

LITERACY:

- Features of Non-Fiction texts; pictures, index, contents, diagram etc. Compare fiction and non-fiction texts.
- Genre: Report: general statement and description. Noun classifiers, action verbs, labelling, key words. Sequential explanation oral / written. Argument for or against.
- Asking and answering questions, thick and thin/ open and closed, “I wonder why...” questions. Ask literal and inferred questions orally. Linking what we know to what we learn.
- Year 1’s: Spelling ew, ou, ow, oi, oy, or, er, verbs, adverbs, plurals, opposites, speech marks, alphabetical order, compound words, dictation, guided reading.
- Receptions: Guided reading “Fitzroy” readers / non- fiction texts. Spelling 4 letter words, dictation, consonant blends and Tricky words. Reading comprehension; prior knowledge, monitoring understanding, recalling facts.

NUMERACY:

- Number: Reception – Compare and order collections, counting on, number sequences to 30 and beyond, solve addition and subtraction problems.
- Yr.1 – Working fluently with collections to 100, skip count by 2’s, 5’s and 10’s starting from zero, partition numbers using place value, solve addition and subtraction problems using counting on, partitioning and rearranging parts, number patterns, number lines, doubles.
- Capacity and mass – Measure and order capacity and mass using uniform units and compare using everyday language “heavy / heavier, holds more / less”. Measure mass using balance scales.
- Location – Describe the position and movement of objects, give and follow directions to familiar places, using language “clockwise, anticlockwise, forward, under.

H.A.S.S (Geography):

- Students undertake inquiry unit to create a sensory garden.
- Students describe how to care for places.
- Identify and describe natural, managed and constructed features of places.
- Respond to questions by collecting, recording and sorting information from a range of sources.
- Use everyday language to describe direction and location.
- Draw, model and explain design ideas; label drawings; draw objects as two-dimensional images from different views; draw products and simple environments and verbalise design ideas.

SCIENCE:

- Share and reflect on observations about familiar objects and events.
- Respond to questions, make predictions, and participate in guided investigations to create a sensory garden. Follow instructions to record and sort their observations and share them with others.
- Observe changes over time, explore the properties of objects and identify similarities and differences.
- Living things live in different places where their needs are met.
- Represent and communicate observations and ideas in a variety of ways.

THE ARTS:

- Dance and songs for end of year concert.
- Chris last session week 4: playing rhythm and beat, rhythm elements ta, ti ti & sa, listening and moving, presenting their ideas.
- Continue with the elements of dance to make and perform dance sequences. Demonstrate movement skills to represent an idea.
- Communicate ideas, feelings and observations about gardens. Create 2D and 3D art and craft. Work with “Artist in residence” on school project.

This Term’s Focus:

- Students to formulate and solve problems using STEM [science, mathematics, engineering and technology] in the creation of a sensory garden.
- Visit to the Adelaide Botanical Gardens for a session with the Education Officer to gather information about sensory plants.
- Sports Day 17th Nov.
- Transition visits for new Receptions weeks 5,6 and 7.
- Waterworld 12th Dec.