

English

The term 3 English program is focused around the Soundwaves program and the learning of graphemes. Phonological Awareness skills are fostered through daily activities of blending and segmenting skills. Oral language is promoted through Sharing and Play Based Learning. The routines of morning message, reading buddies, and Reading Eggs continue to be used this term. Guided Reading sessions focus on explicit reading strategies, fluency, comprehension, blending, rhyme, sight words, CVC and initial sounds. We engage in the Daily 5 program to work on our Soundwaves work, reading and learned writing concepts. Take home learning activities include sounds and sight words and levelled readers.

Language

- 'Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences' (ACELA1432)
- 'Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school' (ACELA1437)
- 'Know how to read and write some high-frequency words and other familiar words' (ACELA1817)
- 'Understand that words are units of meaning and can be made of more than one meaningful part' (ACELA1818)

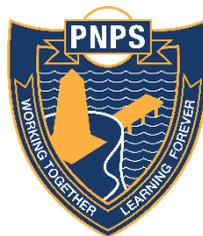
Literature

- 'Identify some features of texts including events and characters and retell events from a text' (ACELT1578)

Literacy

- Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge' (ACELY1649)
- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge' (ACELY1651)

2021 Term 3 **Learning Overview**



Port Noarlunga Primary School

Teacher

Kim Gwatking

Year: Reception

Specialist Teachers

Performing Arts: Susie Scott

HASS: Trevor Letcher

Physical Education: Mike Woolford

French: Karen Thorburn

Important Dates

Book Week Assembly- Wednesday 25th August

Buddies

Twice a week, we will meet with Miss Bayly's year 5/6 class for Reading Buddies. The students will read their readers, practise their sounds and sight words, and have their library book read to them by their big buddy. The students form strong relationships with their buddies and gain social benefits from developing these connections with older students.

Mathematics

Our Maths program follows a combination of Back to Front Maths, Ann Baker's Natural Maths, and Big Ideas in Number complemented with a range of other strategies and tools. The students have structured lessons and intentional teaching based on problem solving and reasoning as well as rotation sessions for skill consolidation, mental routines and fluency activities. In term 3, we will cover the topics of Measurement and Time and we will continue to reinforce early number sense skills and strategies.

Measurement and Geometry

- 'Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language' (ACMMG006)
- 'Compare and order duration of events using everyday language of time' (ACMMG007)
- 'Connect days of the week to familiar events and actions' (ACMMG008)

Play Based Learning

Play Based Learning is a hands-on and imaginative way for students to explore, experiment and use their learning in real life contexts. The program has a strong focus on Oral Language and vocabulary building. Students are encouraged to work cooperatively, build relationships, problem solve, use their creativity and imagination and develop skills in sharing and turn taking. Three times a week, students will participate in the PBL program in the classroom, Early Years Unit or outside. Activities might include construction, shop play, puzzles, outside games or playground and sandpit play developing fine and gross motor skills. Throughout the term students will work with peers from both Miss Emily and Mr Josh's classes and continue to build social competencies with other students within their year level. PBL focuses on the Personal and Social capabilities as well as the following Australian curriculum outcomes:

- 'Practise personal and social skills to interact positively with others' ([ACPPS004](#))
- 'Participate in play that engages with outdoor settings and the natural environment' ([ACPPS007](#))

Child Protection Curriculum

Aligned with the Health curriculum, this is focused around the right to feel safe, relationships, our bodies, and protective strategies. Students will discuss feelings, what is safe and unsafe, early warning signs including 'fight and flight' strategies, positive risk taking, trust networks and relationship circles. – 'Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy' (ACPPS003) – 'Identify and describe emotional responses people may experience in different situations' (ACPPS005)