



## PP Term 3 Curriculum Overview

| General  |   |   |  |  |   |   |  |   |  |
|--|---|---|--|--|---|---|--|---|--|
| Routines and roles at school, group work, organisation   |   |   |  |  |   |   |  |   |  |
| English  |   |   |  | Mathematics  |   |   |  |   |  |
| <b>Speaking</b> <ul style="list-style-type: none"> <li>News-telling</li> <li>Presentations</li> <li>Vocabulary development</li> </ul> <b>Listening</b> <ul style="list-style-type: none"> <li>Active listening</li> </ul> <b>Phonemic Awareness</b> <ul style="list-style-type: none"> <li>Hearing sounds</li> <li>Segmenting</li> </ul> <b>Phonemes</b> <ul style="list-style-type: none"> <li>Digraphs</li> <li>Long vowel sounds</li> </ul> <b>Phonics</b> <ul style="list-style-type: none"> <li>Sound-symbol relationship</li> </ul> <b>Alphabet Knowledge</b> <ul style="list-style-type: none"> <li>Uppercase recognition</li> <li>Lower to uppercase link</li> </ul> |   | <b>Reading</b> <ul style="list-style-type: none"> <li>Short sentences</li> <li>Sight words</li> <li>Reading fluency</li> </ul> <b>Reading Behaviours</b> <ul style="list-style-type: none"> <li>Rereading</li> <li>Adjusting reading rate</li> <li>Reading on</li> </ul> <b>Viewing Comprehension Strategies</b> <ul style="list-style-type: none"> <li>Connections to text</li> <li>Identifying detail</li> <li>Main Idea</li> </ul> <b>Text Types</b> <ul style="list-style-type: none"> <li>Informative texts</li> <li>Imaginative texts</li> <li>Language features</li> </ul> |  | <b>Spelling</b> <ul style="list-style-type: none"> <li>Representing all sounds</li> <li>Segmenting</li> <li>Digraphs</li> <li>Phoneme manipulation</li> <li>Multi-syllable words</li> <li>Sight words</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Dictation</li> <li>Narratives</li> <li>Recounts</li> <li>Self-generated texts</li> </ul> <b>Punctuation</b> <ul style="list-style-type: none"> <li>Spacing</li> <li>Capital letters</li> <li>Full-stops</li> </ul> <b>Handwriting</b> <ul style="list-style-type: none"> <li>Upper and lowercase formation</li> </ul> |   | <b>Number and Algebra</b> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Number sense</li> <li>Number recognition</li> <li>Basic addition</li> </ul> <p><b>Number Strategies</b></p> <ul style="list-style-type: none"> <li>Subitising – irregular collections</li> <li>Adding 1</li> <li>Subtracting 1</li> <li>Partitioning</li> <li>Turnarounds</li> <li>Friends of ten</li> <li>Counting back</li> </ul> <p><b>Problem Solving Strategies</b></p> <ul style="list-style-type: none"> <li>Visualising</li> <li>Drawing</li> <li>Estimating</li> </ul> |  | <b>Measurement, Geometry, Statistics &amp; Probability</b> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Language of Measurement</li> <li>Capacity</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>3D shape</li> <li>Location and Movement</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Data collecting</li> <li>Interpreting data</li> </ul> |  |
| Health and Physical Education  |   | HASS Humanities and Social Sciences   | Science  | Technologies   |   | The Arts  |  |   |  |
| Health   | Physical  |   |  | Design   | Digital   | Music   | Visual Art   |   |  |
| Healthy eating<br>Hygiene<br>Dental care<br>Safety/ First Aid<br>Bounce Back   | Co-op games<br>Fundamental Movement Skills<br>Object Control<br>Skills-large and small balls<br>Athletics games<br>Short distance running<br>Hockey<br>Skipping<br>Soccer | <b>Geography</b><br>Location of places<br>Features of places<br>Our place in the world<br>Mapping skills  | Observations<br>Senses<br><b>Biological Sciences</b><br>Needs and Wants<br>Living and non-living | Designing homes for animals  | iPad handling<br>iPad usage<br>Drawing<br>Photos<br>Selecting Apps<br>Multimodal texts<br>Coding<br>Login into programs | <b>Elements of music</b> (rhythm, tempo, pitch, dynamics, form, timbre)<br><b>Composition</b> (use of symbols, improvisation)<br><b>Performance skills &amp; audience behaviour</b><br><b>Responses to music</b>  | Experimenting with the elements of<br>- Line, colour(warm/cool colours), shape, texture, space foreground/background)<br>Explore different materials and media<br>Study different artists, personal observations and imagination |   |  |