

# Learning Overview – Weeks 3 & 4, Term 3, August 2025



## Senior Learning Community-SLC

### Portarlington Primary School

| Class | Teacher          | Preferred Name | Email                                                                                            |
|-------|------------------|----------------|--------------------------------------------------------------------------------------------------|
| LC 6  | Michelle Primmer | Michelle       | <a href="mailto:Michelle.Primmer@education.vic.gov.au">Michelle.Primmer@education.vic.gov.au</a> |
| LC 7  | Jasmine O'Brien  | Jasmine        | <a href="mailto:Jasmine.OBrien@education.vic.gov.au">Jasmine.OBrien@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

#### Daily Reviews

##### Weeks 3 & 4 focus:

- Writing sentences to show an understanding of homophones, i.e Write 3 sentences using the correct 'to/too/two' in each
- Revising previous spelling digraphs
  - 'AI' as in snail
  - 'OI' as in coin
  - 'AW' as in saw
  - 'OW' as in cow

#### Phonics/Word Knowledge/Morphology

##### Weeks 3 & 4 focus:

- Build phonological, morphological and vocabulary knowledge of words that use /q/ or /cq/ to make the 'K' sound as in 'queen and acquire'
- Build phonological, morphological and vocabulary knowledge of words that use the /si/ digraph to make the 'ZH' sound as in 'vision'

#### Dictation

##### Weeks 3 & 4 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 3 & 4 focus:

- Develop fluency and accuracy when copying different fonts
- Developing a legible personal handwriting style ensuring capital letters are copied correctly
- Choral reading a 'handwriting' paragraph before writing it to support with writing fluency

#### Fluency

##### Weeks 3 & 4 focus:

- Reading nonfiction passages aloud to a fluency partner, with content linked to our mentor text, daily for 2 minutes
- Giving feedback to a fluency partner with a focus on the 6 Ps, Pitch, Power, Punctuation, Pace, Passion, Pause
- Tracking and graphing reading growth and reflecting on reading strengths and reading goals

#### Reading /Vocabulary/Comprehension

##### Weeks 3 & 4 focus:

- Echo reading key vocabulary from our mentor text to support decoding new words

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|                                                                                   | <ul style="list-style-type: none"> <li>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'</li> <li>Using notes taken to participate in class discussion about the social and global issues that are impacting the characters</li> <li>Writing a TEEL paragraph in response to questions about items of significance such as how the candlesticks link to Jamals ancestors</li> <li>Exploring figurative language used in texts that help us to connect with the characters, plot</li> <li>Recording when the author uses the power of three in the text and the impact on the reader or story</li> </ul>                                |
|                                                                                   | <b>Reading</b><br><b>Weeks 3 &amp; 4 focus:</b> <ul style="list-style-type: none"> <li>Participating in a 'Close Reading' of a nonfiction text linked to the theme and characters in 'Boy Overboard'</li> <li>Rereading and skimming and scanning to answer 'Right There' questions in the 'Close Read' texts</li> <li>Reviewing the song lyrics to 'Caught in a crowd' to identify the impacts of bullying and the role of the bystander</li> </ul>                                                                                                                                                                                                                                                                                                        |
|                                                                                   | <b>Writing-Seven Steps</b><br><b>Weeks 3 &amp; 4 focus:</b> <ul style="list-style-type: none"> <li>Using a co-constructed rubric to set personal writing goals, focusing on structure, punctuation, audience awareness, and author's purpose</li> <li>Exploring multiple people's perspectives of migrating or fleeing from a country to start a new life in Australia to deepen understanding of first-person perspective</li> <li>Drafting a monologue from a refugees perspective, incorporating key literacy devices such as emotional language, the power of three and exaggeration</li> <li>Writing a monologue from the perspective of a bully, a bystander and the bullied to develop empathy, opinions and understanding of each person</li> </ul> |
|  | <b>English: How you can help your child at home:</b> <ul style="list-style-type: none"> <li>Ask your child to read their spelling words to you each night</li> <li>Listen to your child read texts aloud</li> <li>Listen to the 'Boy Overboard' chapters uploaded to Google Classroom</li> <li>Talk about our mentor text 'Boy Overboard'</li> <li>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)</li> <li>Listen to the song 'Caught in a crowd' by Kate Miller-Heidke and discuss the ideas and themes presented</li> </ul>                                                                                                                            |

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| <b>Maths</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                    | <b>Weeks 3 &amp; 4 focus:</b> <ul style="list-style-type: none"> <li>Daily 2-minute fluency of multiplication to support- <b><i>Recall and automaticity, Accuracy, Efficiency and Flexibility</i></b></li> </ul> <b>Problem Solving:</b> <ul style="list-style-type: none"> <li>Organising and interpreting raw data and information presented in a table</li> <li>Creating multiplication and division equations to calculate the total weight or amount of an item</li> <li>Adding, subtracting and multiplying decimals and whole numbers to solve complex problems, i.e. how much food is needed to feed animals in a shelter based on the weight of food and number of animals?</li> <li>Applying modelling to design a refugee camp</li> <li>Creating a bird's eye view to represent the main components of refugee camp, such as tents and food halls</li> <li>Applying scale to represent the size of larger objects placed on a map</li> <li>Applying spatial and location skills to place items on a map with grid lines</li> <li>Calculating the cost of items needed in a refugee camp using a determined budget</li> <li>Working collaboratively to discuss their budget choices and design elements</li> </ul> |
|  | <b>Maths: How you can help your child at home:</b> <ul style="list-style-type: none"> <li>Practice multiplication facts with your child</li> <li>Ask your child to create a budget for a family event or outing</li> <li>Create a bird's eye map of a favourite spot in the house or place to visit</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## Inquiry

### Weeks 3 & 4 focus:

- Museums in Motion
  - Researching an influential Australian looking at their impact on Australian development
  - Preparing information to help them write a monologue from the influential Australians perspective



### 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