

Term 3 Curriculum Overview

Prep

	Mathematics	Reading	Writing	Concept
Week 1 <i>Jul 10</i>	Place Value Addition 3D Objects	Letter Names/Sounds Fluency High Frequency Words MSV Comprehension	Ideas Word Choice	<p style="text-align: center;">Science</p> <p>Enduring Understanding: Living things have a variety of features and live in different places. They grow, change and have offspring.</p> <ul style="list-style-type: none"> <i>I understand that living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met.</i> <i>I understand that living things grow, change and have offspring similar to themselves.</i> <i>I can compare observations and predictions with those of others.</i>
Week 2 <i>Jul 17</i>	Place Value Addition 3D Objects	Fluency High Frequency Words MSV Comprehension	Organisation Word Choice Sentence Fluency	
Week 3 <i>Jul 24</i>	Place Value Subtraction 3D Objects	Fluency High Frequency Words MSV Comprehension	Ideas Word Choice Sentence Fluency Conventions: Spelling	
Week 4 <i>Jul 31</i>	Place Value Subtraction 3D Objects	Fluency High Frequency Words MSV Comprehension	Ideas Word Choice Conventions: Grammar & Punctuation Conventions: Spelling	
Week 5 <i>Aug 7</i>	Place Value Addition Subtraction Money	Fluency High Frequency Words Text Purpose Comprehension	Conventions: Grammar & Punctuation Conventions: Spelling	
Week 6 <i>Aug 14</i>	Place Value Addition Subtraction Money	Fluency High Frequency Words Text Purpose Comprehension	Conventions: Grammar & Punctuation Conventions: Spelling	
Week 7 <i>Aug 21</i>	Place Value Money Sharing	Fluency High Frequency Words Text Purpose Comprehension	Ideas Organisation Conventions: Grammar & Punctuation Conventions: Spelling	
Week 8 <i>Aug 28</i>	Place Value Money Sharing	Fluency High Frequency Words Text Purpose Comprehension	Ideas Organisation Word Choice Conventions: Grammar & Punctuation Conventions: Spelling	
Week 9 <i>Sep 4</i>	Place Value Money Sharing	Fluency High Frequency Words Text Purpose Comprehension	Organisation Word Choice Conventions: Grammar & Punctuation Conventions: Spelling	
Week10 <i>Sep 11</i>	Place Value Sharing	Fluency High Frequency Words Text Purpose Comprehension	Conventions: Spelling	

Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of an online test, a 'quick check', an academic game or another form of student work sample.

Where learning cycles are outlined to be completed is where post-testing is likely to occur.

Teaching teams also engage with formative assessment throughout learning cycles with students.

Term 3 Curriculum Overview: Mathematics

Prep

	Essential Learning	Learning Targets
Week 1 - 10	Place Value: Students compare and order numbers to 20, and identify ordinal positions to tenth.	→ I can read and recognise the numbers 30, 40, 50, 60, 70, 80, 90, 100 → I can write numerals up to 20 → I can connect number names with numerals and quantities up to 20 → I can use one to one correspondence to count collections up to 20 → I can recall the backward number word sequence from 20, from any starting point → I can recall the forward number word sequence to 20, from any starting point
Week 1 - 2 & 5 - 6	Addition: Students solve simple addition problems to 20	→ I can read, write and interpret addition statements using and (addition) and is (equals) → I can solve addition problems, where the sum is below 20, using a range of strategies. → I can solve addition problems by counting all. → I can recall and use addition facts to 5 fluently → I can understand addition as combining resulting in a larger collection.
Week 1 - 4	3D objects: Students name, sort and classify 3D objects	→ I can identify familiar 3D objects in everyday life → I can recognise and name 3D objects (sphere, cube) → I can sort objects based on common features
Week 3 - 6	Subtraction: Students solve simple subtraction problems from 20	→ I can read, write and interpret subtraction statements using take away (subtraction) and is (equals) → I can solve subtraction problems, where the starting amount is less than 20, using a range of strategies. → I can solve subtraction problems by counting all that are left. → I can recall and use subtraction facts from 5. → I can understand subtraction as separating a collection resulting in two smaller collections.
Week 5 - 9	Money: Students use money in simple everyday situations	→ I can use money to pay for items in play situations → I can explain how I have sorted my money → I can sort and match coins and notes based on similar features
Week 7 - 10	Sharing Students share physical collections equally	→ I can share a collection equally using concrete materials by dealing one at a time → I can explain what it means to share equally

Term 3 Curriculum Overview: Reading

Prep

	Essential Learning	Learning Targets
Week 1	Letter Names: Students recognise and name all 26 upper and lowercase letters.	→ I know all 52 letters by their name.
	Letter Sounds: Students use the sounds represented by most letters.	→ I can identify the most common sounds of the 26 letters of the alphabet.
Week 1 - 4	MSV: Meaning, Structure, Visual cues Students use letter-sound information with meaning and language structure to solve words.	→ I can look at the picture. → I can get my mouth ready for the word. → I listen to my reading to see if it makes sense.
Week 1 - 10	Comprehension: Students use simple comprehension strategies to understand and discuss texts that they listen to, view or read.	→ I can retell parts of the story → I can ask or answer questions about a text. → I can make a connection. → I can make a prediction.
	High Frequency Words: Students recognise and read High Frequency words in a text.	→ I can read High Frequency words without stretching out sounds. → I can recognise and locate High Frequency words in a text.
	Fluency: Students read words in phrases on their own.	→ 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.
Week 5 - 10	Text Purpose: Students identify the type of text.	→ 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 of fiction and nonfiction.

Term 3 Curriculum Overview: Writing

Prep

	Essential Learning	Learning Targets
Week 1 - 10	Presentation: The physical appearance of the piece.	→ I can correctly form all upper case letters. → I can correctly form all lower case letters.
Week 1 - 3 & 8 - 9	Word Choice: The specific vocabulary the writer uses to convey meaning and enlighten the reader	→ I am beginning to use adjectives to add meaning to my writing by describing qualities or features (red, small, long). → I can include some learning area vocabulary in my writing. (e.g. season).
Week 1, 3 - 4 & 7 - 8	Ideas: The piece's content – its central message and details that support that message	→ I can identify the purpose of familiar texts (such as greeting cards, lists). → I can read back my own writing and talk about the texts I create.
Week 2 - 4	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.	→ I am beginning to use logical word order in my sentences.
Week 2 & 7 - 9	Organisation: The internal structure of the piece – the thread of logic, the pattern of meaning.	→ I can create short texts, in different forms (simple recount or narrative).
Week 3 - 10	Conventions - Spelling: The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.	→ I can write some appropriate letter combinations to represent words (bis for because) → I can participate in shared editing of my writing for spelling. → I can write consonant-vowel-consonant words by writing letters to represent sounds. → I can use onset and rime to spell words.
Week 4 - 9	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.	→ I am beginning to mark the start of a sentence with a capital letter and the end of a sentence with a full stop. → I can participate in shared editing of my writing for capital letters, full stops and meaning.