



Curriculum
Overviews

Term 2
2023



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.

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

- Continue developing their knowledge of sounds and how they are used in words.
- Develop their ability to recognise high frequency words.
- Enhance their comprehension of written texts using a variety of strategies.
- Hear and respond to stories and poems.

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

- Experience modelled writing of narratives, rhymes and poetry.
- Continue to develop their ability to write letters correctly.
- Develop their ability to spell simple words.
- Attempt to write simple texts that include ideas, information and recounts of personal experiences.

Mathematics

Students will be engaged in:

- Daily automatic response of number and subitising activities.
- Open ended maths tasks using hands on materials.
- Identifying different aspects of time including day and night, days of the week and o'clock times.
- Activities which continue to develop their ability to recognise numerals and model numbers to 20.
- Identifying the characteristics of Australian coins and beginning to order coins according to their value.
- Experiences to develop their ability to recognise simple shapes in the environment.

Integrated Studies: Geography

Students will:

- Look at maps of our school and locate classrooms, toilets, prep playground etc
- Looking at maps and Google Earth to locate Frankston. Where is the beach? What does the coast look like?
- Find where we live on Google Maps.
- Look at the weather and how it affects what we wear, what we do and where we go?
- How does recycling affect our environment?
- How does water affect our environment?

Activities students may be involved in are:

- Mother's Day craft activities
- Education Week and Reconciliation Week activities
- CARP Production performance
- Andrea Hillbrick Book Club work
- AFL Primary Play
- Resilience, Rights and Respectful Relationships program
- Participating in Fun Friday language experiences
- Promoting Student Voice by encouraging students to contribute to decision making processes and learning outcomes
- Weekly Buddy Lunch with Grade 5/ 6 buddies
- Participating in active movement, including mindful yoga, dance and games

Years 1 and 2

Literacy

Speaking and Listening

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

- Discuss plots and characters from texts and sequence ideas.
- Explain and share their opinions, as well as responses to texts.
- Use tone and pace to add meaning when speaking.
- Listen to others who are explaining and expressing their ideas and responses to texts.

Reading

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

- Recognise the differences between fiction and non-fiction texts.
- Continue to develop their ability to use sound and letter relationships.
- Extend their knowledge of nouns and pronouns and introduce verbs.
- Enhance their comprehension of written texts by using prior knowledge and their own experiences to connect to texts.
- Use punctuation to increase fluency and understanding when reading.

Writing

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

- Experience writing narratives and procedural texts.
- Extend their ability to use punctuation correctly in writing, including capital letters, question marks and exclamation marks.
- Develop their spelling skills, including the use of final blends in words.
- Continue to develop their ability to write texts that include ideas, information, and recounts of personal experiences.
- Continue to develop their handwriting skills.

Numeracy

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

- Continued practice in recognising the properties of shapes.
- Developing their understanding of time as well as their ability to tell time, including using a calendar.
- Looking at simple maps and giving and following directions.
- Activities that involve recognising, ordering, and counting Australian coins.
- Hands on learning to develop students understanding of place value.

Integrated Studies

Geography

What are the unique physical features of Australia, Victoria, and Frankston?

What are the elements of weather and how do they affect our lives?

Where do our resources come from?

How does recycling affect our environment?

How does water affect our environment?

Activities students may be involved in are:

- ANZAC Day
- Mother's Day craft activities.
- Education Week and Reconciliation Week activities.
- CARP Production performance.
- Andrea Hillbrick Book Club work.
- AFL Primary Play
- Resilience, Rights and Respectful Relationships program.
- Fun Friday language experiences.

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- Promoting Student Voice by encouraging students to contribute to decision making processes and learning outcomes.
- Active movement, including mindful yoga, dance, and games.



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Years 2 and 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.

Years 3 and 4

Literacy

Speaking and Listening

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

- Listen to others' views and respond appropriately.
- Contribute actively to class and group discussions, asking questions and listening carefully.
- Plan, rehearse and give a short talk to the class.
- Provide constructive feedback to their peers.
- Listen to feedback given to them by teachers or peers.

Reading and Viewing

Each week in Year 3 & 4, there is a class reading focus based on aspects of the C.A.F.E reading program. This term we will focus on Finding the Main Idea, Making Inferences, Identifying Author's Purpose, Summarising, Sequencing, Finding Facts and Details, Comparing and Contrasting and Using Text Features to improve reading comprehension. During the daily Literacy Rotations, students will engage in the five aspects of the Daily 5 Program; Read to Self, Read to Someone, Work on Writing, Word Work and Read with Technology. They will improve their reading fluency, accuracy and vocabulary during their teacher led reading group. Additionally, the students will complete a range of literacy tasks related to the monthly Book Club texts.

Writing

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

Create structured texts to explain ideas for different audiences, including narrative, persuasive and information report. They demonstrate an understanding of simple grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing to improve meaning.

Numeracy

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

- Activities that introduce various strategies to determine multiplication and division answers.
- Hands on learning about multiplication and division.
- Games and rotations to develop mental math skills and rapid recall in all four operations.
- Experiencing shapes and angles in the real world and naming them.
- Collecting data and creating a variety of graphs. Working in small groups.
- Problem solving activities.

Integrated Studies

Who Are the First Australians?

Overview of unit

- Who are indigenous Australians?
- What are the local language groups?
- How did life change for indigenous people after settlers came?
- What are important symbols and traditions to indigenous Australians?

Activities students may be involved in will focus on:

- Understanding the diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives.
- Learning about the nature of contact between Aboriginal people and/or Torres Strait Islanders and others and the effects of these interactions on families and the environment.
- Using historical terms.
- Sequencing events.
- Identifying different points of views.
- Asking a range of questions.
- Writing their own dreamtime story.
- Creating writing from the point of view of an Indigenous person.

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Wellbeing:

This term, the Year 3 & 4 students will engage in the Respectful Relationships unit: Problem Solving.

The aims of this unit will assist the students to:

- Identify communication skills that enhance relationships for particular groups and purposes.
- Describe characteristics of cooperative behaviour and identify evidence of these in group activities.
- Contribute to and predict the consequences of group decisions in a range of situations.
- Identify a range of conflict resolution strategies to negotiate positive outcomes to problems.
- Discuss the concept of leadership and identify situations where it is appropriate to adopt this role.
- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.



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Year 5/6

Literacy

Speaking and Listening

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

- Speak in video conferences with other students and adults.
- Listen and make notes from stories on Behind the News.
- Listen to directions.
- Speak at Student Representative, Environment and Grade meetings and Assemblies.

Reading

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

- Read between the lines and infer meaning of text.
- Synthesis text. Working out, who, why, but and so.
- Add unusual words to their Word Collector Sheet.
- Skim text to see what it is about.

Writing

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

- Write persuasive, information, recount and narrative texts.
- Present information to try and persuade someone to follow a particular point of view.
- Identify pronouns and contractions and use them to enhance writing.
- Identify and use adverbs.
- Produce items for the school newsletter, Instagram and Facebook pages.
- Write articles for the student graduation book.
- Use apostrophes where appropriate.

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.
- Scales on maps.
- Angles and circles.
- Fractions as a number.
- Improper fractions.
- Lowest terms.
- Simple algebra equations.
- Multiples and fractions.
- Interpreting graphs.
- Drawing and measuring angles.
- Venn diagrams.
- Percentages.
- Lines of symmetry.
- Perimeter and area.

Integrated Studies

What do we know about the lives of people in Australia's colonial past?

Who were the first Australians and how did their life change after the First Fleet?

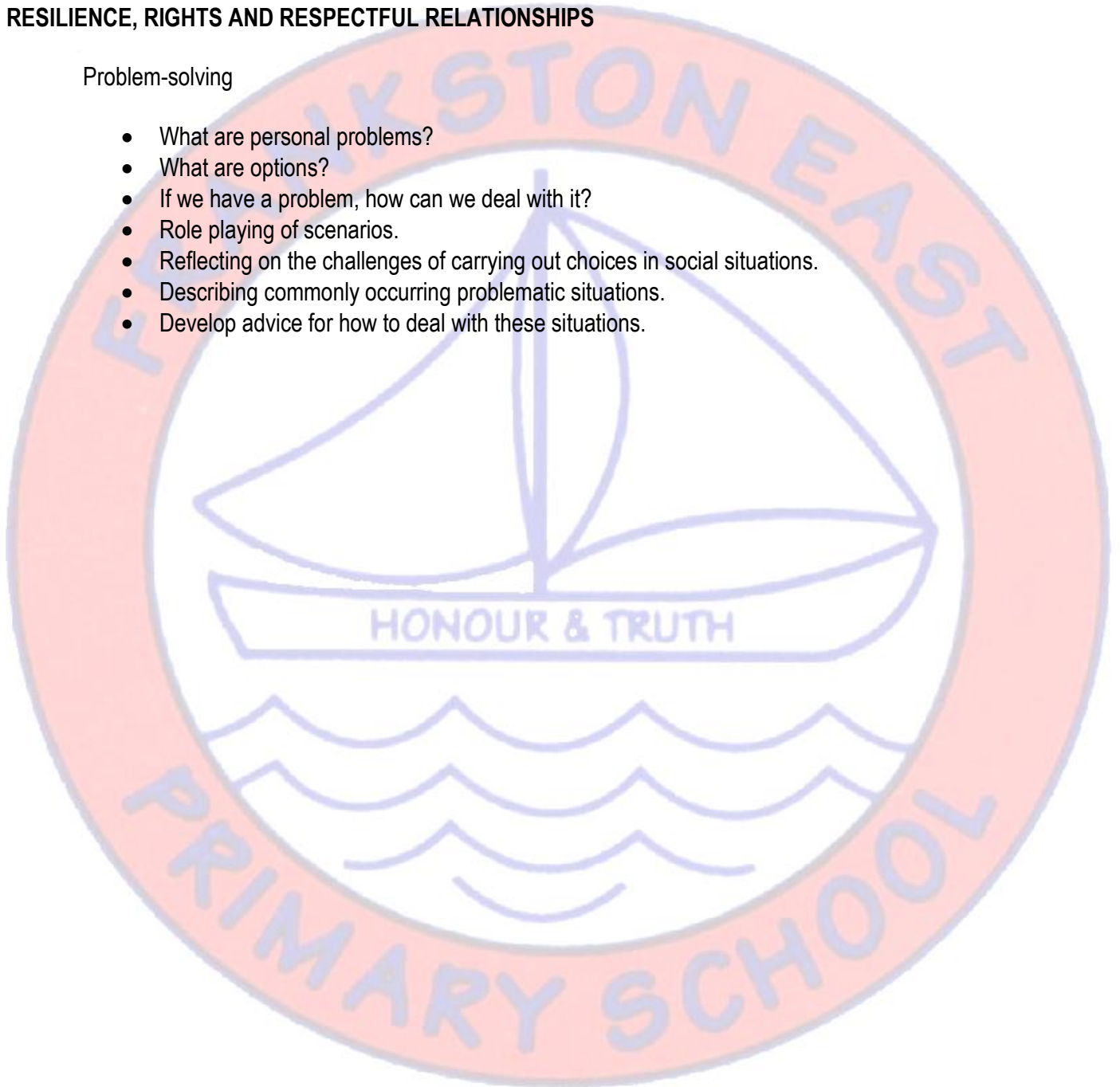
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- Excursion to Willum Warrain in Hastings.
- Activities related to book club text "Dirt By Sea".
- Investigations related to first nations land mapping.
- Learning about the origins of the Australian, Torres Strait Island and Aboriginal flags.

RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS

Problem-solving

- What are personal problems?
- What are options?
- If we have a problem, how can we deal with it?
- Role playing of scenarios.
- Reflecting on the challenges of carrying out choices in social situations.
- Describing commonly occurring problematic situations.
- Develop advice for how to deal with these situations.



Art

Year Prep

During Term two prep children will be involved in activities aimed at extending their confidence and skill level in the use of simple art room materials and techniques. They will be encouraged to share and discuss their ideas with others.

Knowledge of primary colours will be revised and through experimentation children will discover the secondary colours that are formed when they are mixed. Brightly coloured dyes will be used when trying a wax resist technique and will provide a further opportunity to explore colour mixing.

Small paper squares will be used to decorate an art piece and experiment with mosaic and we will look at many paper products used in art works and discover interesting ways we can use them to develop collages.

Skills relating to paper folding, using templates and cutting will be consolidated throughout the term and the children will create their own A3 size Humpty Dumpty.

Years 1 and 2

During term two grade one and two children will continue to develop the idea of a collage using mixed materials including wool, fabrics, buttons, pipe cleaners and paper products.

Drawing and painting activities undertaken will focus on developing an understanding of the relevant size of objects and in particular major parts of the body during the drawing of self-portraits using marker and paint. Colour mixing skills will be extended while working on this activity. They will experiment with ways to use a variety of different sized and shaped pieces of sponge to create different effects when printing with paint.

Children in grade one and two will be encouraged to discuss their ideas and material choices when working and to share their finished art pieces with others.

Years 3 and 4

During term two children in grades three and four will work on extending their concepts of line and pattern, tracing around their hand and developing more complex patterns to decorate each hand. Children will discuss the rhythm of curved shapes flowing along a page and how these lines can be manipulated into shapes such as 'happy' faces. To communicate the emotions they are trying to convey to their audience they will be encouraged to highlight, in black, some of the shapes to emphasise the flow of movement across their paper.

Children will be introduced to indigenous art and how indigenous Australians see the world around them using colours which represent their environment. Children will use these colours in dot painting of native Australian animals.

Children will investigate ways to create a 3D effect by scrunching, tearing and cutting paper, tissue paper and cellophane to create a 'Winter Garden'. They will be shown books by Jeannie Baker to initiate discussion as to how she builds pictures up using a variety of materials in different ways.

Years 5 and 6

Children in grades five and six will be expected to plan and discuss their response to a topic, including how well they believe they achieved their original plan. They will be encouraged to contribute positively when art pieces are viewed, shared or discussed.

The children will be introduced to the works of impressionist artists such as Monet using sweeping strokes and dot work in their pictures.

The use of colours will extend to the children creating a visual representation of a hand in either warm or cool colours with the opposite background using intricate pattern work and to creating a design representing each season with appropriate colours and shapes.

Further activities will include the development of a paper craft design based on a script of their name, experimentation in ways a geometric shape may be split and reassembled to create an interesting effect and the development of decorative eye masks using pattern work and vibrant colours.

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

Years Prep, 1 and 2

This term the Preps to 2s are making a poster about themselves. On the posters, students will be writing about themselves in Japanese and things that they like. Students will be learning in Japanese:

- Numbers 1-10
- How to say their age and birthday
- What their favourite colour is
- What their favourite food is
- Favourite book, TV show, animal etc.

Students will also participate in cultural activities and learning more about the day to day lives of Japanese children their age and what school and home life is like for the average Japanese child aged 5-7.

Years 3 and 4

This term the Grade 3 and 4s, are learning to read the time in Japanese. Students will be revising/learning in Japanese this term:

- Numbers between 1-12
- How to read, write and say 'o'clock'
- How to read, write and say half past
- Read analogue and digital clocks
- How to ask what the time is
- Respond what the time is

Students will complete an informal assessment in pairs, performing a conversation during the lesson asking each other what the time is or what time something is happening.

As well as looking at important festivals and dates in Japan, children will be learning about their culture and traditions.

Years 5 and 6

- This term the Grade 5 and 6s are learning the grammar point, '何が好きですか, Nani ga suki desuka., What do you like?' Students are learning how to ask and respond to this question.
- As part of their assessment, students are asked to collect information from their classmates to find out what they like and dislike on a particular topic they choose. For example, Do you like dogs? What dog breed do you like?
- Students are allowed to choose the topic they would like to independently focus on this term and learn unique vocabulary words based on their chosen topic. At the end students will present their findings in Japanese using a visual graph to present their findings to the class.

Physical Education

Year Prep

During this term students will be involved in:

*Minor games and activities - involving gross motor skills, running involving change of direction and for fitness, relays, hoop play

*Ball skills - underarm throws and catching, overarm throws, bouncing a ball.

- Soccer skills

- Football skills: running with a football, ball handling, kicking.

*Jump rope activities – both group and individual ropes.

Year 1 and 2

During this term students will be involved in:

*Minor games and activities - involving gross motor skills and running involving change of direction and for fitness.

*Ball skills - overarm throws and catching incorporated in simple games

- Soccer skills

- Football skills: ball handling, kicking, hand balling and kicking for goals.

*Jump rope activities – both group and individual ropes.

Year 3 and 4

During this term students will be involved in:

*Developing skills and applying them in modified games in major sports – Soccer, Football and Basketball.

Year 5 and 6

During this term students will be involved in:

*Reviewing skills and game practice in major sports – Soccer, Football and Basketball.

Science

Preps

During this term students will complete activities that focus on:

The Human Body

- Our bones, heart and lungs
- What is our digestive system?
- What do we need to do to keep healthy?

Years 1 and 2

During this term students will complete activities that focus on:

Different materials and their uses and consider:

- *Where does the original source come from?
- *How does it come to exist in its current form?
- *What purpose does it have? How can it change?

Years 3 and 4

During this term students will complete activities that focus on:

- *Making a Volcano, following on from our topic last term.

Solids, Liquids and Gases

- *How the state of an object is affected by temperature
- *The properties of solids, liquids and gasses
- *Reversible and irreversible change

Heat - How is heat produced? Natural/manmade, Renewable/Fossil fuels

Years 5/6

During this term students will complete activities that focus on the topics of:

Chemistry

- Introduction to the Atom, the Periodic table and the PH scale
- *Testing substances to see if they're acid or alkaline based.

Minerals and precious Gems:

- *Where are they found? Why are they so valuable?
- *How are they formed?
- *Issues related to mining in Australia

Light - formation of shadows, absorption, reflection and refraction of light