

Term 4 Curriculum Overview

Prep

	Mathematics	Reading	Writing	Concept
Week 1 Oct 2	Place Value Division Counting	Fluency Text Purpose High Frequency Words Sounds Comprehension Speaking & Listening	Ideas Organisation Sentence Fluency Word Choice Conventions: Grammar & Punctuation Conventions: Spelling	<p style="text-align: center;">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 Oct 9	Place Value Division Counting	Fluency Text Purpose High Frequency Words Sounds Comprehension Speaking & Listening	Ideas Organisation Sentence Fluency Word Choice Conventions: Grammar & Punctuation	
Week 3 Oct 16	Place Value Division Data Number Sequences Counting	Fluency Text Purpose High Frequency Words Sounds Comprehension Speaking & Listening	Organisation Sentence Fluency Word Choice Presentation	
Week 4 Oct 22	Place Value Data Counting Duration Number Sequences	Fluency Text Purpose High Frequency Words Sounds Comprehension Speaking & Listening	Ideas Word Choice Sentence Fluency Presentation Conventions: Grammar & Punctuation Conventions: Spelling	
Week 5 Oct 29	Place Value Data Counting Number Sequences Duration	Fluency Text Purpose High Frequency Words Sounds Comprehension Speaking & Listening	Ideas Word Choice Sentence Fluency Presentation Conventions: Grammar & Punctuation Conventions: Spelling	
Week 6 Nov 6	Place Value Data Counting Duration	Fluency Text Purpose High Frequency Words Sounds Comprehension Speaking & Listening	Word Choice Sentence Fluency	
Week 7 Nov 13	Place Value Counting Duration	Fluency High Frequency Words Comprehension Speaking & Listening	Word Choice Sentence Fluency	
Week 8 Nov 20	Duration	Fluency High Frequency Words Speaking & Listening	Word Choice Sentence Fluency	
Week 9 Nov 27	<i>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.</i>	<i>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.</i>	Word Choice Sentence Fluency	
Week 10 Dec 4			<i>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.</i>	

Week 11 Dec 11	<i>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.</i>	<i>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.</i>	<i>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.</i>	
Week 12 Dec 18				

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 4 Curriculum Overview: Mathematics

Prep

	Essential Learning	Learning Targets
Weeks 1-7	Place Value: Students compare and order numbers to 20, and identify ordinal positions to tenth.	→ 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)
	Counting Students connect number names and numerals with collections of up to 20 in order to count objects.	→ I can read and recognise the numbers 30, 40, 50, 60, 70, 80, 90, 100
Weeks 1-3	Division Students share 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
Weeks 3-5	Number Sequences Students count forwards and backwards by 10	→ I can skip count forwards by 10s to 100 → I can skip count backwards by 10s from 100
Weeks 3-6	Data Students ask and answer questions to collect data, and interpret data displays.	→ 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 4-8	Duration Students describe the duration of familiar events, and order the days of the week.	→ 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

Term 4 Curriculum Overview: Reading

Prep

	Essential Learning	Learning Targets
Weeks 1-8	Fluency I can read words in phrases on my 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.
Weeks 1-6	Text Purpose I can 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 between fiction and nonfiction.
Weeks 1-6	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.
Weeks 1-6	Sounds I can hear rhymes, syllables and words with the same first sounds in spoken words.	→ 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 1-7	Comprehension 2 I can use comprehension strategies to understand and discuss texts that I listen to, view or read.	→ 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.
Weeks 1-8	Speaking & Listening I can clearly use my words to interact with others.	→ 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 Curriculum Overview: Writing

Prep

	Essential Learning	Learning Targets
Weeks 3-5	Presentation: The physical appearance of the piece.	→ I can use simple software to construct texts
Weeks 1 - 9	Word Choice: The specific vocabulary the writer uses to convey meaning and enlighten the reader	→ 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, 2, 4 & 5	Ideas: The piece's content – its central message and details that support that message	→ 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).
Week 1 - 9	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. → I am beginning to write identifiable clauses often linked using 'and'.
Weeks 1, 2, 3 & 6	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).
Weeks 1, 4, 5 & 6	Conventions - Spelling: The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.	→ I can use onset and rime to spell words. → I know what a vowel is, and can identify them.
Weeks 1, 2, 4, 5 & 6	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 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