Curriculum Overviews Term 1 2015
**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 orally to texts and to the communication of others.
- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact.
- Share feelings and thoughts about the events and characters in texts.
- Replicate the rhythm and sound patterns in stories, rhymes, songs and poems.

Reading
In Reading activities, students will be engaged in learning experiences requiring them to:
- Understand that texts can take many forms and have different purposes.
- Recognise words and sentences.
- Develop their ability to recognise the letters of the alphabet and know there are lower and upper case letters.
- Use pictures to assist with understanding texts.

Writing
In Writing activities, students will be engaged in learning experiences requiring them to:
- Retell familiar literary texts through the use of illustrations.
- Produce some lower case and upper case letters using learned letter formations
- Know that spoken sounds and words can be written down using letters of the alphabet.
- Attempt to create texts using letters and words.

**Numeracy**

In Numeracy, students will be introduced to and engaged in activities designed to develop their ability to:
- Recognise and write numbers to 10.
- Understand positional language such as near, far, on, under, left, right.
- Sort and classify objects by various attributes.
- Recognise, make and compare groups of objects to 10.

**Integrated Studies**

What makes Frankston special? How can we look after these special features of the area?
In this unit students will look at questions such as: Where is Frankston? What is special about Frankston? How do we use and protect our bay?

Who are my family? Where did they come from?
In this unit students will look at questions such as: What is a family? Who is in my family? Where did my parents and grandparents come from?

Activities students may be involved in are:
- Whole school visit to the beach.
- Looking at maps of the Frankston area and where we live.
- Summer walk and picnic.
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 and Viewing
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.
- Utilise 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:
- Counting, reading and writing numbers to 100.
- Using models for tens and ones.
- Identifying numbers that are before, after and between.
- Ordering numbers.
- Using a hundreds chart.
- Activities which develop their awareness of number facts related to addition and subtraction.
- Activities involving counting forwards and backwards by ones, twos and tens.
- Opportunities where they count by tens past one hundred.

Integrated Studies
What are the unique habitat features of Port Phillip Bay?
Children will be looking at our beachside environment. They will brainstorm questions they would like to investigate and discuss characteristics of our bay and research the plants and animals that live there.

What is the impact of changing technology on people’s lives at home, work and play?
Children will compare and contrast past and current technology. They will investigate how these technologies change their lives.

Activities students may be involved in are:
- Beach excursion.
- Language Experience days.
- Research using websites, books, and interviews.
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 fullstops
- 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 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 are features of our local environment and how have they changed over time?

Overview of unit – Comparing and contrasting Victoria’s landscape, climate and land uses.
Activities students may be involved in are:
- Making dioramas
- Beach Day excursions
- Making posters
- Looking at photos of how Frankston has changed over time
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 and assemblies.

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
- Expand student vocabulary
- Read with fluency

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 1, 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 1, 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.

Year 3 and 4
During term 1, 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.

Year 5 and 6
During term 1, children in grades five and six will 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.

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/1/2
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 skills will be used to perform body percussion routines in both small and large group situations. Children will then further enhance their rhythm skills through a drumming program using djembe and other assorted African Drums. They will learn to focus through meditation and drumming sessions. This program will begin with a whole school incursion mid-term 1.

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 3/4/5/6
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, practise 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 sound acoustic pieces of music. Mid Term 1, children will begin an African drumming course. This will start with a one day incursion with Drumming Instructor Tim Orgias of Inrhythm and will continue in class through until the beginning of term 2. Children will learn to relax and focus through meditation and drumming as well as enhance their skills on a range of different African drums.

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
After the success of last year’s band, a select group of 8 -12 children from last year will continue creating a Frankston East Primary Rock band. In this situation, children will reinforce the skills learnt on their instruments (keys, bass, guitar, drums, and 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. Practising 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 grade 3 & 4 will provide the opportunity to learn an instrument. 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 2-6 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**
Students will be involved in activities that focus on:
Minor Games - following simple directions and rules, building resilience & group work, introducing simple equipment, working with a partner or participating in group activities:
  - Whistle freeze, Run & Collect, Ponies & Riders, Crocodile, Crocodile, Indians & Teepees, Touch, Islands, Hoop play
Movement Activities - Run, hop, skip, jump and gallop:
  - Musical Statues Follow the Leader, marching, relays
Ball Activities
  *Rolling, using bean bags, throwing and catching, underarm throwing, bouncing.

**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, Shrinking Islands, 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, Up & Over, Bob Ball, Poison Ball, Rebound Ball, Run the Gauntlet, Tag the Tail 2 (Ball throw game)
Spatial Awareness and Body Movement – balances, mirroring, dance/ Freeze.

**Year 3/4**
Students will be involved in activities that focus on:
Group Co-operation, Resilience & Fitness - Shrinking Islands, Group Alphabet, Couples Tag, Pony Express, Steal the Beanbag, Octopus, Circle Throw (3 balls/same order).
Hockey Clinic
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 - Whole class throw (coloured balls/ random order), Pass the Bean Bag, Last Man Standing (balloon game), Run the Gauntlet, Ball Tiggy, Run & Dodge Ball, Musical Chairs.
Hockey Clinic
Skill Review & Training for Field Events Inter-School Sport:
  *Long Jump, Triple Jump, Shot Put, Discus and High Jump.
Science

Year Prep
During this term students will be involved in activities that focus on:
What Living Things Need
*What do plants, animals and humans need to survive?
*What makes our bodies work?
*How do you look after your bodies when it’s hot?
*What is a thermometer?
*Testing temperature changes in hot & cold, shade & sunshine

Year 1/2
During this term students will be involved in activities that focus on:
How Has our Vegetable Garden Changed?
*Harvesting and eating our corn
What’s Unique About the Beach
*What changes do you notice in between visits to the beach?
*Marine life at the beach
*Sun protection – Testing sunscreen-Predict, test, record
*Rubbish at the beach-how does it get there? Why is it a problem? Drains to the Bay

Year 3/4
During this term students will be involved in activities that focus on:
What’s Underneath Us?
* Dirt/rocks-what do they tell us about past life? How do they affect our living?
*How do natural disasters occur?
Heat
*How is heat produced? Natural/Man-Made, Renewable/Fossil fuels
*How is heat transferred?

Year 5/6
During this term students will be involved in activities that focus on:
What Impact Does the Sun Have on Life?
*Key components of the Sun/ Sun facts
*The 6 energies of the sun
*How Archimedes used the Sun’s energy in a crisis
Light - formation of shadows; absorption, reflection and refraction of light