



### Learning Overview Term 3 – Weeks 6 – 10 (Australian Curriculum)

2020

#### English

The children have been exploring short stories and will now begin to retell known stories using picture prompts. The children will then begin constructing their own stories using a given character, setting and event. They will create a ‘story map’ and then share their story orally before writing it.

In handwriting we will be consolidating letters that use the hopping pattern b, m, n, r, h, k and p. We will then begin the wave pattern letters, a, c, u, v, w and y.

In spelling, we will be adding ‘ed’ and ‘ing’ and focussing on learning words that contain the



\* Each teacher has included their Learning Group novel.

#### Mathematics

In Mathematics the children will be consolidating ‘friends of ten’ (two numbers that add up to 10) and learning about ‘friends of twenty’ playing games including ‘shake, rattle and drop. They will use a variety of strategies including counting on, counting back and using number lines to assist in solving addition and subtraction problems.

The children will investigate volume and capacity using different sized containers as well as water and counting cubes to compare how much each container holds.

The children will investigate the value of money, they will order Australian coins and make small purchases when creating their own shops and restaurants. They will investigate currencies used in other countries.



#### Science

In Science the children will be testing materials, such as cardboard, foil, wood and plastic to see whether or not they are absorbent, determining their suitability for their own water parks.

#### History and Social Sciences (HASS)

The children will investigate the location of Water Parks around the world, including Ventura Park in Cancun and Water Bom in Bali and plot these on a world map.

#### Design and Technologies

The children will construct a water slide for a waterpark, using materials they have deemed suitable in their Science testing. The children will test the slide using a marble to represent a person.

#### Physical Education

The children will be playing a variety of games to assist in developing catching and throwing skills. Games will include, Piggy in the Middle and Clap Catch.

### The Arts

#### Visual Arts

As part of the Visual Arts unit the children will be illustrating their own short stories. The children will have the opportunity to use a medium of their choice, including oil pastels, felt-pens and water colour paint. Children will be encouraged to blend colours using the materials of their choice.

#### Music

The children will be continuing to learn about rhythm, using the language ‘ti-ti’ and ‘ta’. They will use paddle pop sticks to create the rhythms that they hear. The children will also be exploring melody when singing ‘Big Black Train’. They will also be encouraged to use body percussion to represent beat or rhythm.

#### Drama

The children will continue engaging in Readers Theatre each week, focussing on popular nursery rhymes. The children are being encouraged to use a clear and expressive voice, facial expressions and simple gestures.



### Specialist Programs (Learning Groups rotate through Specialist Lessons throughout the Semester)

#### Physical Education with Richard

The children will be developing the following skills to prepare to play basketball; keeping their eyes focused forward, contacting the ball with the fingers of one hand at about hip height.



#### Visual Arts with Rita

The children are exploring how to use a variety of art mediums, such as oil pastels, pens and paint to create artworks, such as face portraits and seasonal art using paint and cotton buds, as well as Reflection art using oil pastels.

#### Drama with Kylie

The children are experimenting with ways that they can use voice, facial expression, movement and space to imagine and establish different roles and situations.



Successful learner, confident and creative individual, and active and informed citizen	General Capabilities	Aboriginal and Torres Strait Islander Perspectives	Ripple Kindness	Respectful Relationships	Special Events
	Literacy	The children will explore the location of various sacred local Aboriginal sites, including The Scar Tree in Bonner and Hanging Rock at Tidbinbilla Nature Reserve and plot these on a map. They will also investigate how Aboriginal people historically traded instead of using money.	As part of the Ripple Kindness program the children will be learning to identify their own emotions, including happiness, anger, sadness, excitement, joy, disgust and fear. The children will also explore ways to identify these emotions in others.	To assist the children in developing Respectful Relationships we will be concentrating on:	<b>Fathers/Special Friend's Day</b> September 6
	Numeracy	<b>Asia and Australia's Engagement with Asia</b>	As part of this unit the children will play a variety of games including, Simon Says, Emotion Charades and the Opposite Game.	 The Ripple Kindness Project	
	ICT Capability	The children will investigate the Water Bom water park in Bali. They will explore the cost of entry into the water park in Balinese currency (Rupiah) and the equivalent cost in Australian dollars.			
	Critical and Creative Thinking	<b>Sustainability</b>	French	Health	<b>We are looking forward to...</b>
	Personal and Social Capability	The children will create the rides for their water park using recyclable materials. They will investigate the volume of water required to run a waterslide and discuss how the water is recycled.	As part of our French unit of work the children will be encouraged to use French greetings and salutations, including 'bonjour', 'salut', 'au revoir' and 'merci'.	As part of the Health unit the children will be learning about the five food groups. They will create a healthy food plate using pictures from magazines and shopping catalogues.	<ul style="list-style-type: none"> <li>creating our water park rides</li> <li>writing our own stories</li> <li>playing games in Mathematics</li> <li>sharing information about familiar currencies</li> </ul>
	Ethical Behaviour	<b>Vocabulary We Will Be Exploring in Our Learning</b>		<b>Something to Try at Home</b>	
	Intercultural Understanding	narrative, orientation, problem, solution, character, setting volume, capacity, compare, full, empty, counting on, counting back coins, notes, dollars, cents up, down, left, right, birds-eye view, key absorb, bend, stretch, melting, freezing, solids, liquids active, hydration, choice, proteins, grains, dairy, fruit, vegetable		<ul style="list-style-type: none"> <li>Create a pretend shop and practise making purchases</li> <li>Cook together at home and discuss the measuring of ingredients using the terms full, empty, half full etc</li> <li>Read a story together and then practise retelling the story to another member of the family</li> <li>Collect recyclable materials and send them into school for the children to create their water parks</li> </ul>	
	<p><i>Each child's learning genuinely matters to us, so we make adjustments to the curriculum to take account of who we are teaching as well as what and how we are teaching. We aim to provide rich and challenging learning opportunities for all of our children.</i></p>				