



Kensington Primary School
Term 3 Overview 2016
Year Level : 1-2

Dear Parents,

Welcome back! This overview provides you with a brief outline of the curriculum the students will be focussing on during Term 3. Other key information and important dates are also included. Thank you for your support in Terms 1 and 2. We would like to remind you that in order to volunteer in the classroom or come on excursions etc. you are required to have a Working with Children check. To apply for a Working with Children check go to: <http://www.workingwithchildren.vic.gov.au/>

INQUIRY

Big Idea:

Animals survive in places where their basic needs are met

Key Understandings:

- Living things have basic needs including food, shelter and water
- Living things have a variety of external features
- Living things live in different places where their needs may be met
- Living things grow, change and have offspring similar to themselves

Key Questions:

- What do animals need to survive?
- How are animals classified?
- What is an animal's life cycle?

LITERACY

Reading

Our focus areas for reading are 'Questioning' and 'Text Structures and Features'

Students will learn how to:

| Questioning | Text Structures and Features |
|--|--|
| <ul style="list-style-type: none">• Focus their reading;• Delve deeper into the text;• Clarify meaning; and• Critically reflect on what they have read. | <ul style="list-style-type: none">• Identify various areas of non-fiction texts (e.g. contents page, titles, diagrams, labels, indexes, glossaries)• Use this knowledge to assist them in reading and analysing non-fiction texts |

Information Report Writing

Students will understand that information reports are about communicating facts. They will use their knowledge of text structures and features to write their own narrative reports about a chosen animal.

Narrative Writing

Students will continue to plan and write their own narratives or stories and will learn about the structure through investigations into:

- story leads
- characters
- settings
- problems and solutions

Students will also:

- investigate a range of spelling strategies
- explore grammar and punctuation
- explore a range of skills and methods for planning, editing, revising and publishing written work
- refine handwriting skills, including the formation of letters and placement on dotted thirds paper

Speaking & Listening

Skills are practised throughout the day as students ask questions and have discussions in all learning areas. Through Show and Tell sessions related to the inquiry, students will deliver simple oral reports.

NUMERACY

Number

This term our numeracy areas of learning will include:

Multiplication. We will focus on student's ability to recognise and represent multiplication as:

- skip counting
- repeated addition (3+3+3+3=)

- equal groups (3 tables with 4 children on each table)
- make and read arrays (3 rows of trees with 4 in each row)

Multiplication vocabulary we will use will include:

Equally, altogether, group, array, share between, multiply/groups of/, repeated addition, skip counting, 'three sixes', 'three lots of six', 'three groups of six',

Division. We will focus on student's ability to recognise and represent division as:

- backwards skip counting
- repeated subtraction (12-4-4-4-4)
- sharing into equal groups or sets (12 children on 3 tables).

Division vocabulary we will use will include:

| | | |
|--|---|---|
| Equally Share groups share between, groups of | Make equal groups same amount each time How many groups of six are there? | backwards skip counting repeated subtraction divide altogether |
|--|---|---|

Encourage your child to solve real life grouping and sharing problems.

Fractions

Students will investigate fractions focusing on halves, quarters and eighths of shapes and collections.

Fractions vocabulary we will use will include:

| | | |
|---|--|---|
| Parts equal parts number of parts partition share divide | equal size same as fair share | fraction half half way whole quarter eighths |
|---|--|---|

Measurement

Students will focus on:

- Measuring and comparing the lengths and capacities of pairs of objects using uniform informal units (e.g. blocks, hands, feet)
- Comparing and ordering several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units
- Comparing masses of objects using balance scales

Measurement vocabulary we will use will include:

| | | | | |
|--|---|---|---|--|
| estimating/estimation measure order less than/more than big small | volume holds less/holds more greater/larger/smaller deep/shallow | mass heavy/heavier/heaviest light/lighter/lightest hefting | centimetre metre area near/far | tall/taller short/shorter weigh/weight long/length wide/width high/height |
|--|---|---|---|--|

OTHER

Home Reading

Home reading is an integral part of our school reading program. Your child will bring home their reading wallet containing appropriate levelled books and a reading journal. All students are expected to read every night at home and record their reading in the reading journal. Reading wallets are expected to be brought into school each day.

Your child does not have to always be the reader to participate in reading. Reading activities could be:

- reading with your child, either taking turns or together.
- reading to your child.
- or the reading could be done by your child, either aloud or silently.

Reading should also include a discussion about the book.

- **before reading**, predict what the book might be about.
- **during reading**, discuss whether similar events have happened in your own lives.
- **after reading**, talk about the characters, ask what the story was about and discuss whether you liked or disliked the story.

Please check the reading wallet regularly for notices.

Important Dates

Excursion to Melbourne Zoo: **Check permission forms for details.**

Tuesday 16th August: **Parent Information Evening-Numeracy**
Friday 16th September: **2.30pm finish. End term**

Other Information

All students will attend one Visual Arts, Performing Arts and Physical Education (PE) class each week. They will also participate in a weekly Bounce Back session, as well as a weekly Library session. Students will have a half hour Indonesian session each week beginning Week 2.

Kind Regards,
Rhyl, Fleur, Rachel, Kate, Vesna, Lucy, Fiona and Jenny