

Prep S and Prep G

Literacy

- Illustrate and write (supported) about individual and shared experiences
- Handwriting, letter formation
- Introducing reading strategies within small group Shared Reading
- Pre-Assessment and teaching sequence for the Big Idea/Theme in picture books (PLC Junior focus)
- Cued Articulation and introduction of new sounds and letters
- Oral language through Show and Share

Numeracy

- Pattern – recognising and building abab, abbabb, aabaab, abcabc patterns etc
- Language of Position and Movement
- Tens and Teen numbers – making models of numbers, counting days of school in tens and ones
- Addition and Subtraction – new addition and subtraction partner games, number stories using manipulatives

SEL

- Positive Coping – students reflect on their emotional responses, discuss ways they can take responsibility for their actions and show an awareness of the feelings and needs of others

Inquiry

- Explore the ways things move in different ways. Plan, revise and build things that move

P.E.

- Perceptual Motor Program (PMP)
- Skipping
- Ball skills

The Australian Early Development Census (AEDC) takes place this term – conducted by both Prep teachers. The AEDC is a nationwide data collection of development at the time children commence school, held every 3 years.

Grade 1RG

Maths

- Strategies for solving addition and subtraction problems.
- 'Make 10' and number combinations that add to 10
- 'Count-on' as an addition strategy
- 'Doubles' to 10.
- Understanding of Place Value is reviewed and discussed daily as we count how many days we have been at school.
- Counting patterns, forwards and backwards by ones, skip counting by 2s, 5s, and 10s are also practised daily.

Writing

- Narratives for our writing genre.
- Handwriting: Correct sizing and formation of letters on dotted third paper.
- Oral Language: Asking open or closed questions.
- Spelling – investigating spelling patterns and using the connecting strategy to problem-solve unfamiliar words.
- Reading: Comprehension - This term we are beginning to discuss Text-to-Self Connections and how we can understand stories better when we think about our own experiences that are similar. Children are also learning to apply their developing knowledge of reading strategies during guided and independent reading.

SEL: Respectful Relationships: Positive Coping strategies.

Inquiry: This term we will be exploring and learning about where we live, and significant places in Australia. We will be learning about significant Aboriginal locations and cultural heritage. We will also discuss and locate places of personal and community significance.

Grade 2H

Maths

- (Numeracy) Counting and Addition

- (Measurement) Length

Writing

- Narrative
- Handwriting

Vocabulary

- Oral and written. 'Word of the week'
- Tier 2 words

Spelling

- 'ill', 'all', 'ull', 'ell' and 'oll' sound and letter patterns
- spelling strategy ladder
- reinforcing metalanguage eg. Sounds, letters, vowels, syllables

Reading

- Comprehension - Text to self connections
- Non-fiction- Identifying key features of non-fiction text.
- Solving unknown words in text using different strategies.

Integrated Studies

- Local geography

P.E.

- Skipping
- Fitness games
- Gross motor skills-Exploring different locomotor movements

IT

- Using different publishing tools on Word.

3/4 GG and 3/4 RG

Maths

- This term we have begun focusing on different strategies to solve the same addition or subtraction equation.
- This has also involved looking at the 'Jump Strategy', again for either addition or subtraction.

Writing

- Students will be working on narrative writing with a focus on building their characters and developing their settings.

Spelling

- will focus on the 'Catch Up Your Code' program.

Reading

- This term we will focus on asking questions as we read. This is an important step to building reading comprehension and it encourages the reader to use their prior knowledge to make sense of what they are reading.

Inquiry

- The children are comparing the three continents of South America, Africa and Australia. We are looking at their locations on the earth, how this affects their climate and the habitats of various animals. Above all we are **aiming to create curiosity and wonder!**

Science

- During the children's science focus with Ms Giliam we will be looking at the impact of human activity on the Earth and connecting this to Indigenous land management.

SEL

- We will continue to build on our learnings around Passive, Assertive, and Aggressive behaviours and the role bystanders play in bullying.

5/6 A and 5/6 B

Maths

- 2D and 3D shape - hands-on activities - opportunities to extend their critical and creative thinking capabilities
- Developing an understanding of the properties of shapes.
- Measurement - length, area and perimeter as part of a design your own zoo activity.
- Measurement – time (including timetables, 24hour time and elapsed time)

Literacy

- Reading activities will be focussed on increasing students' abilities to ask questions before, during and after reading to deepen their understanding of a text.
- In writing the focus will continue to be narratives and persuasive text types for the first four weeks of term. From week 5 onwards the focus will be information reports - As part of our writing work students will explore and identify the key features of an information report. Students will select a topic and will be encouraged to find books from the library and websites to improve their knowledge on their chosen topics.
- Students will be continuing the program in Spelling, called 'Catch up your code' aimed at consolidating and extending students abilities in spelling.

Inquiry

- How Does The Earth Change? Students will be provided with the opportunity to research a natural or man-made disaster and create an oral presentation linked to our work in writing.
- The next topic following this will be What Lies Beyond? which allows students to collaborate to inquire about a range of concepts about our universe and beyond.

Connecting Cultures Tolerance and Acceptance

- The program fosters cross cultural awareness in primary school students, and it corresponds with the Victorian Curriculum.
- During the student's participation in the program they will receive penpal letters from Leibler Yavneh School grade 5/6 students, (a Jewish school in Melbourne) and our students will be writing back to the students, discussing their favourite football teams, food and the latest movies and most importantly what it is like to live in rural South Gippsland.
- During the program there will be a focus on cultural differences and the cuisine and customs of Israel. The program will also incorporate a visit by our students in Term 3 to Leibler Yavneh School in Elsternwick to meet up with their penpals, which will be an exciting event! This will coincide with a return visit of the grade 5/6 students of Leibler Yavneh School to Meeniyan Primary School later in the year.

Art with Gonzalo

- This Term Grade 5/6 students will also have the opportunity to work alongside Gonzalo in weekly art lessons. These lessons will be aimed at exploring art techniques and the use of images to enhance a narrative.