Below is the curriculum overview for term 3.

**LITERACY – Reading, Writing and Spelling**

**Writing:**
The genre we will be focusing on this term is **Procedural Writing**.
Procedural writing is a form of writing that provides a step-by-step walk through of how to accomplish a task. It allows the students to develop their understanding of following directions to accomplish tasks with which they may not yet be familiar. The procedure must be clear, concise and detailed enough to guide someone through all the steps of the process. Procedural writing helps children to gain more clarity in their writing and makes them detailed and focused writers.

The structure of a Procedure is as follows:

<table>
<thead>
<tr>
<th>TEXT ORGANISATION</th>
<th>DESCRIPTION</th>
<th>LANGUAGE FEATURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL/ PURPOSE</td>
<td>States the purpose of the text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How to make a healthy fruit salad.</td>
<td></td>
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<tr>
<td></td>
<td>• How to make a Gingerbread Man.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How to brush your teeth.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How to play marbles.</td>
<td></td>
</tr>
<tr>
<td>MATERIAL/ INGREDIENTS</td>
<td>A list of things used, equipment needed, substances required or objects being investigated to achieve the goal set.</td>
<td></td>
</tr>
<tr>
<td>STEPS</td>
<td>Explain the steps to achieve the goal. Mention the actions necessary, listed in order, to complete the procedure. Steps are written on separate lines and each of them is written as a command.</td>
<td></td>
</tr>
</tbody>
</table>

**Focus areas in writing will include:**
- Developing sentence structure – Does that make sense?
- Using a procedural planner to help plan their writing.
- Using capital letters, full stops and commas correctly.
- Sequencing of ideas.
- Combining sentences.
- Giving feedback to others.
- Developing editing, revising and publishing skills.
- Using conjunctions to expand sentences.
- Using verbs and adverbs to make their writing more interesting.
**Spelling:**
Identifying spelling strategies and how they help to learn words.

**The 3 main strategies are:**
The **Sound** Strategy – using your knowledge of sounds and sound patterns
The **Visual** Strategy – using the way a word looks, breaking words up, remembering tricky parts
The **Meaning** Strategy – being able to think about the meaning of a word, what we know about words

Students will use the **LOOK, SAY, NAME, COVER, WRITE, CHECK** approach as one method of learning new words.

- **LOOK** at the word (take a picture of it in your head)
- **SAY** the word
- **NAME** the letters in the word
- **COVER** the word
- **WRITE** the word
- **CHECK** each letter (A tick is placed over the correct letter and a dash – is to be placed over an incorrect letter.)

**Onset and Rime:**
The students will continue to develop an understanding of onset and rime. Onset and rime can greatly improve both reading and spelling skills. Learning to distinguish rime (a combination of letters and the accompanying sound they make, such as ‘ay’ or ‘aw’) gives the students a valuable tool that provides quick access to spelling patterns. Onset is the beginning sound of a word and allows them to create new words with familiar endings.

**Rhyming Words:**
We will be using poetry to engage the students in rhyming. Rhyme is an effective way of teaching students how to spell. They will be exploring different rhyming/spelling patterns, which will help increase their knowledge and understanding of spelling unfamiliar words. Examples of rhyming words are: she, tree, flea, spree and key.

**High Frequency Words:**
These are words which are used most frequently in your child’s reading and writing. The spelling of these words needs to become automatic. Students will be involved in activities to support their learning of these words at school.

**Reading:**

**Focus areas in reading will include:**
- Using the 7 decoding strategies – look at the picture, get your mouth ready, re-reading, does it look right? Does it sound right? Does it make sense? And looking for chunks.
- Using expression – An interesting characters voice and tone of which the text is read.
- Using phrasing – Looking at the punctuation to guide when they need to take a pause/breathe when reading.
- Using fluency – Reading smoothly or just like talking.
Comprehension strategies:

- Making and answering questions (literal, inferential and evaluative) before, during and after reading.
- Making connections – Text to self, text to text and text to world.
- Summarising – Keeping the main points of the text, deleting unimportant ideas, maintaining the author’s point of view, sequencing the information logically.
- Visualising – Making mental images using their 5 senses (hear, smell, taste, touch, see) to trigger their imagination of what is happening in the story. Visualising should happen before during and after the story.
- Thinking aloud – Reader recognise and talks out loud about the process that is occurring in their head as they read. Students who can think aloud can monitor their own thinking processes, adjust their thinking to achieve clearer comprehension and use that adjustment for any future refinement in making meaning as they read.

Independent Reading:

The students will continue to participate in daily Independent Reading sessions. They will be involved in further developing their classroom libraries, to ensure that it contains a variety of text types, such as fiction, non-fiction, poetry, magazines etc and that the topics appeal to the individual interests of the grade. Each student will have a collection of 4 to 5 books to read during independent reading time. They’ll further develop their understanding of how to choose a Just Right Book, by making sure the book that they have chosen is not too easy or too difficult.

INTEGRATED STUDIES

This term our topic is Technology that Changed our Lives. Students will be involved in a range of exploratory activities that require them to access a variety of resources to investigate past and present technologies that impact our daily lives.

NUMERACY

Maths concepts and processes that will be continually addressed during the year:

- Oral counting by 2’s, 4’s, 5’s, 10’s to 100 and beyond, counting from various starting points, continuing written patterns forwards and backwards.
- Using mental strategies such as nearest 10, doubles/near doubles and ten facts.
- Numbers that come before and after numbers to 999.
- Making, naming and recording numbers of 2 and 3 digits.
- Identifying place value i.e. the value given to digits in a number, for example 24 = 2 tens and 4 ones. 43 equal 4 tens and 3 ones. Exploring the value of digits and expanding numbers, for example 24 = 20 + 4.
Focus areas in Maths will include:

**Multiplication**
- Using terminology such as ‘groups of, rows of and set of’.
- Using strategies when calculating groups of numbers.
- Modelling, solving and recording multiplication problems.

**Division**
- Using terminology such as “shared between and how many”.
- Using strategies when dividing such as, sharing (8 shared between 4)
- Modelling, solving and recording division problems.

**Area**
- Exploring area will involve estimating the area of objects.
- Discovering which objects are most appropriate for measuring certain areas.

**Perimeter**
- Exploring perimeter will involve estimating the distance around the outside of objects.
- Discovering which objects are most appropriate for measuring perimeter.

**Location and Mapping**
- Exploring language such as right, left, forward and backwards.
- Locating a point on a simple map.
- Participate in activities where they follow or give accurate instructions to get from point A to point B.

**Chance and Probability**
- Classifying a list of everyday events according to how likely they are to happen and using the language of chance such as likely, unlikely and impossible.

Thank you for your ongoing support. We’re looking forward to another fun filled term with your child. If you have any questions please contact your child’s teacher.

**Kind Regards**

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