



Learning Overview – Weeks 5 & 6 Term 3 2025

Junior Learning Community-JLC

Portarlington Primary School

Class	Teacher	Preferred Name	Email
LC 1	Beth Rogers	Beth	Beth.Rogers2@education.vic.gov.au
LC 2	Connor Bloomfield	Connor	Connor.Bloomfield@education.vic.gov.au
LC 3	Brooke McLaren	Miss Mc Laren	Brooke.McLaren@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

This year we are implementing The Phonics Plus Program, a mandatory program across all Victorian classrooms. This program provides schools with a comprehensive approach to teaching reading using the evidence-based systematic synthetic phonics approach. Sessions 1 and 2 of each day will begin with this program, Connor will be teaching year 1 students and Miss McLaren will teach year 2 students.

Further information can be found: <https://www.premier.vic.gov.au/new-phonics-plus-program-education-state>

Daily Review

Foundation

Read and spell explicitly taught GPC code ss, ll, ff, and zz.

Year 1

Read and spell explicitly taught GPC codes: *au, ore, and aw*

Year 2

Revision of explicitly taught GPC codes: wr, ng, gh, kn, mb

Phonics/Word Knowledge/Morphology

Oral Hearing and isolating sounds Say the word Segment into sound (visual two hands clasped chopping)	Reading play --- Segment into sound (visual two hands clasped chopping) Letter Tiles p, l, ay practice blending- don't turn your voice off	Spelling Clear the reading scaffolds Mini whiteboards Repeat Say the word Segment into sound (visual two hands clasped chopping) Scaffold with --- use the whiteboard to check for understanding Repeat for 3 other words
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Handwriting

Foundation

Using dotted thirds paper to practice writing - bB, hH, lL, jJ, wW, vV, yY, z

Year 1

Using whiteboards to practice writing upper and lowercase letters and words with the au, ore, and aw pattern.

Year 2

Modelling writing complete sentences and supporting students to identify letter formation patterns in their writing (eg. clockwise and anticlockwise letters, ascenders and decenders).

Fluency

Foundation

Echo and paired reading

Year 1

Teacher led choral reading and paired reading

Year 2

Teacher led choral reading, echo reading, paired reading, shared reading, demonstrated awareness of punctuation and asking questions after reading.

Reading/Vocabulary/Comprehension

Foundation:

- Where is the green sheep?- identifying and producing rhyme.
- Giraffes can't dance- narratives, sequencing events.

Year 1 and 2:

- How to wash a woolly mammoth - Procedural, comprehension of verbs and tier three vocabulary.

Writing

Foundation

Producing rhymes using the structure of 'Where is the green sheep?'

Identifying and sequencing the events of a narrative.

Year 1

Exploring how to write in chronological order and use descriptive language whilst creating their own procedural text.

Year 2

Exploring how to use subtitles, dot points, verbs and ordering language to compose their own procedural text.

English: How you can help your child at home:



- Practice learning all the letters of the alphabet and sounds made when letters are combined.
- Celebrate when your child can read a high frequency word without decoding it.
- Read some Information Texts together and discuss the features (title, subtitles, contents page, picture, labels etc)
- Read to your child or listen to your child read texts aloud and support them to decode words.
- After reading, ask them what happened in the beginning, middle and end of the text, why characters behaved how they did or why the author used punctuation.

Maths

Foundation

Measurement- Length, Height, Mass and Capacity.

Year 1

Division and Multiplication: Exploring how to create arrays, using arrays to solve the number in a group, repeated addition, doubling and how to share equally in groups of 2, 5 and 10.

Year 2

Division and Multiplication: Exploring how to create arrays, using arrays to solve the number in a group, repeated addition, skip counting, doubling and how to share equally in various groups.

Maths: How you can help your child at home:

Foundation:

- Solve simple real life addition and subtraction problems together.
- Practice skip counting by 10s.
- Compare objects using terms such as 'shorter/longer than', 'shorter/taller than', 'lighter/heavier than'.

Years 1 & 2:

- Look for arrays at home and out in the community.
- Ask your child if a group of items can be divided equally into 2 groups or more (eg. when sharing food at meal times)
- Point out how multiplication and division are inverse of one another.

Inquiry

This term we will cover:

Foundation

- Celebrating Differences- perspectives

Years 1 & 2

- Through generations (including geography)



Inquiry: How you can help your child at home:

Foundation:

- Discuss different cultures including food and traditions.
- Read stories and listen to music from different cultures.

Years 1 & 2

- Reflect on how things change over time.
- Discuss where families have migrated from.
- Discuss how life is different for different generations in your family (eg. phones)