

Learning Overview – Weeks 5 & 6, Term 3, August/September 2025



Senior Learning Community-SLC

Portarlington Primary School

Class	Teacher	Preferred Name	Email
LC 6	Michelle Primmer	Michelle	Michelle.Primmer@education.vic.gov.au
LC 7	Jasmine O'Brien	Jasmine	Jasmine.OBrien@education.vic.gov.au

Please communicate with your child's teacher through the Communication and Learning Progress Diary unless the information is private and confidential.

English

Daily Reviews

Weeks 5 & 6 focus:

- Showing understanding of how to write contractions i.e. we are as a contraction is we're
- Choral reading the song lyrics for our concert (Men In Black and Waka Waka)

Phonics/Word Knowledge/Morphology

Weeks 5 & 6 focus:

- Build phonological, morphological and vocabulary knowledge of words ending in /ible / as in 'terrible'

Dictation

Weeks 5 & 6 focus:

- Applying letter-sound knowledge from phonics lessons to spell unfamiliar words they hear, using known patterns and strategies
- Writing simple sentences and questions that are read aloud, using phonological awareness to identify and record the sounds they hear

Handwriting

Weeks 5 & 6 focus:

- Develop fluency and accuracy when copying different fonts
- Developing a legible personal handwriting style ensuring capital letters are copied correctly
- Choral reading a 'handwriting' paragraph before writing it to support with writing fluency
- Developing typing fluency by monitoring words per minute and accuracy when copying a passage of writing

Fluency

Weeks 5 & 6 focus:

- Repeat reading 'Boy Overboard' aloud to a partner, daily for 2 minutes
- Reading an information text aloud to a partner to develop technical vocabulary and fluency when reading to inform
- Choral reading our handwriting passage
- Giving feedback to a fluency partner with a focus on the 6 Ps, Pitch, Power, Punctuation, Pace, Passion, Pause
- Tracking and graphing reading growth and reflecting on reading strengths and reading goals

Reading /Vocabulary/Comprehension

Weeks 5 & 6 focus:

- Echo reading key vocabulary from our mentor text to support decoding new words i.e *appetite, canister, contemptuous*
- Recording key words, phrases and page numbers in a graphic organiser that links to key themes such as, hope, survival and friendship

- Using notes taken to participate in rich class discussion about the social, emotional and global issues that are impacting the characters, i.e. Rashida's kindness towards Bibi and Jamal positively impacts the characters' feelings and experiences - Using evidence from our mentor text 'Boy Overboard' such as direct quotes and page numbers, in structured paragraphs to identify and justify themes - Writing concise chapter summaries using 'Somebody, Wanted, But, So Then' or 'First, Next, Then, After That, Finally' structure	
Reading Weeks 5 & 6 focus: - Participating in a 'Close Reading' of a nonfiction text linked to the theme and characters in 'Boy Overboard' - Rereading and skimming and scanning to answer 'Right There' questions in the 'Close Read' texts - Independently reading 'just right' text for sustained period of time (10-15minutes)	
Writing-Seven Steps Weeks 5 & 6 focus: - Editing and revising a monologue using rubric i.e figurative language use, sizzling start, structure - Publishing a monologue on a Chromebook using google docs and fluent typing	
	English: How you can help your child at home: - Ask your child to read their spelling words to you each night - Listen to your child read texts aloud - Listen to the 'Boy Overboard' chapters uploaded to Google Classroom - Talk about our mentor text 'Boy Overboard'

Maths	
Weeks 5 & 6 focus: - Daily 2-minute fluency of multiplication to support- <i>Recall and automaticity, Accuracy, Efficiency and Flexibility</i> - Daily review of key concepts already practice i.e division, calculating angles, adding like fractions, finding the perimeter - Reading time on an analogue clock to the nearest minute - Converting digital time (24 hour) to analogue time - Calculating elapsed time - Designing a refugee camp using mapping (space and location), financial calculations (decimal addition and multiplication, percentages) and time scheduling (elapsed time, timetables)	
	Maths: How you can help your child at home: - Practice multiplication facts with your child - Ask your child to create a schedule or timetable for their weekly events - Ask your child to read the time on an analogue clock

Inquiry	
Weeks 5 & 6 focus: - Museums in Motion - Researching an influential Australian looking at their impact on Australian development - Practicing presenting a monologue using cues, tone and actions to support the character and nature of their influential person - Explored large scale events that helped to shape Australia	
	Inquiry: How you can help your child at home: - Discuss notable people in Australian history with your child i.e Edith Cowan - Watch historical documentaries or read historical literature, with a focus on Australia - Discuss family souvenirs or heirlooms and their importance within your family history - Help your child to find out information about their notable person

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| | <ul style="list-style-type: none">• Listen to your child's presentation at home |
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