

Literacy

This term students will continue to work on sight words, alternative sounds and sentence writing in our morning Literacy block. We will also begin to incorporate knowledge and understanding of parts of speech (nouns, verbs and adjectives) into our weekly sentence writing.

Students will practice sight words daily in class through the use of small group and individual practice, Sound Waves games and guided reading. Each student will be assessed regularly to monitor sight word knowledge and understanding.

Sound Waves will be the basis of our learning in relation to alternative sounds, graphemes and phonemes. We will complete games and activities as a class using the Sound Waves program as well as using alternative sounds in our sentence writing/book making.

Sentence writing activities based primarily around our book making will reinforce the use of familiar graphemes, decodable words and sight words as well as an enhanced focus on grammar and punctuation.

Language

-Recognise that sentences are key units for expressing ideas (ACELA1435)

-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)

-Segment sentences into individual words and blend and segment onset and rime in words... (ACELA1819)

- Write CVC words by representing some sounds with appropriate letters, and blend sounds. (ACELA1820)

Literature

-Innovate on familiar texts through play (ACELT1831)

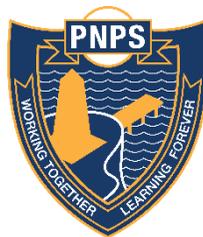
Literacy

-Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)

-Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)

-Read decodable and predictable texts, practising phrasing and fluency,... semantic, grammatical and phonic knowledge(ACELY1649)

2021 Term 3 Learning Overview



Port Noarlunga Primary School

Teacher

Joshua MacWilliams

Year: Reception

Specialist Teachers

Performing Arts: Susie Scott

HASS: Trevor Letcher

Physical Education/Health: Mike Woolford

French: Karen Thorburn

Important Dates

Pupil Free Day – 23/08/21

Book Week Assembly – 25/08/21

Reception Excursion – 31/08/21

Buddies

Partner Reading

Students will buddy up with an older buddy from Mrs. Clarke's class. With support from older peers, students will be reinforcing and consolidating learning of sight words and blending by reading their classroom readers to each other. Continuing to build on the strong relationships they have with students from buddy class, students will build skills and knowledge of blending, segmenting, sight word knowledge, comprehension and fluency in reading.

Numeracy

Term 3 will be about building knowledge and understanding around measurement and geometry. Using strategies from Tierney Kennedy's 'Back to Front Maths', students will explore basic 2D and 3D shapes by sort, describe and classify them based on their properties, movement and position of objects and themselves in the space around them. We will also use direct and indirect comparisons of measurement to explore length, weight and volume as well as comparing the order and duration of events in our own daily routine and lives.

Measurement and Geometry

- Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment. (ACMMG009)

-Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006)

-Connect days of the week to familiar events and actions (ACMMG008)

-Compare and order duration of events using everyday language of time (ACMMG007)

-Connect days of the week to familiar events and actions (ACMMG008)

- Describe position and movement (ACMMG010)

Play Based Learning

This term students will work in groups to experience Play Based situations in the areas of Pets and Vets, Gardening, Board Games and Movement/motion. Immersing themselves in the imaginative play and vocabulary that are associated with that career or play based situation students will build skills and knowledge of words specific to that experience.

Working cooperatively, building relationships, problem solving, creativity and imagination are also key skills being developed throughout these lessons.

This term we will also begin our Play Based Unit sequences again and revisit previous Play Based Learning experiences to monitor student growth and development in relation to vocabulary and social competencies.

-Practise personal and social skills to interact positively with others (ACPPS004)

- Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)