

## English

### Phonics and Letter Sound Knowledge

This term, we will continue our focus on Oral language, Phonological Awareness skills, letter sounds, phonics and Sight Words. Using Sound Waves as the basis of our reading and writing we will incorporate songs, games, stories and rhyming into our lessons to build and improve on student's phonological awareness. This term, students will complete a unit where students will learn about procedure writing as well as narrative writing. Students will continue to build their phonological awareness skills during this time. Students will also continue building their oral language skills through sharing. Students will continue working on building a larger vocabulary, word and sentence structure as well as questioning and listening skills.

### Language

**Reception**-Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words (ACELA1820)

-Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)

**Year One**-Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450).

-Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)

### Literature

**Reception**- Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)

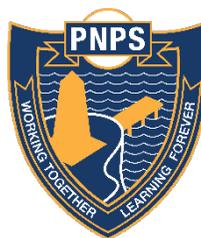
**Year One**- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)

### Literacy

**Reception**-Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)

**Year One**- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)

# 2021 Term 3 Learning Overview



## Port Noarlunga Primary School

### Teacher

**Emily Tessari**

**Year: Reception/One**

### Specialist Teachers

**Performing Arts:** Susie Scott

**HASS:** Trevor Letcher

**Physical Education:** Mike Woolford

**French:** Karen Thorburn

### Important Dates

Book week - Week 6 (assembly on the Wednesday)

Patch Theater excursion – 31<sup>st</sup> of August

### Health

Following the Child Protection Curriculum, students will engage in activities that encourage and support discussions around the right to feel safe, relationships, our bodies, and protective strategies. In term 3, students will practice strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation. (ACPPS017)

### Buddies

Mrs. McMillan's 3/4 class- Supporting us to develop our reading skills.

Mr Horsfall's 5/6 class- Helping us to develop our handwriting.

## Mathematics

Our Maths program follows Ann Baker's Natural Maths Beginning level complemented with strategies from the Back to Front Maths and Big Ideas in Number. In term 3, students will continue developing counting strategies and work on number sense skills with the aim of counting 1-20 (Receptions) 1-100 (Yr1) and representing numerals 1-10 (R) 1-100 (1) with correct number formation. In term 3, students will focus on a unit of Measurement. Students will be exploring and making use of language and tools to support their development of measurement. Students will also focus on the measurement of Time. Receptions will be able to compare objects using mass, length and capacity. Students will connect events and the days of the week and explain the order and duration of events. Year one students will be able to explain time durations and tell time to the half-hour. They will use the language of direction to move from place to place. Students will also be able to order objects based on lengths and capacities using informal units.

### Measurement and Geometry

**Reception**- 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)

**Year One**- Tell time to the half-hour (ACMMG020)

-Measure and compare the lengths and capacities of pairs of objects using uniform informal units (ACMMG019)

-Describe duration using months, weeks, days and hours (ACMMG021)

### Play Based Learning

Creative play is a hands on and imaginative way for students to explore, experiment and use their learning in real life contexts. 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 help develop fine and gross motor skills. Throughout the term students will work with peers from both Mrs. Gwatking and Mr Josh's classes. Year one students will also have the opportunity to participate in play with other year ones from Miss Alana and Mrs Ehlers classes on a Friday afternoon.

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