

### English

The term 4 English program is focused around the Soundwaves program and the learning of full sets 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. During targeted Literacy lessons we will be looking at text concepts including elements of narrative, procedural writing, and information reports. Vocabulary, independent writing, and sentence structure will be a focus. Take home learning activities include sounds and sight words and levelled readers.

### Language

-Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)  
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-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)

### Literature

- Identify some features of texts including events and characters and retell events from a text (ACELT1578)  
- Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)

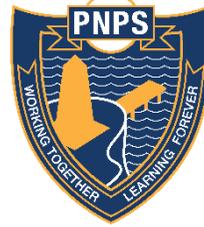
### Literacy

- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)  
- Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)

### Buddies

Three times a week, we meet with Miss Bayly's year 5/6 class for Reading Buddies. Once a week we also meet with Ms. Kim's 3/4s. The students will read their readers, practise their sounds and sight words, and have their library book read to them.

# 2021 Term 4 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

Swimming: Week 7 Thursday (25/11) and Friday (26/11)

Beach Carnival: Week 6 Thursday (18/11)

School Closure Day: Week 6 Friday (19/11)

2022 Class Visit: Week 9 Wednesday (8/12)

Last day of term: Week 9 Friday 2:15pm dismissal (10/12)

### Science

Physical Sciences:

'The way objects move depends on a variety of factors, including their size and shape.' (ACSSU00)

### Mathematics

Our Maths program follows Tierney Kennedy's *Back to Front Maths* Foundation level complemented with strategies from the Natural Maths program, Big Ideas in Number, and iMaths. In term 4, students will continue to develop their number sense skills as well as concepts of addition, positional movement, time/duration and statistics.

### Number and Place Value

-Represent practical situations to model addition and sharing (ACMNA289)

### Measurement and Geometry

-Describe position and movement (ACMMG010)

### Statistics and Probability

-Answer yes/no questions to collect information and make simple inferences. (ACMSP011)

### 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. 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, CPC 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)