



PREP CURRICULUM OVERVIEW

TERM 4, 2017



ENGLISH

READING:

The students will continue to focus on the three reading strategies of Meaning, Structure and Visual and will be encouraged to integrate all three strategies to assist them when reading.

Meaning -Thinking about what the story is about, using the pictures to help predict, asking themselves if their reading makes sense.

Structure -Asking themselves if it sounds right and does their reading flow?

Visual -Using the letters and letter patterns to check their predictions (Does the word look right?).



Students will continue to develop fluency when reading. Reading fluency is the ability to read accurately, quickly, effortlessly, and with appropriate expression and meaning. Fluency develops when students:

- hear fluent, expressive reading from you and others reading out loud
- have the opportunity to practise reading texts multiple times
- are coached in fluent, expressive reading by you and their peers
- record their reading and listen to themselves, and do this multiple times with the same text as they personally coach themselves to read more fluently
- are provided with many opportunities for independent reading.



Comprehension Strategies

Questioning - Literal (the answer is in the story), Inferential (searching for clues within the story and thinking about the answer) and Evaluative (formulate a response based on their opinion).

Retelling - Readers retell the main events in sequence.

Making Connections - Readers relate what they read to personal experiences (text-to-self), to information from other text (text-to-text), and to information about the world (text-to-world) in order to enhance understanding of self, text, and life.

Making Inferences - Identifying the character's feelings and motives.

Thinking Aloud - This strategy is incorporated in all comprehension strategies and involves 'thinking aloud' about the process that is occurring in their mind as they read. This helps the students to monitor their own reading, adjust their thinking and support their understanding of the text.

Character Traits - Identifying the physical and personal traits of a character, for example, shy, honest, kind, lazy etc.

WRITING:

This term we will be focusing on the genres of Recount and Narrative writing. The students will be continuing to develop their skills in:

- expanding on their ideas, by writing several sentences on the one idea
- editing and revising their writing
- rereading their writing to ensure that it makes sense and that it is sequenced correctly
- using a variety of punctuation in their writing, for example, full stops, question marks and exclamation marks
- using known high frequency words within their writing
- using capital letters at the start of a sentence, for names of people, pets and places; days of the week, months of the year and for the word 'I'
- using a conjunction to join two sentences together, for example, and, because, so, yet, but, also etc.
- using a variety of sentence starters.



SPELLING:

Students will be explicitly taught the spelling strategies and shown how to use them when writing.

The 3 main spelling strategies are:

The **Sound** Strategy - identifying the sounds children can hear in words.

The **Visual** Strategy - remembering how a word looks, breaking words up, remembering the tricky parts.

The **Meaning** Strategy - being able to think about the meaning of a word, what we know about words and the word family they belong to.

The students will continue to develop their understanding of the THRASS chart, identifying the phonemes (sounds) and choosing the correct grapheme (letter choice).

MATHEMATICS

NUMBER & ALGEBRA:

- revision of writing numerals
- understanding and connecting names, numerals and quantities
- recognising, modelling, reading, writing and ordering numbers to at least 100
- recognising, describing and ordering Australian coins according to their value
- extension of basic addition and subtraction using number stories
- identifying place value (ones, tens and hundreds)
- making estimations and checking answers
- division as sharing into equal groups
- developing an understanding basic fractions (whole, half, quarter)
- exploring calculators (+=).



MEASUREMENT & GEOMETRY:

- Time - Understanding, seasons of the year, months of the year, days of the week, day and night, analogue and digital o'clock times
- Location and Transformation - describe position and movement using everyday language and direction, such as, between, near, next to, forwards, towards etc.

INTEGRATED

Our integrated topic for this term is weather and seasons. We will be looking at the different months that makes up each season and typical weather patterns and temperatures for each season.

INVESTIGATING QUESTIONS:

- What are the different seasons and how does the weather change?
- How does the changing of seasons and weather affect our everyday lives?
- What types of weather do we have? Is the weather always the same?
- How does weather vary across Australia?
- What can we find out about the weather?
- How does the weather affect what you wear or do?



SCIENCE UNDERSTANDING:

- Daily and seasonal changes in our environment, including the weather, affect everyday life.
- Linking the changes in the daily weather to the way we modify our behaviour and dress for different conditions, including examples from different cultures.
- Investigating how changes in the weather might affect animals such as pets, animals that hibernate, or migratory animals.
- Learning how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them.
- Objects are made of materials that have observable properties and investigating different forms of clothing used for different activities.

Kind Regards,

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