**OVERPORT PRIMARY SCHOOL**





**YEARLY OVERVIEW – YEAR LEVEL 3 & YEAR LEVEL 4**

|  |  |  |  |  |  |
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|  |  | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** |
| **ENGLISH** | **Spelling****(Sound Waves)****Phonics and word knowledge**Refer to Sound Waves scope and sequence for blends, focus concepts and extra graphemes. | * **b, bb** as in balloon
* **a** as in apple
* **k, c, q, ck, x (ks), ch** as in kite
* **e, ea** as in egg
* **d, dd** as in duck
* **i** as in igloo
* **f, ff, ph** as in fish
 | * **o, a** as in orange
* **g, gg** as in girl
* **u, o** as in umbrella
* **h; j, g, ge, dge** as in house and jellyfish
* **ai, ay, a\_e**, a as in snail
* **l, ll** as in lizard
* **ee, e, e, y, ey** as in bee
* **m, mm, mb** as in moon
* **i\_e y, igh, i, ie** as in ice cream
* **n, nn, kn; ng, n** as in ring and net
* **oa, o\_e, ow, o** as in boat
 | * **p, pp; r, rr, wr** as in pig and robot
* **ar, a** as in star
* **s, ss, se, ce, x(ks), c** as in seal
* **ir ,ur, or, er** as in bird
* **t, tt** as in tiger
* **or, ore, a, aw, au** in horse
* **v, v; w, wh, u** as in vase and web
* **oo, u** as in book
* **y, u(yoo)** as yo-yo
 | * **oo, ew, ue, u\_e, u** as in boot
* **z,zz,s,se; s, si** as in zebra and treasure
* **ou, ow** as in cloud
* **ch, tch; sh, ch, ti, ci** as in chicken and shell
* **oy, oi; eer, ear** as in boy and deer
* **th** as in thong and feather
* **air, are** as in chair
* **er, ar, or, a, e, i, o, u** as in ladder
 |
| **Grammar** | * Pronouns
* Nouns
* Abbreviations
* Rhyme
* Adjectives
* Adverbs
* Syllables
* Alphabetical order/dictionary skills
* Contractions
* Antonyms and synonyms
 | * Pronouns (revision)
* Dictionary/thesaurus skills (revision)
* Antonyms and synonyms (revision)
* Compound words
* Homophones
* Figurative language (Metaphors and similes)
* Time connectives
* Gender
* Plurals
* Opposition connectives
* Conjunctions
 | * Adverbs (revision)
* Adjectives (revision)
* Figurative language (Alliteration)
* Figurative language (onomatopoeia)
* Time connectives (revision)
* Plurals (revision)
* Active voice
* Verbs
* Parts of speech
 | * Nouns (types) (revision)
* Adjectives/adverbs (revision)
* Figurative language (Personification)
* Figurative language (Hyperbole)
* Homophones
* Homographs
* Homonyms
* Figurative Language (Idiom)
* Figurative language (Assonance)
* Abbreviations (revision)
 |
| **Punctuation**Punctuation lessons will be largely personalised (based on the VCOP program) to accommodate each student’s needs. | * Capital letters
* Full stops
* Question marks
* Commas
* Exclamation marks
* Apostrophes
* Ellipse
 | * Speech marks
* Hyphens
* Brackets
* Colons
* Semi colons
* Paragraphs
* Apostrophes of possession
* Apostrophes of omission
* Personalised needs
 | * Personalised needs
 | * Dot points
* Paragraphing with subheadings
* Personalised needs
 |
| **Writing Genres**Inclusion of weekly VCOP/Big Write session.  | * Personal Writing
* Information Report writing
* Persuasive Writing
* Handwriting
 | * Persuasive Writing
* Recount Writing
* Handwriting
 | * Narrative
* Explanation
* Handwriting
 | * Procedural
* Revision
* Handwriting
 |
| **Comprehension Strategies*****Margaret Menner*** | * Making connections
* Retell
* Questioning
* Prior knowledge
* Summarising
* Inferring
* Locating important facts
 | * Synthesizing
* Evaluating
* Main idea
* Visualising
* Inference
 | * Prior knowledge
* Making connections
* Questioning visualising
* Inferring
* Summarising
* Evaluating
* Synthesising
* Prior knowledge
* Making connections
 | * Main idea
* Summarising
* Evaluating
* Synthesising
* Predicting
* Inference
* Visualising
* Making connections
 |
| Developing reading will include the consolidation of the reading skill of fluency, pace, phrasing, expression, punctuation awareness, re-reading, reading on, using meaning cues, word matching, sounding out and using blends. |
| **Speaking and listening** | * Understanding the differences between English and other languages (3 & 4)
* Social interaction skills including:
	+ Turn-taking (3)
	+ Addressing people in varying formalities (3)
	+ Expressing opinions (3)
	+ Responding to others (4)
	+ Summarising and reporting views (4)
* Discussing and responding to texts:
	+ Discussing the portrayal of characters, events and settings (3)
	+ Sharing responses and expressing opinions (4)
 | * Team work skills including:
	+ Contributing to discussions (3)
	+ Negotiating (3)
	+ Sharing and extending ideas and information (4)
	+ Interpreting information in spoken texts (4)
* Active listening skills including (3 & 4):
	+ Asking questions
	+ Summarising
	+ Encouragement
	+ Clarifying
	+ Reflecting
	+ Reacting
* Using appropriate tone, pace, pitch and volume (3 & 4)
* Planning and delivering presentations (3 & 4)
 | * Team work skills including:
	+ Contributing to discussions (3)
	+ Negotiating (3)
	+ Sharing and extending ideas and information (4)
	+ Interpreting information in spoken texts (4)
* Planning and delivering presentations (3 & 4)
 | Reviewing Speaking and Listening Skills as required. |
| **MATHEMTATICS** | **Number & Algebra** | * Number sense and place value
 | * Addition and subtraction
* Multiplication and division
* Money
 | * Fractions and decimals
* Number patterns
 | The topics specified for this term will be determined as requiring further attention for this cohort of students. Term 4 is essentially a time for revision and the consolidation of knowledge, skills and understandings in mathematics.Real world applications of maths and revision of times tables and the four operations are constantly included. |
| **Measurement & Geometry** | * Time
 | * Mapping
 | * Shape
* Measurement (Length, mass, volume, temperature, perimeter and area)
 |
| **Statistics & Probability** |  | * Chance
 | * Data
 |
| **INQUIRY Approach** | **Integrated studies**(Over a 2-year span) | * Odd year - Beneath our feet
* Even year - Community
 | * Odd year – My place in space
* Even year – Bubble and Fizz
 | * Odd year – Simple machines
* Even year – Life Cycles – plants
 | * Odd year – Explorers
* Even year – Multicultural Australia
 |
| **ICT** | Refer to ICT term planner.  |
|  | **Homework**  | * 20 minutes per night/1-1.5hrs per week
* Reading for consolidation and enjoyment.
* Weekly spelling task
* Weekly maths task
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 |
|  | **Assessment** | * Magic 200 Words Testing (Year 3)
* Reading Assessment (PM Benchmarking/Fountas and Pinnell)
* Numeracy Pre/Post Test for each curriculum area
 | * SA Spelling Test
* BURT Word Recognition
* Reading Assessment (PM Benchmarking/Fountas and Pinnell)
* TORCH Test
* On-Demand (Literacy & Numeracy)
* Numeracy Pre/Post Test for each curriculum area
 | * Numeracy Pre/Post Test for each curriculum area
 | * SA Spelling Test
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 |

* **Please remember this is a guide only and the teacher will develop their programs to match the needs of the children in their class.**
* **Please note NAPLAN format preparation for Year 3 students will occur in Term 2 – English and mathematics.**