

# Term 4 Learning Overview

## R/1 Miss Ballard

### English—Listening, Reading, Viewing, Speaking, Writing, Creating

- LANGUAGE Foundation Year – Phonics, Letter formation, Phonemic Awareness, Spelling patterns, Sight words, Blending sounds - CVC words Year 1 - Grammar, Spelling, Sight words, Topic/Inquiry words, Phonemic Awareness
- LITERATURE- F.Y. and Y1- Exploring literary texts and their features, genre writing, Reading Eggs program, iPad reading apps, Comprehension, Home reading decodable class readers, library books-Premier's reading challenge, Book week- T3, Aboriginal dreaming stories and stories from different countries
- LITERACY- F.Y. and Y1-Oral language, Show and tell, Analysing texts implementing COT routines, Creating text types: recount, persuasive writing, information reports, story maps/narratives, procedure.

### Design and Technologies Digital Technologies

- Design, create and evaluate a wind and water gauge. Create a 3D design representing the sun, earth, moon and stars. Design and create a 3D Christmas ornament.
- Digital systems-hardware/software, KidPix -use graphic tools to create images , program Bee-bots, coding in Scratch program, Makers Empire-create 3D images of seasonal changes.

### French Specialist teacher: Yvette Pinto

See Ms. Yvette's overview for term 4

### HASS— Developing understanding of Significance, Continuity and Change, Place and Space, Roles, Rights, Responsibilities, Perspectives and Actions

- INQUIRY UNIT- HISTORY: F.Y. and Y1 How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons, collect information and represent the similarities and differences in graphic form-Venn diagrams, Y-chart, Use collected information to make conclusions about change over time and place.
- INQUIRY UNIT-GEOGRAPHY: F.Y. and Y1  
The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them. Activities in the local place and reasons for their locations.

### Cultures of Thinking

Applying COT structures and routines in all curriculum areas using COT language, collaboration, inquiring/developing deep thinking skills- making thinking visible.

### Performing Arts specialist teacher: Caroline Fitzgerald

See Caroline's overview for term 4

### Mathematics—Understanding, Fluency, Problem solving, Reasoning

- NUMBER AND ALGEBRA F. Y. : Number sequences to and from 10, then 20, Number line, Subitising, Number names, numerals, quantities, Showing numbers in different ways, Modelling simple addition/subtraction, Facts of 10, 10 frames grouping/sharing to 10, then beyond, Pattern Year 1 - Number sequences to and from 100, number names/numerals/quantities, comparing/ordering, number line, skip-counting, grouping/sharing objects, Place value partitioning, Addition and subtraction, Pattern
- FRACTIONS: Y1: Recognise and describe one-half as one of two equal parts of a whole.
- LOCATION AND TRANSFORMATION- F.Y Describe position and movement. Y1-Give and follow directions to familiar locations .
- CHANCE-F.Y. and Y 1 – Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' .

### Science

Earth and Space Sciences F. Y. : Daily and seasonal changes in our environment affect everyday life, including the way we modify our behaviour and dress for different conditions, and how weather affects animals. Y1: Observable changes occur in the sky and landscape (sun, moon, clouds and stars), including weather patterns held by Aboriginal and Torres Strait Islander Peoples.

### Health and PE

Health: Personal strengths, social skills, positive relationships, feelings, safety, healthy eating habits

PE: Caroline's overview for term 4