

Learning Overview – Weeks 1 & 2, Term 3, July 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 1 & 2 focus:

- Read, write and use adverbs in a complete sentence
- Read, write and use verbs in a complete sentence

Phonics/Word Knowledge/Morphology

Weeks 1 & 2 focus:

- Build phonological, morphological and vocabulary knowledge of words that are homophones such as *eight* and *ate*
- Build phonological, morphological and vocabulary knowledge of words that use the /et/ digraph to make the 'A' sound as in '*ballet*'
- Build phonological, morphological and vocabulary knowledge of words that use the /ai/ digraph to make the 'A' sound as in '*braid*'

Dictation

Weeks 1 & 2 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 1 & 2 focus:

- Develop fluency and accuracy when copying different fonts
- Developing a legible personal handwriting style

Fluency

Weeks 1 & 2 focus:

- Repeat reading short passages from our class mentor text 'Boy Overboard', aloud to a peer
- Giving feedback to a fluency partner with a focus on the 6 Ps, Pitch, Power, Punctuation, Pace, Passion, Pause
- Reading a variety a text types (fiction and non.fiction) aloud daily for 2 minutes
- Tracking and graphing reading growth and reflecting on reading strengths and reading goals

Reading /Vocabulary/Comprehension

Weeks 1 & 2 focus:

- Using the blurb and front cover images to make predictions and inferences about characters, plot and themes in the class mentor text 'Boy Overboard'
- Recording key words and page numbers in a graphic organiser that link to key themes such as 'cultural differences, the value of education, impact of war on civilians'

- Using notes taken to participate in class discussion about the social and global issue that are impacting the characters
- Exploring figurative language used in texts that help us to connect with the characters

Reading

Weeks 1 & 2 focus:

- Participating in a 'Close Reading' of a non-fiction text linked to the setting and theme of 'Boy Overboard'
- Rereading and skimming and scanning to answer 'Right There' questions in the 'Close Read' texts
- Reorganising information read with previous understanding to make inferences about the text
- Developing opinions about why authors applied certain techniques, i.e. Why did Morris Gleitzman use humour to talk about serious events?

Writing-Seven Steps

Weeks 1 & 2 focus:

- Immersing in a range of monologues to analyse structure, language techniques, and character perspective, with a focus on writing in first person
- Using a co-constructed rubric to set personal writing goals, focusing on structure, punctuation, audience awareness, and author's purpose
- Exploring multiple character perspectives in familiar fairytales (e.g. *The Three Little Pigs*) to deepen understanding of voice and point of view
- Planning and drafting a monologue from a fairytale character's perspective, incorporating key narrative devices such as sizzling start, backfill, pebble, rock, boulder, and an engaging ending



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'
- Remind your child to bring their 'Boy Overboard' text to school (Re-reading sections we read at school is encouraged, however, do not read ahead)

Maths

Weeks 1 & 2 focus:

- Daily 2-minute fluency of addition and subtraction to support- ***Recall and automaticity, Accuracy, Efficiency and Flexibility***
- Setting decimal and whole numbers up in an algorithm to calculate the answer
- Adding, subtracting and multiplying decimals and whole numbers
- Applying division by powers of 10 to convert a percentage to a decimal i.e. 85% divided by 100 become .85
- Finding percentage discount on items using multiplication
- Calculating the new price of an item after finding the percentage discount
- Making connections to percentages with fractions to calculate percentage discounts i.e. 50%= 1/2 of the original price



Maths: How you can help your child at home:

- Practice multiplication facts with your child
- Ask your child to calculate percentage discounts while shopping
- Ask your child to calculate change when purchasing items
- Play games that involve number skills and money such as sudoku, monopoly and the game of life

Inquiry

Weeks 1 & 2 focus:

- Museums in Motion
 - Being immersed in the concept of perspective by learning about Ned Kelly's life and crimes and the different ways different people viewed him
 - Understanding what 'Primary and Secondary' sources are and discussing reliable sources throughout history
 - Choosing an influential Australian to research



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