**OVERPORT PRIMARY SCHOOL**





**YEARLY OVERVIEW – Foundation/Prep**

|  |  |  |  |  |  |
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|  |  | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** |
| **ENGLISH** | **Phonics and word knowledge** | Graphemes: * B,bb as in balloon
* A as in apple
* K,c,q,ck,x as in kite
* E as in egg
 | Graphemes: Follow National Edition of Sound Waves Overview:* H as in house
* W as n web
* ch as in chicken
* sh as in shell
 | Graphemes: Follow National Edition of Sound Waves Overview:* t as in at, mat
* d as in sad, Dad
* n as in in, and, fan
 | Graphemes:Follow National Edition of Sound Waves Overview:* th as in think, thin
* qu as in quit, quick
* ff as in off, puff
 |
| **Grammar** | Verbally correcting sentences;* Correct sentence structure
* Explaining correct tense
 | Verbally correcting sentences;* Correct sentence structure
* Explaining correct tense
 | Verbally correcting sentences;* Correct sentence structure
* Explaining correct tense
 | Begin Introducing:* Nouns
* Verbs and Adverbs
* Adjectives
 |
| **Punctuation** | Level 1 & 2 VCOP* Capital letters
* Full stops
* Question marks
 | Level 1, 2, 3 VCOP* Capital letters
* Full stops
* Question mark
* Commas
* Exclamation marks
 | Level 1,2,3,4 VCOP* Capital letters
* Full stops
* Question mark
* Commas
* Exclamation marks
* Ellipses
* Apostrophe
* Talking marks
 | Level 1,2,3,4 VCOP* Capital letters
* Full stops
* Question mark
* Commas
* Exclamation marks
* Ellipses
* Apostrophe
* Talking marks
 |
| **Writing Genres**.  | * Personal Writing
* Report writing
 | * Persuasive Writing
* Recount Writing
 | * Narrative
* Explanation
* Procedural
 | * Explanation
* Narrative
* Report, procedural, persuasive
* Personal
 |
| **Comprehension****Strategies****(Margaret Menner)** | * Activating prior knowledge
* Visualising
* Making connections
* Questioning
* Inferring
 | * Activating prior knowledge
* Visualising
* Making connections
* Questioning
* Inferring
* Determining important ideas
* Synthesizing
 | * Activating prior knowledge
* Visualising
* Making connections
* Questioning
* Inferring
* Determining important ideas
* Synthesizing
* Fluency
 | * Activating prior knowledge
* Visualising
* Making connections
* Questioning
* Inferring
* Determining important ideas
* Synthesizing
* Fluency
* Vocabulary
 |
| **Reading****Strategies****(Margaret Menner)** | * Directionality
* Tracking
* Picture cues
* Predicting words
* Skipping
* Word Analogy
 | * Directionality
* Tracking
* Picture cues
* Predicting words
* Skipping
* Word Analogy
* Chunking
 | * Directionality
* Tracking
* Picture cues
* Predicting words
* Skipping
* Word Analogy
* Chunking
* Self-correction
 | * Directionality
* Tracking
* Picture cues
* Predicting words
* Skipping
* Word Analogy
* Chunking
* Self-correction
* Reading on
* Re-reading
 |
| **Speaking and listening** | Understand that people communicate in different ways | Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school | Recognise rhymes, syllables and sounds (phonemes) in spoken words | Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others |
| **MATHEMTATICS**Michael Ymer approach in an Overport maths planner.  | **Number & Algebra** | ***Exploring Numbers to 10*****The student will learn:****I can** say the number 1-10 in correct order**I can** make a collection to match the size when I hear a number. **I can** point to the objects in a collection one at a time, as I say each number name. **I can** place the number zero on a number line. **I can** break a number into smaller parts.  | **Exploring Numbers to 10 cont.**The students will learn:* that numbers are said in a particular order
* that there is a symbol to match each number we say
* for each number we count it represents a single object (one to one correspondence)
* what the numbers look like and how they are formed
* that the last number we say when we count each object in a group represents the total amount of the collection
* **Subitising**

The students will learn: * How to look at an arrangement of objects and be able to identify instantly how many objects without counting
 | **Place Value**The students will learn to:* make a bundle of Ten
* Use the term Bundle or Group or ones
* count by tens (1 ten, 2 tens)
* demonstrate a 2 digit number 20-99 using bundles and ones
* place a 2 digit number 20-99 on a Place Value Chart
* show tens and ones (14,16,17,18,19) on a Place Value Chart
* show tens and ones (13,15) on a Place Value Chart
* show tens and ones for (11,12) on a Place Value

**Counting on & counting back*** The students will learn to:
* say the numbers forwards and backwards when looking at the number line
* \*say which is the biggest number of 2 numbers
* put the biggest number in their head and continue counting (“count on”)
* use the words ‘count on’ to explain what they’re doing
 | **Time*** Explore hours and minutes
* Digital and Analogue

**Addition*** Adding single digit numbers
* Making bundles of 10

**Sharing and division*** Breaking a bigger group into a smaller group.
* Sharing things equally into groups

**Revision*** Revise all key curriculum areas.
 |
| **Measurement & Geometry** |  | **Exploring Shape**The students will learn:* the names of common 2D shape s and 3D shapes
* The characteristics of shapes

**Patterns**The students will learn: * How to look for patterns with colours, shapes and objects
* Creating and continuing patterns
* How to look for patterns with numbers
 |  |
| **Statistics & Probability** |  |  | **Chance & Probability**The students will learn to: * Pose questions about themselves and familiar objects and events.
* represent responses to questions using simple displays, including grouping students according to their answers
* use data displays to answer simple questions such as ‘how many students answered “yes” to having brown hair?
 |
| **Enquiry Approach** | **Integrated Studies** | Me and my family | Fairy tales | Animals | Safety and Celebrations |
| **ICT** | Computer fundamentals and beginning to create:* Logging on
* Moving a mouse
* Learning what the home button is for
* I can find and use paint
* I can type my name
* I can change the text in a word document
 |
|  | **Assessment** | English Online Interview Pre/Post Testing in Mathematics Running Records Alphabet – Letter and Sound Recognition Writing Moderation – Clever Max | Pre/Post Testing in Mathematics Running Records Alphabet – Letter and Sound RecognitionMagic Word Assessment Big Write and Cold Write Writing Moderation – Clever Max | Early Years Numeracy Interview Pre/Post Testing in Mathematics Running Records Alphabet – Letter and Sound RecognitionMagic Word AssessmentBig Write and Cold Write | Pre/Post Testing in Mathematics Running Records Alphabet – Letter and Sound RecognitionMagic Word AssessmentBig Write and Cold WriteWriting Moderation – Clever Max |

* **Please remember this is a guide only and the teacher will develop their programs to match the needs of the children in their class.**