

Term 4 PREP Curriculum Overview

| | Mathematics | Reading | Writing | Social & Emotional Learning | Concept |
|-------------------------------|--|--|---|-------------------------------------|--|
| Week 1 <i>October 7</i> | Place Value Division Duration Data | Fluency High Frequency Words Comprehension Sounds Speaking & Listening Text Purpose | Ideas Organisation Word Choice Sentence Fluency Conventions: Grammar & Punctuation Conventions: Spelling | Be courteous | <p>Design & Technology: Enduring Understanding: Products are designed to solve problems and meet people's needs.</p> <p>- I can explore different materials and how they can be used to create designed solutions.</p> <p>- I can communicate design ideas through describing, drawing and modelling.</p> <p>- I can safely use materials, tools and equipment to produce designed solutions.</p> <p>- I can use personal preferences to evaluate the success of design ideas.</p> <p>- I can sequence steps for making designed solutions.</p> |
| Week 2 <i>October 14</i> | Place Value Division Duration Data | Fluency High Frequency Words Comprehension Sounds Speaking & Listening Text Purpose | Ideas Organisation Word Choice Sentence Fluency Conventions: Grammar & Punctuation Conventions: Spelling | | |
| Week 3 <i>October 21</i> | Place Value Division Duration Data | Fluency High Frequency Words Comprehension Speaking & Listening Text Purpose | Organisation Word Choice Sentence Fluency Presentation | Be fair | |
| Week 4 <i>October 28</i> | Place Value Duration Data | Fluency High Frequency Words Comprehension Speaking & Listening Text Purpose | Ideas Organisation Word Choice Sentence Fluency Presentation Conventions: Grammar & Punctuation Conventions: Spelling | | |
| Week 5 <i>November 4</i> | Place Value Duration | Fluency High Frequency Words Comprehension Speaking & Listening | Ideas Organisation Word Choice Sentence Fluency Presentation Conventions: Grammar & Punctuation Conventions: Spelling | Take care of the environment | |
| Week 6 <i>November 11</i> | Place Value | Fluency High Frequency Words Comprehension Speaking & Listening | Word Choice Sentence Fluency Presentation Conventions: Grammar & Punctuation Conventions: Spelling | | |
| Week 7 <i>November 18</i> | Place Value | Fluency High Frequency Words Comprehension Speaking & Listening | Word Choice Sentence Fluency Presentation Conventions: Grammar & Punctuation Conventions: Spelling | Take care of self and others | |
| Week 8 <i>November 25</i> | <p>Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.</p> | | | | |
| Week 9 <i>December 2</i> | | | | Take care of equipment | |
| Week 10 <i>December 9</i> | | | | | |
| Week 11 <i>December 16</i> | | | | Revision | |

Term 4 Curriculum Overview: Mathematics

Prep

| | Essential Learning | Learning Targets |
|-----------|---|--|
| Weeks 1-3 | Division Students share collections equally. | <ul style="list-style-type: none"> → I can share a collection equally using concrete materials by dealing one at a time → I can explain what it means to share equally |
| Weeks 1-4 | Data Students ask and answer questions to collect data, and interpret data displays. | <ul style="list-style-type: none"> → I can accurately interpret data, making simple statements → I can display my data using objects and/or drawings → I can answer questions with 2 possible answers → I can ask simple questions to collect data |
| Weeks 1-5 | Duration Students describe the duration of familiar events, and order the days of the week. | <ul style="list-style-type: none"> → I can use the language of time (longer, shorter) to compare the duration of familiar events → I can sequence familiar events → I can explain when something happened/will happen → I can identify the day that some regular, familiar events occur → I can name and order the days of the week |
| Weeks 1-7 | Place Value: Students compare and order numbers to 20, and identify ordinal positions to tenth. | <ul style="list-style-type: none"> → I can identify the largest numeral out of a group of unordered numerals (up to 20) → I can use words such as 'first' and 'second' to describe positions in a sequence (to tenth) → I can compare and order collections up to 20 → I can subitise small collections of objects (to 5) |
| Weeks 3-5 | Number Sequences Students count forwards and backwards by 10. | <ul style="list-style-type: none"> → I can skip count forwards by 10s to 100 → I can skip count backwards by 10s from 100 |

Term 4 PREP Curriculum Overview: Reading

| | Essential Learning | Learning Targets |
|-----------|---|---|
| Weeks 1-2 | <p style="text-align: center;">Sounds</p> <p>I can hear rhymes, syllables and words with the same first sounds in spoken words.</p> | <ul style="list-style-type: none"> → I can hear a rhyme and a non-rhyme. → I can break some words into syllables → I can hear the initial sound in a word Eg. cat /c/ |
| Weeks 1-4 | <p style="text-align: center;">Text Purpose</p> <p>I can identify the type of text.</p> | <ul style="list-style-type: none"> → I know some features of fiction texts (character, read from beginning to middle to end, made up story) → I know some features of non fiction texts (facts, information, contents page, photographs) → I can explain some similarities between fiction and nonfiction. |
| Weeks 1-7 | <p style="text-align: center;">Fluency</p> <p>I can read words in phrases on my own.</p> | <ul style="list-style-type: none"> → I can read a familiar Level 4 text confidently. → I can pause and take a breath when I see a . ! ? → I can slide my finger or use my eyes to track my reading. |
| | <p style="text-align: center;">High Frequency Words</p> <p>I can recognise and read High Frequency words in a text.</p> | <ul style="list-style-type: none"> → I can read High Frequency words without stretching out sounds. → I can recognise and locate High Frequency words in a text. |
| | <p style="text-align: center;">Comprehension</p> <p>I can use comprehension strategies to understand and discuss texts that I listen to, view or read.</p> | <ul style="list-style-type: none"> → I can infer about a character or event. → I can visualise the pictures in my head → I can recall one or two events from texts with familiar topics. |
| | <p style="text-align: center;">Speaking and Listening</p> <p>I can hear rhymes, syllables and words with the same first sounds in spoken words.</p> | <ul style="list-style-type: none"> → I can clearly use words to interact with others and express ideas. → I can use the 5Ls of Listening - lips, legs, lap, look, listen. |

Term 4 PREP Curriculum Overview: Writing

| | Essential Learning | Learning Targets |
|----------------|--|--|
| Weeks 1-2, 4-5 | <p>Ideas: The piece's content – its central message and details that support that message</p> | <ul style="list-style-type: none"> → I can read back my own writing and talk about the texts I create. → I can identify the purpose of familiar texts (such as greeting cards, lists). |
| Weeks 1-5 | <p>Organisation: The internal structure of the piece – the thread of logic, the pattern of meaning.</p> | <ul style="list-style-type: none"> → I can create short texts, in different forms (simple recount or narrative). |
| Weeks 1-7 | <p>Word Choice: The specific vocabulary the writer uses to convey meaning and enlighten the reader</p> | <ul style="list-style-type: none"> → I can include simple familiar words and personally significant words in my writing. (e.g. simple familiar - saw, food, they; personally significant words - family names, dog, house) → I can include some learning area vocabulary in my writing. (e.g. season). → I can use taught high frequency words in my writing (e.g. weekend used in a recount). → I am beginning to use adjectives to add meaning to my writing by describing qualities or features (red, small, long). |
| Weeks 1-7 | <p>Sentence Fluency: The way words and phrases flow through the piece. It is the auditory trait because it's "read" with the ear as much as the eye.</p> | <ul style="list-style-type: none"> → I am beginning to use logical word order in my sentences. → I am beginning to write identifiable clauses often linked using 'and'. |
| Weeks 1-2, 4-7 | <p>Conventions - Grammar & Punctuation: The mechanical correctness of the piece. Correct use of conventions (capitalization, punctuation, paragraphing, and grammar and usage) guides the reader through the text easily.</p> | <ul style="list-style-type: none"> → I am beginning to write capital letters for some proper nouns (names of people). → I am beginning to write short, simple sentences using subject-verb and subject-verb-object structure |
| Weeks 1-2, 4-7 | <p>Conventions - Spelling: The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.</p> | <ul style="list-style-type: none"> → I can use onset and rime to spell words. → I know what a vowel is, and can identify them. |
| Weeks 3-7 | <p>Presentation: The physical appearance of the piece.</p> | <ul style="list-style-type: none"> → I can use simple software to construct texts |