



# Winyu Unit Term 1, 2016 Overview

## Individual Learning Plans (ILPs)

This document is a general overview of skills taught across Winyu as every child's ILP informs their learning programs.

## Inquiry Learning in Winyu

### Unit of Inquiry: Science/ PE and Health 'How do I keep my body healthy?'

Over the term, students will investigate the question, 'How do I keep my body healthy?' They will learn to identify and describe different parts of their bodies. They will develop the language required to interpret health messages and effectively communicate health concerns with adults and medical practitioners. Students will have the opportunity to build on their understanding of living and non-living things and what things need to survive. They will learn about the cardiovascular, respiratory, and digestive systems with a focus on investigating how their bodies respond to exercise. Students will develop an understanding of how to look after their bodies through investigating how they respond to and need sleep, food, water, and exercise. They will demonstrate their understanding by choosing a health message to share with the unit and wider school community. On the March 1, 2016 there will be an incursion for this unit and Healthy Harold will be visiting Winyu.

This unit of inquiry has been driven by the following essential questions:

- ◆ What are the parts of my body?
- ◆ How do the heart and lungs work?
- ◆ What happens when I exercise?
- ◆ How do I keep my body healthy?

**Parental Engagement:** Review the parts of the body with your child and discuss how they use their senses in their home environment. Discuss with your child the health messages that are in their community and on television, and talk about how you all stay healthy as a family.

### ◆ Important Days to Remember in Winyu

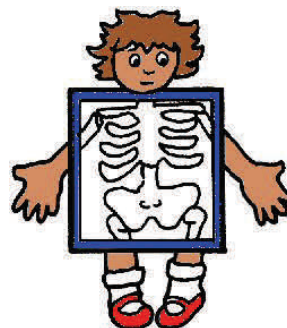
**Library:** Friday

**PD/H/PE:** Thursday and Friday

**Japanese:** Friday

**Upcoming Events:**

- ◆ Life Education Incursion, 1 March 2016
- ◆ Hosting Assembly, 11 March 2016

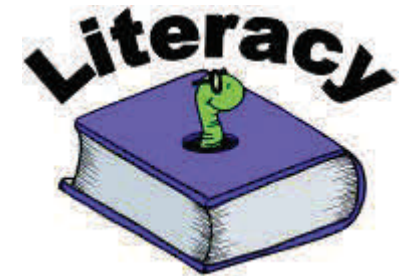


## Literacy

### Reading, writing, grammar and spelling skills

For the younger children to:

- ◆ learn s,a,t,i,p and n letters and sounds from Jolly Phonics
- ◆ learn the first level of Snap Words, demonstrating understanding through reading and writing
- ◆ practise pre-writing patterns
- ◆ learn letter directionality
- ◆ engage in experimental writing through play
- ◆ develop dexterity and fine motor pencil control needed for correct pencil grip
- ◆ learn that print carries a message
- ◆ engage in pre-reading behaviours such as; holding the book the correct way up, turning pages, and creating their own story while pointing to random text
- ◆ learn to read and write own name
- ◆ listen to and verbally respond to texts
- ◆ use early reading strategies.



For the older children to:

- ◆ learn to spell CVC words and words with initial blends
- ◆ learn to spell sight words from the Magic Word list
- ◆ understand that texts can take many forms
- ◆ explore and write procedural and persuasive texts
- ◆ understand that some language in written texts is unlike everyday spoken language
- ◆ understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences
- ◆ retell familiar literary texts
- ◆ identify some features of texts including events and characters and retell events from a text
- ◆ create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge
- ◆ construct texts using software including word processing programs
- ◆ know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words
- ◆ manipulate sounds in spoken words including phoneme deletion and substitution
- ◆ deliver short oral presentations to peers.

**Parental Engagement:** Reading with your child/children is a great way to support their literacy development. Asking questions about what happened in the story and why also helps to develop literal and inferential comprehension skills. Further, discussing sequence of events in the story helps to develop your child/children's retell skills. Regular practise recognising and spelling 100, 200 and 300 Magic Words is another effective way to support your child's/children's learning.

## Numeracy

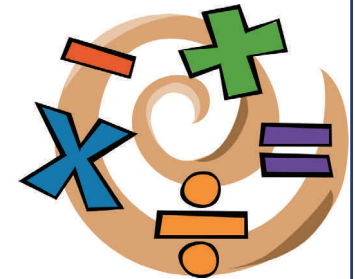
**In Numeracy this term, younger Winyu students will be focusing on:**

- ◆ counting to 30 and sequencing numbers to 30 and recognising number patterns
- ◆ using different concrete materials and strategies to demonstrate the concept of zero
- ◆ using dominos and other games to build skills in subitising numbers to 10
- ◆ practising addition concepts with counters and other materials of interest such as cars
- ◆ using fingers to count on
- ◆ using fingers to learn 'friends of ten' strategies
- ◆ counting backwards
- ◆ taking objects away
- ◆ making equal and unequal groups
- ◆ playing number counting games (forwards and backwards)
- ◆ counting to 100 and sequencing numbers to 100 and recognising number patterns
- ◆ using number lines and 100 charts for addition and subtraction strategies
- ◆ sharing out objects into equal groups.



**In Numeracy this term older Winyu students will be focusing on:**

- ◆ connecting number names, numerals and quantities, including zero, initially up to 10 and then beyond
- ◆ comparing, ordering and making correspondences between collections, initially to 20, and explain reasoning
- ◆ representing practical situations to model addition and sharing
- ◆ recognising, modelling, reading, writing and ordering numbers to at least 100. Locating these numbers on a number line
- ◆ using place-value patterns beyond the teens to generalise the number sequence and predict the next number
- ◆ doing investigations of patterns in the number system, such as the occurrence of a particular digit in the numbers to 100
- ◆ counting to 100 and then to 1000
- ◆ learning number sequence and practising the number before and the number after up to 1000
- ◆ learning addition concepts using concrete materials and then mental addition strategies
- ◆ learning counting on and counting back strategies and link to addition and subtraction concepts
- ◆ using 'friends of ten' strategies and apply them to numbers above ten
- ◆ learning subtraction concepts using mental strategies
- ◆ learning about equal and unequal groups
- ◆ learning to group objects and count groups
- ◆ learning the link between addition and multiplication
- ◆ learning the multiplication sign.



**Parental Engagement:** Parents are encouraged to count with their children forwards and backwards. Ask your child what number comes before or after a randomly chosen number. Play games such as dominos or snakes and ladders to consolidate number skills.

## Japanese

### How Do I Keep My Body Healthy?

Students will learn to talk about the parts of their bodies in Japanese, and about healthy habits and lifestyles in Japan. The essential questions are: How are the parts of the body represented in Kanji? What kinds of healthy leisure activities do Japanese people enjoy?

**Parental Engagement:** Parents and carers are encouraged to ask and discuss healthy habits such as diet and exercise in Japan, and let their children 'teach' them learned Japanese.



## PE/Health

Students will learn fundamental movement skills including the following:

- Body management skills involving static and dynamic balancing, rolling, stopping, landing, bending, stretching, twisting, turning, swinging, and climbing.
- Locomotor skills involving crawling, walking, running, hopping, leaping, jumping, galloping, skipping, dodging, and swimming.
- Object control skills requiring controlling bats or objects such as balls either by hand or foot.

**Parental Engagement:** Parents and carers can support their child/children by encouraging them to climb, swing and play ball. Riding scooters and bikes also develops movement skills.