

Learning Overview – Weeks 3 & 4, Term 1, February 2025



Senior Learning Community-SLC

Portarlington Primary School

Class	Teacher	Preferred Name	Email
LC 6	Michelle Primmer	Michelle	Michelle.Primmer@education.vic.gov.au
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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 3 & 4 focus:

- Read, spell and write different noun types such as proper nouns, common nouns, collective nouns and abstract nouns
- Read, write and use descriptive adjectives
- Read, write and use precise verbs such as 'slice', 'dice' and 'fillet' rather than general verbs 'cut'

Phonics/Word Knowledge/Morphology

Weeks 3 & 4 focus:

- Build phonological, morphological and vocabulary knowledge of words that use the /ch/ digraph to make the /k/ sound as in *school*
- Build phonological, morphological and vocabulary knowledge of words that use the /ve/ digraph as in *sleeve*

Dictation

Weeks 3 & 4 focus:

- Applying the letter patterns practiced in phonics and word knowledge lesson to spell new words they hear when spoken
- Weekly dictation sentences to apply phonological knowledge to write simple sentences and questions.

Handwriting

Weeks 3 & 4 focus:

- Develop fluency when writing Victorian cursive in print
- Practicing joining the letters of the alphabet using Victorian cursive font

Fluency

Weeks 3 & 4 focus:

- Repeat reading short passages aloud to a peer to increase reading rate, word accuracy and expression
- Reading different texts at increasing levels of complexity to improve fluency
- Giving and receiving feedback on reading rate, word accuracy and expression
- Tracking and graphing reading growth and success

Reading /Vocabulary/Comprehension

Weeks 3 & 4 focus:

- Completing 3 minute 'MAZE' comprehension reading to develop vocabulary knowledge
- Recording ideas, notes and questions linked to our mentor text 'Nevermoor'
- Making predictions about main characters using clues and evidence from the mentor text
- Using text clues to visualise and draw settings, characters and objects from the mentor text
- Summarising important events and chapters using precise information and evidence from the text
- Exploring archaic, extended and tier 3 vocabulary before and while reading our mentor text

Reading

Weeks 3 & 4 focus: - Regularly reading 'Just Right Readers' (JRR) during Accountable Independent Reading (AIR) sessions - Using graphic organisers to sort and record their responses to the texts they are reading	
Writing-Seven Steps Weeks 3 & 4 focus: - Using writing prompts (pictures/sentences from our mentor text) to write persuasive and narrative sizzling starts (action, moment of change, show don't tell, paint a picture and dialogue) - Writing personal narrative that explore how to develop a character using tier 3 vocabulary - Developing knowledge of paragraphs	
	English: How you can help your child at home: - Ask them to read their spelling words to you each night - Listen to your child read texts aloud - Talk about our mentor text 'Nevermoor' - Remind your child to bring their Nevermoor text to school (Re-reading sections we read at school is encouraged, however, do not read ahead)

Maths	
Weeks 3 & 4 focus: - Daily reviews that practice reading, writing and partitioning 6 and 7 digit numbers - Daily reviews that practice counting in multiples - Using number lines to add and subtract whole numbers (3 digit to 6 digit numbers) - Partitioning whole numbers to develop mental addition and subtraction skills - Using addition, division, multiplication and subtraction to analyse and explain data (average, range, median) - Participating in rich, open-ended problem-solving tasks	
	Maths: How you can help your child at home: - Practice multiplication facts with you child - Ask your child to read larger numbers aloud - Play games that involve number skills such as sudoku, monopoly and the game of life

Inquiry	
Weeks 3 & 4 focus: - My Identity- exploring the questions - How am I influenced by others? - How can I support myself and others to cope with challenges? - How can understanding who I am prepare me for physical and emotional changes that I will experience? - Developing a Bio-Poem (A bio-poem is a 10 line poem that describes a person's identity). - Learning about the value of 'Taking Responsible Risks' so that we can understand and practise this habit - Learning about the value of 'Metacognition: Monitoring Your Thinking' so that we can understand and practise this habit - Introduction to puberty. Changes we experience between age 8 and 13	
	Inquiry: How you can help your child at home: - Support your child to identify things that make them unique - Respond to questions about changes that will occur to their body as a result of puberty between the ages of 8 and 13

