

Term Overview – Term 3, 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

- We are using our school website to communicate future events. Please visit our website <https://www.portps.vic.edu.au/>.
- **Please communicate with your child's teacher through the Communication and Learning Progress Diary unless the information is private and confidential.**

Dear Senior Learning Community families,

Welcome to Term 3 in the SLC!

We're thrilled to kick off Term 3 with a vibrant mix of learning, creativity, and community spirit in the Senior Learning Community.

This term, our students will shine on stage in the much-anticipated school concert, 'A Night at the Museum'. They will bring history to life through music and movement, so get those dancing shoes ready!

Our inquiry focus will immerse students in Australian history as they explore Geelong's local museums and art galleries, deepening their understanding of our region's rich cultural heritage.

We are also excited to celebrate the 80th anniversary of Children's Book Week in Term 3. This year's theme, '**Book an Adventure!**', invites students to embark on literary journeys and dress up as their favourite book characters. It's a wonderful opportunity to foster a love of reading and imagination. We will be studying the Australian author Morris Gleitzman so reading his marvellous stories at home will support your child at school.

To support your child's learning, please ensure they come prepared each day with their diary, learning materials, a drink bottle, and a hat for outdoor play.

We will continue our focus on creating a positive learning community. We will:

- ✓ Set high expectations for learning
- ✓ Implement School-Wide Positive Behaviour Support (SWPBS)
- ✓ Reinforce our school values
- ✓ Celebrate positive behaviours through our 'Dolphin Dollars' reward system, fortnightly assembly awards and positive chronicles.

Each week, students will receive a Mini Homework task to develop organisational skills and establish good habits for high school. Please also keep an eye out for our fortnightly overviews to stay informed.

We look forward to another exciting term of growth, discovery, and fun in the SLC!

Michelle Primmer and Jasmine O'Brien

English

Daily Reviews

This term we will cover:

Years 5 & 6

- Reviewing sentence structure, such as capitalisation and punctuation
- Reviewing how a prefix and suffix change the meaning of base words
- Decoding complex vocabulary
- Identifying verbs, adverbs, adjectives and nouns in sentences
- Discussing synonyms and antonyms for familiar words

Phonics/Word Knowledge/Morphology

This term we will cover:

Years 5 & 6

- The common letter patterns and their use in more complex words during weekly spelling
- Students will develop their phonological awareness and morphology (word definitions).
- Each week, your child will write a new list of words in their diary, to practise daily at both school and home
- Students will complete a spelling test at end of the week to measure their growth and set spelling goals
- Regular practice will help build confidence and strengthen spelling skills. Thank you for your ongoing support!

Dictation

This term we will cover:

Years 5 & 6

- Students will practice applying spelling patterns, handwriting fluency and language conventions while a teacher reads aloud simple, compound and complex sentences.
- Once a week students will listen to the teacher read aloud sentences that contain words that include the spelling focus of the week.

Handwriting

This term we will cover:

Years 5 & 6

- Students will practice handwriting daily under timed conditions, to analyse their legibility
- Students will use handwriting efficiently to communicate their ideas
- Students will develop consistency with their letter formation
- We will explore how to read and write various styles of handwriting

Fluency

This term we will cover:

Years 5 & 6

- Teachers will model fluent reading, demonstrating accurate reading, appropriate rate and good phrasing, intonation and expression
- Students will read short passages to practice their reading rate, expression and word accuracy
- Students will repeat read complex texts to develop fluency when reading challenging or new vocabulary
- Students will read aloud the class mentor text 'Boy Overboard' to develop a smooth and expressive reading
- Students will participate in regular MAZE (Multiple-choice Cloze) fluency reads to develop reading rate and word accuracy

Reading /Vocabulary/Comprehension

This term we will cover:

Years 5 & 6

- Students will analyse the themes presented in the class mentor text 'Boy Overboard' and use text evidence to justify their thinking
- Students will discuss social, historical and cultural connections they identify in our class mentor text 'Boy Overboard'
- Students will analyse and critique authors' language in a variety of texts to identify perspectives and main ideas
- Students will summarise the character, plot and events in chapters and short stories
- Students will read various texts and make connections to similar texts
- Students will study the books the Australian author Morris Gleitzman has written

- Students will read historical literature and make connections to Indigenous communities and their own personal community

Reading

This term we will cover:

Years 5 & 6

- Students will read daily at home and record in their diary
- Students will listen to their family, peers and teachers read

Writing-Seven Steps

Our school uses the Seven Steps framework for developing student writing skills.

A large component of the Seven Steps program is thinking and talking. As they say, **"Verbal is vital."**

This term we will cover:

Years 5 & 6

- We will continue to explore the 'Seven Steps Writing' process in developing writing to Entertain, with a focus on adapting fairytales into monologues and developing historical narratives
- Students will explore the structure of a historical monologue focusing on beginning, middle and end
- Students will develop purpose for writing by asking, 'What do you want your audience to know about your historical figure?'
- Students will structure paragraphs to ensure their narratives are cohesive
- We will explore language features that engage, entertain, help audiences to connect with a character and message
- Students will write in first person perspective and explore storytelling from the main characters perspective
- Students will continue to practice forming simple, compound and complex sentences and use them purposefully in their writing
- Students will develop characters and settings using figurative language and sensory vocabulary

Maths

This term we will cover:

Years 5 & 6

- Students will participate in daily number fluency, involving addition, subtraction, multiplication and division
- Students will review past learning such as place value, skip counting, the four operations, using algorithms to calculate an answer, regrouping digits, measuring angles, adding and subtraction fractions, interpreting data and using a number line
- We will add and subtract decimals
- Find percentages of whole numbers and convert decimals to percentages
- Explore money and financial matters by calculating budgets, best buys and discounts
- Students will develop their location and grid referencing skills by exploring how to read coordinates and locate items on a grid
- Students will explore the Cartesian Coordinate system, learning how to read ordered pairs and plot on a graph
- We will explore probability, using percentages, fractions and ratios to calculate the chance of an event occurring

Inquiry

This term we will cover: Museums in motion.

Years 5 & 6

- Students will be immersed in Australian history, exploring the perspectives of influential people
- Students will explore how history studies by looking at primary and secondary sources of information
- They will explore the expansion of the colony and research historical events
- Students will explore different perspectives throughout Australian history
- Students will discuss the impact of momentous events throughout Australian on Indigenous communities

Inquiry: How you can help your child at home:

This term we will cover:

Years 5 & 6

- Discuss your family history with your child



