**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 | * 20 minutes per night/1-1.5hrs per week * Reading for consolidation and enjoyment. * Weekly spelling task * Weekly maths task | * 20 minutes per night/1-1.5hrs per week * Reading for consolidation and enjoyment. * Weekly spelling task * Weekly maths task | * 20 minutes per night/1-1.5hrs per week * Reading for consolidation and enjoyment. * Weekly spelling task * Weekly maths task |
|  | **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 * BURT Word Recognition * Reading Assessment (PM Benchmarking/Fountas and Pinnell) * TORCH Test * On-Demand (Literacy & Numeracy) * Numeracy Pre/Post Test for each curriculum area |

* **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.**