**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 Recognition  Magic 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 Recognition  Magic Word Assessment  Big Write and Cold Write | | Pre/Post Testing in Mathematics  Running Records  Alphabet – Letter and Sound Recognition  Magic Word Assessment  Big Write and Cold Write  Writing 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.**