

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 continue to incorporate songs, games, stories and rhyming into our lessons to build and improve on student's phonological awareness. Explicit teaching sessions and integrated activities will help develop students' phonological awareness skills such as rhyme, syllables, initial sounds, blending, segmenting and comprehension. To build oral language skills we have sharing daily, and students work on building vocabulary, word and sentence structure as well as questioning and listening skills. This term, students will also be examining the key features of a narrative, including, main character, setting, problems and resolutions.

Language

- Recognise that sentences are key units for expressing ideas (ACELA1435)
- Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)
- Understand concepts about print and screen, including how books, for example directionality (ACELA1433)
- Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents (ACELA1440)
- Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439)

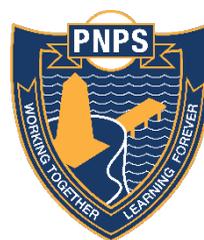
Literature

- Share feelings and thoughts about the events and characters in texts (ACELT1783)
- Identify some features of texts including events and characters and retell events from a text (ACELT1578)
- Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)

Literacy

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)
- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)
- Produce some lower case and upper case letters using learned letter formations (ACELY1653)

2022 Term 2 Learning Overview



Port Noarlunga Primary School

Teacher

Emily Tessari

Year: Reception

Specialist Teachers

Performing Arts: Susie Scott

HASS: Trevor Letcher

Physical Education: Mike Woolford

French: Karen Thorburn

Important Dates

Monday 30th May- Student free day

Monday 20th June- Brainstorm productions

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 2, 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.

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 2, students will continue developing counting strategies and work on number sense skills with the aim of counting 1-20 and representing numerals 1-10 with correct number formation. This term, students will focus on pattern. Students will sort and classify familiar objects and explain the basis for these classifications. Students will be able to copy, continue and create patterns with objects and drawings. Students will be observing natural patterns in the world around us and creating and describing patterns using materials, sounds, movements and drawings.

Number and Place Value

Reception-Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002)
-Subitise small collections of objects (ACMNA003)
-Compare, order and make correspondences between collections (ACMNA289)
-Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005)

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 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 Bayly and Ms Clarke's classes and continue to build social competencies with other students within their year level.

- Practise personal and social skills to interact positively with others (ACPPS004)
- Participate in play that engages with outdoor settings and the natural environment (ACPPS007)
- Identify and describe emotional responses people may experience in different situations (ACPPS00)
- Students effectively regulate, manage and monitor their own emotional responses, and persist in completing tasks and overcoming obstacles (Personal and Social Capabilities)