in:
- Learning to connect number names and numerals from 0 to 20.
- Ordering numbers 1 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**

**Beach habitats**
Focus questions
What plants and animals can we find at the beach?
What activities can we do at the beach?

**Frankston**
Focus questions
What makes Frankston unique?
What are the different habitats or special features of Frankston?
How can we look after these special features of the Frankston area?

Activities students may be involved in are:
- Visit to our local beach and exploration of rock-pools at low tide.
- Looking at maps of the Frankston area and where we live.
- Discussing the things about Frankston we enjoy and how we can look after these features.
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:
- Develop their ability to listen to others and respond appropriately.
- Identify the appropriate language for school.
- Speak clearly, monitoring their volume and pace.
- Extend their vocabulary.
- Use a combination of language, gestures and facial expressions when communicating.
- Explore different ways of expressing emotions.

**Reading**
In Reading activities, students will be engaged in learning experiences requiring them to:
- Develop their ability to read independently.
- Extend their knowledge of high frequency words.
- Enhance their comprehension of written texts.
- Extend their ability to self-correct errors when reading.
- Utilize multiple strategies when they encounter unfamiliar words in written texts.

**Writing**
In Writing activities, students will be engaged in learning experiences requiring them to:
- Experience writing recounts and reports.
- Extend their ability to use punctuation correctly in writing.
- Develop their spelling skills.
- Write structured texts that include ideas, information and recounts of personal experiences.

**Numeracy**
In Numeracy, students will be introduced to and engaged in:
- Activities which develop their awareness of number facts related to addition and subtraction.
- Activities involving counting forwards and backwards by ones, twos and tens.
- Examining the probability of events happening.
- Looking at the properties of shapes.
- Activities that involve ordering the days of the week and months of the year.
- Comparing the length, mass, volume and capacity of objects.

**Integrated Studies**
How Do We Look After Our Beachside Environment?
Children will be looking at beachside environments. They will brainstorm questions they would like to investigate and discuss characteristics of beaches and ways to stay safe around water.

Questions we will investigate include:
- What animals are found in our beach environment?
- What are the characteristics of our local beaches?
- What do we need to do to preserve our local beach environment and the animals that live there?

Activities students may be involved in are:
- Beach excursion.
- Language Experience days.
- Research using websites, books, and interviews.
Year 3/4

**Literacy**

**Speaking and Listening**
In Speaking and Listening activities, students will be engaged in learning experiences requiring them to:
- Make eye contact when speaking and listening.
- Pronounce their words clearly.
- Listen to and follow directions.

**Reading**
In Reading activities, students will be engaged in learning experiences requiring them to:
- Identify the genres of writing they enjoy reading.
- Talk about why reading is important to them.
- Provide alternative endings or points of view.

**Writing**
In Writing activities, students will be engaged in learning experiences requiring them to:
- Write in a variety of text types including personal and persuasive.
- Use correct grammar and punctuation including using paragraphs, capital letters and full stops.
- Learn spelling strategies including chunking, blends, and look cover write check.

**Numeracy**
In Numeracy, students will be introduced to and engaged in:
- Identifying odd and even numbers.
- Activities relating to friends of 10.
- Word Problems involving and addition and subtraction.
- Counting patterns.
- Telling the time.
- Reading directions on a map.
- Using models to represent fractions.
- Using money in everyday life.

**Integrated Studies**

What makes Australia unique?
In this unit we will compare and contrast the people and environments in Australia and neighboring countries. Activities students may be involved in are:
- Locating Australian states and territories.
- Looking at aboriginal language maps.
- Investigating significant places and environments such as World Heritage sites in Australia.
- Identifying Australia's neighboring countries.
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.

Reading
In Reading activities, students will be engaged in learning experiences requiring them to:
- Locate the main idea of a text.
- Understand words in isolation and words with multiple meanings.
- Understand the sequence of a text.
- Make predictions about what will happen.
- Infer meaning of texts.

Writing
In Writing activities, students will be engaged in learning experiences requiring them to:
- Write narrative text, making sure things are in sequential order.
- Write persuasive text.
- 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 Blogs.
- Produce items for the school newsletter.
- Write articles for student graduation book.
- Identify and use homophones, synonyms and antonyms.

Numeracy
In Numeracy, students will be 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 (2D and 3D).

Integrated Studies
Water Safety/ Environmental Conservation

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 have National Parks?
- 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.
- Blog about Water Safety.
- Remember and understand various important facts related to both topics.
- Research information e.g. What percentage of Australia is National Park?
- Design new pool safe fencing.
- Develop a glossary of words related to the topics.
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 sun smart hats and simple concepts related to texture will be investigated during the development of “large, scaly fish”. Easter activities late in the term will provide further opportunity to extend colour, cutting, joining and patterning skills.

Year 1 and 2
During term one grade one and two children will explore the concepts of colour, pattern and texture through topics related to the beach, marine environments and Easter. 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 fish puppets based on their hand shape, 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, papercraft, wax resist and weaving.

Years 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 and Easter.

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 on line. 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 starfish.

An Easter activity to complete the term will provide opportunity to build on the concepts of printing, patterning and collage.

Years 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.

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.

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.

Colour mixing achieved through tissue overlay will be used during Easter craft.

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

Year Prep, 1 and 2
During term 1, children will focus on beat and rhythm. They will be introduced to terms such as tempo, piano (soft), forte (loud), ta (crotchet), ti-ti (quaver), tika-tika-tika-tika (semi-quaver) and pineapple (triplet). These beats and rhythm patterns will be played using body percussion ie. Clapping, clicking, thigh slaps, stomping and later in the term through percussion instruments (bongo’s, djembe, tom-toms, vibra-slap, guiro etc.). Children will become familiar with a wide range of percussion based instruments.

Children will also develop their creative dance styles and will be encouraged to dance in groups as well as solo. A wide range of music from classical, rock, pop etc. will be played for the children to develop their own moves in accordance with the tempo of a song.

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.

Year 3, 4, 5 and 6
During term 1 children will focus on more complex patterns of beat and rhythm using body percussion. They will familiarise themselves with terms such as crotchet, quaver, semi-quaver, triplet, stave (staff), repeat, piano, forte, tempo etc. Using a set of unique symbols and a stave, children will develop, practice and then perform simple and complex body percussion pieces. Video footage of Peter Stavrum and various other body percussion performers will be used as a guideline and inspiration to create terrific acoustic pieces of music. Towards the end of term 1, children will have the opportunity to perform in a group (or solo), in front of a familiar audience (classmates). Children will also start to learn about the use of a wide range of percussion instruments including the agogo, cabasa, castanets etc.

Children will also develop their creative dance styles and will be encouraged to dance in groups as well as solo. A wide range of music from classical, rock, pop etc. will be played for the children to develop their own moves in accordance with the tempo of a song.

Band
A select group of 10 -15 children volunteered to begin creating a Frankston East Primary Rock band. In this situation, children will learn to play at least 2 instruments (keys, 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.

Choir
In term 1 all grade 3-6 children will have the opportunity to perform 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. 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.
Physical Education

Year Prep
During this term students will be involved in activities that focus on:
Minor Games - following simple directions and rules, introducing simple equipment, partner or group activities. Games may include: Ponies & Riders, Crocodile Crocodile, Indians & Tee pees, Touch, Islands, Hoop play.
Movement activities - Run, hop, skip, jump, gallop. Games may include: Musical statues, Follow the leader, marching, relays.
Ball Activities - Using bean bags, underarm throw and catch. Rolling, bouncing and basketball dribbling.

Year 1/2
During this term students will be involved in activities that focus on:
Fitness - Games may include: Tag the tail, Ship Ahoy, Pixies Gnomes & Elves, Octopus.
Minor Games/Group work – Steal the Bean Bag, Shrinking Islands, Timed whole class throw, Cat among the Pigeons.
Ball/Game Skills - Reviewing different types of throws & focusing on over arm, Basketball dribbling & skills. Games may include: Tunnel ball, Up & Over, Bob ball, Poison ball, Rebound ball, Run the Gauntlet.
Spatial awareness and body movement - balances, mirroring, dance/ Freeze.

Year 3/4
During this term students will be involved in activities that focus on:
Group co-operation & Fitness - Games may include: Shrinking Islands, Pony Express, Steal the Beanbag, Octopus.
Skill introduction & training for Field Events inter-school sport: Long jump, Triple jump, Shot Putt, Discus and High jump.

Year 5/6
During this term students will be involved in activities that focus on:
Group co-operation & Fitness - Games may include: Whole class throw (3 balls), Gang-up tiggy, Run the Gauntlet, Ball tiggy, Run & Dodge ball.
Skill review & training for Field Events inter-school sport: Long jump, Triple jump, Shot Putt, Discus and High jump.

Science

Year Prep
Why Does Weather Change?
- What makes summer different?
- What is a thermometer?
- Testing temperature changes in hot & cold, shade & sunshine
- Why are there shadows?
- Clouds and rain.

Year 1/2
What’s unique about Water?
- The water cycle
- Properties of water
- Why is clean water so important?
- The 3R’s and water
- Testing water content in food.

Year 3/4
How Does the Earth’s surface change over time?
- Erosion-what, how, where?
- The role of water, wind, fire and ice and natural disasters in erosion
- Human impact on erosion.

Year 5/6
How does weather impact on the environment?
- Fire/floods, Ice/glaziers, snow/arctic regions, tropical/desert climates
- What are the affects of El Nino & La Nina weather systems
- Can humans affect weather?
- Weather & hot air balloons.