

## Learning Overview – Weeks 7 & 8, Term 2, May 2025



### Junior Learning Community-JLC

Portarlington Primary School

| Class | Teacher        | Preferred Name | Email                                                                                        |
|-------|----------------|----------------|----------------------------------------------------------------------------------------------|
| LC 1  | Beth Rogers    | Beth           | <a href="mailto:Beth.Rogers2@education.vic.gov.au">Beth.Rogers2@education.vic.gov.au</a>     |
| LC 2  | Melissa Meaney | Ms. M          | <a href="mailto:Melissa.Meaney@education.vic.gov.au">Melissa.Meaney@education.vic.gov.au</a> |
| LC 3  | Brooke McLaren | Miss Mc Laren  | <a href="mailto:Brooke.McLaren@education.vic.gov.au">Brooke.McLaren@education.vic.gov.au</a> |

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, Ms. M 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 z, y.

##### Year 1

Read and spell explicitly taught GPC codes: *ph, oo*

##### Year 2

Read and spell explicitly taught GPC code: suffixes and prefixes

#### Phonics/Word Knowledge/Morphology

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

#### Handwriting

##### Foundation

Using whiteboards to practice writing - bB, hH, lL, jJ, wW, vV, yY, zZ

#### Year 1

Using whiteboards to practice writing upper and lowercase letters and words with the *ph, oo* pattern.

#### Year 2

using whiteboards to practice writing words - *suffixes and prefixes*

### **Fluency**

#### Foundation

Choral and paired reading

#### Year 1

Teacher led choral reading and paired reading

#### Year 2

Teacher led choral reading, paired reading and echo reading.

### **Reading/Vocabulary/Comprehension**

Foundation:

- Tom Tom - building background knowledge, exploring vocabulary

Year 1 and 2:

- Feathers for Phoebe - using descriptive words

### **Writing**

#### Foundation

Responding to text through drawing and labelling.

#### Year 1

Adding descriptive words to simple sentences

#### Year 2

Exploring how to add adjectives, adverbs and descriptive phrases to our writing.

## English: How you can help your child at home:



- Practice learning all the letters of the alphabet and the sounds they make.
- Practice reading their high frequency words to you each night.
- Listen to your child read texts aloud by decoding words.
- After reading, ask them what happened in the beginning, middle and end of the text.

## Maths

### Foundation

Number- Counting and Place Value: Reading, writing and quantifying numbers 0-20

### Year 1

Addition and Subtraction and Pattern

### Year 2

Addition and Subtraction and Pattern

## Maths: How you can help your child at home:



- Practise counting forwards 1-20 and backwards 20-1 (end of Foundation)
- Practise counting forwards 1 – 120 and backwards 120 – 1 (end of Year 1)
- Give your child a two or three - digit number and ask how many hundreds, tens, and ones.
- Practise plotting numbers on a number line.
- Learn the friends of 10 e.g. 6 and ? make 10, 3 and ? make 10

## Inquiry

This term we will cover:

### **Foundation**

- Where we live: Place

### **Years 1 & 2**

- Raw to Ready



## Inquiry: How you can help your child at home:

- Reflect on how we can look after our environment.
- Discuss what the meaning of sustainability is.
- Discuss how you implement this at home eg using the food scraps to make compost, recycling, reusing.

