

Term 3 Curriculum Overview

Prep

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 <i>July 15</i>	Place Value Counting Addition Measurement	Letter Names Letter Sounds High Frequency Words MSV Fluency	Ideas Word Choice Presentation Conventions: Grammar & Punctuation	<p><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></p> <p>Value focus: <i>Inclusion</i> Fortnightly behaviour foci:</p> <ul style="list-style-type: none"> ● Include Others ● Cooperate ● Be an Upstander ● Support Others ● Celebrate Strengths and Differences <p><u>RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS</u></p> <p>Topic 6: Help Seeking</p> <p>Topic 7: Gender & Identity</p>	<p>Personal & Social Capability Enduring Understanding: Feelings and emotions can be expressed in different ways. We use a range of skills to work in groups.</p> <ul style="list-style-type: none"> ● I can use vocabulary and practise the expression of emotions to describe how I feel in different familiar situations. ● I can recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems. ● I can practise the skills required to include others and make friends with peers, teachers and other adults. ● I can name and practise basic skills required to work collaboratively with my peers.
Week 2 <i>July 22</i>	Place Value Counting Addition Measurement	Letter Names Letter Sounds High Frequency Words MSV Fluency	Organisation Word Choice Sentence Fluency Conventions: Grammar & Punctuation		
Week 3 <i>July 29</i>	Place Value Counting Addition Measurement	High Frequency Words MSV Comprehension Fluency	Ideas Word Choice Sentence Fluency Conventions: Spelling Conventions: Grammar & Punctuation		
Week 4 <i>August 5</i>	Place Value Counting Addition Measurement	High Frequency Words MSV Comprehension Fluency	Ideas Sentence Fluency Conventions: Spelling Conventions: Grammar & Punctuation		
Week 5 <i>August 12</i>	Place Value Counting Subtraction	High Frequency Words Comprehension Fluency Text Purpose	Presentation Conventions: Spelling Conventions: Grammar & Punctuation		
Week 6 <i>August 19</i>	Place Value Counting Subtraction Money	High Frequency Words Comprehension Fluency Text Purpose	Conventions: Spelling Conventions: Grammar & Punctuation		
Week 7 <i>August 26</i>	Place Value Counting Subtraction Money	High Frequency Words Comprehension Fluency Text Purpose	Ideas Organisation Conventions: Spelling Conventions: Grammar & Punctuation		
Week 8 <i>September 2</i>	Place Value Counting Addition Subtraction Money	High Frequency Words Comprehension Fluency	Organisation Word Choice Conventions: Spelling Conventions: Grammar & Punctuation		
Week 9 <i>September 9</i>	Place Value Counting Division	High Frequency Words Comprehension Fluency	Organisation Word Choice Conventions: Spelling Conventions: Grammar & Punctuation		
Week 10 <i>September 16</i>	Place Value Counting Division	High Frequency Words Comprehension Fluency	Presentation 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.	<ul style="list-style-type: none"> → 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
	Counting: Students connect number names and numerals with collections of up to 20 in order to count objects	<ul style="list-style-type: none"> → I can create simple repeating patterns with objects and drawings → I can continue simple repeating patterns with objects and drawings → I can identify which part of a pattern is being repeated → I can copy simple repeating patterns with objects and drawings → I can classify and sort objects based on their features
Week 1 - 4	Measurement - 3D objects: Students name, sort and classify 3D objects	<ul style="list-style-type: none"> → 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 1 - 4 & 8	Addition: Students solve simple addition problems to 20	<ul style="list-style-type: none"> → 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 5 - 8	Subtraction: Students solve simple subtraction problems from 20	<ul style="list-style-type: none"> → 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 6 - 8	Money: Students use money in simple everyday situations	<ul style="list-style-type: none"> → 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	Division Students share physical collections	<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

equally

Term 3 Curriculum Overview: Reading & Viewing

Prep

	Essential Learning	Learning Targets
Week 1 - 2	<p style="text-align: center;">Letter Names: Students recognise and name all 26 upper and lowercase letters.</p>	→ I know all 52 letters by their name.
	<p style="text-align: center;">Letter Sounds: Students use the sounds represented by most letters.</p>	→ I can identify the most common sounds of the 26 letters of the alphabet.
Week 1 - 4	<p style="text-align: center;">MSV: <i>Meaning, Structure, Visual cues</i> Students use letter-sound information with meaning and language structure to solve words.</p>	<ul style="list-style-type: none"> → 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	<p style="text-align: center;">High Frequency Words: Students 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;">Fluency: Students read words in phrases on their 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.
Week 3 - 10	<p style="text-align: center;">Comprehension: Students use simple comprehension strategies to understand and discuss texts that they listen to, view or read.</p>	<ul style="list-style-type: none"> → 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.
Week 5 - 7	<p style="text-align: center;">Text Purpose: Students 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 of fiction and nonfiction.

Term 3 Curriculum Overview: Writing

Prep

	Essential Learning	Learning Targets
Week 1, 5, 10	<p>Presentation: The physical appearance of the piece.</p>	<ul style="list-style-type: none"> → I can correctly form all upper case letters. → I can correctly form all lower case letters.
Week 1, 3 - 4 & 7	<p>Ideas: The piece's content – its central message and details that support that message</p>	<ul style="list-style-type: none"> → 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 1 - 3, 8 & 9	<p>Word Choice: The specific vocabulary the writer uses to convey meaning and enlighten the reader</p>	<ul style="list-style-type: none"> → 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 - 9	<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 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.
Week 1 - 3	<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.
Week 3 - 10	<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 write some appropriate letter combinations to represent words (<i>bis</i> 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 2, 8 & 9	<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).