

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. 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.

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)

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

-Recognise and name all upper and lower-case letters (graphemes) and know the most common sound that each letter represents (ACELA1440)

-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

- Share feelings and thoughts about the events and characters in texts (ACELT1783)

- 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

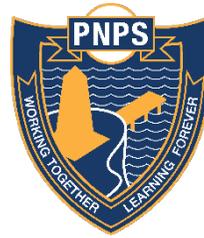
-Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)

-Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language,

Buddies

Sounds and Sight Words: With Mrs. McMillan's class, students will buddy up to have support from older peers in reinforcing and consolidating learning of sounds and letters.

2020 Term 3 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

Patch Theatre- 24th August 2022

Health

Following the Child Protection Curriculum, students will continue to engage in activities that encourage and support discussions around the right to feel safe, relationships, our bodies, and protective strategies. Students will continue to 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)

Mathematics

Our Maths program follows Tierney Kennedy's *Back to Front Maths* Foundation level complemented with strategies from the Natural Maths program and Big Ideas in Number. In term 3, students will continue to develop counting strategies and work on number sense skills through measurement and geometry. Students will be exploring the use of direct and indirect comparisons and will be developing their vocabulary to assist their explanations and reasoning. Students will begin describing weight, length, capacity, location and movement of objects. In conjunction with Tierney Kennedy's *Back to Front Maths*, we will explore attributes of objects by making direct comparisons, measuring using non-standard units, sequencing of events and location & movement. We will also look at manipulation and construction with 2D the language of shape, manipulating materials to fit together and solving construction and design problems.

Number and Place Value

-Compare, order and make correspondences between collections (ACMNA289)

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)

-Describe position and movement (ACMMG010)

Play Based Learning (PBL)

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 Mrs. Gwatking and Mr Josh'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)