



Winyu Unit Term 2, 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: History/Geography Unit—'What is the Indigenous Australian's connection to Place?'

Over the term, students will investigate the question, 'What is the Indigenous Australian's connection to Place?' They will learn that Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place. Further, through story-telling, students will learn that Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways. Finally, students will discover that Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place.

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

- Who are Australians?
- Who were the first Australians?
- How do Indigenous Australians identify with place?
- How do Indigenous Australians use stories?

Parental Engagement: *Parents and carers can visit the library with their children and borrow Aboriginal and Torres Strait Islander stories to read together in the home. Discuss with your child what storytelling means to you and the purpose of reading stories in your home. Further, you can discuss with your child what it means to be Australian and about the diverse Australian population. As a review, talk with your child about Canberra and how your family is linked to Canberra and its communities.*

Important Days to Remember in Winyu

Library: Friday (odd weeks)

PD/H/PE: Tuesday, Wednesday, Thursday and Friday

Japanese: Friday

Upcoming Events:

National Museum Excursion, 1 June 2016

Storyteller Incursion, 14 June 2016



Literacy

For Junior Students to:

- ◆ learn c, k, e, h, r, m and d 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 Senior Students 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 narrative 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
- ◆ build sentences from simple sentences to complex and compound sentences.

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—Financial Mathematics and Number

In Numeracy this term, Junior Winyu students will be focussing on:

- ◆ exploring and role play with money
- ◆ recognising Australian coins and notes
- ◆ describing the features of coins that make it possible to identify them
- ◆ learning that coins have value
- ◆ completing hands-on activities to provide understanding that the value of Australian coins is not related to size
- ◆ ordering money according to value
- ◆ counting \$1 coins using one-to-one correspondence
- ◆ creating displays in the classroom showing that coins are different in other countries by comparing foreign coins to Australian coins
- ◆ 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
- ◆ using fingers to count on
- ◆ using fingers to learn 'friends of ten' strategies
- ◆ counting backwards and taking objects away
- ◆ making equal and unequal groups
- ◆ playing number counting games (forwards and backwards).



Parental Engagement: Parents and carers are encouraged to include their children in shopping activities and to teach their children about their daily transactions using notes and coins. Parents and carers can also encourage their children to complete their own simple transactions at the shops or the canteen.

Japanese

What is a traditional Japanese folk tale?

Students will learn about traditional Japanese folk tales. The essential questions are: What are the key elements of the story? What are the traditional Japanese values explored in the story? What is the language for animals and animal sounds?



Parental Engagement: Parents and carers are encouraged to ask and discuss with their children traditional Japanese stories that they have learned. Parents and carers can encourage their child/children to retell the Momotaro (Peach Boy) story and watch it on Youtube at home to reinforce their child's/children's learning.

In Numeracy this term, Senior Winyu students will be focussing on:

- ◆ learning the purpose of money
- ◆ purchasing items using money
- ◆ recognising Australian coins and that Australian coins have commemorative editions
- ◆ learning that coins have value
- ◆ practising skip counting by 2s, 5s & 10s using coins and notes
- ◆ identifying equivalent values in collections of coins or notes, such as two five-cent coins having the same value as one 10-cent coin
- ◆ counting collections of coins or notes to make up a particular value, such as that shown on a price tag
- ◆ working in dollars and cents
- ◆ 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, and 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 and to group objects and count groups
- ◆ learning the link between addition and multiplication and learning the multiplication sign.

Parental Engagement: Parents and carers are encouraged to include their children in shopping activities and to teach their children about their daily transactions. Parents and carers can also encourage their children to complete their own transactions at the shops or the canteen, and calculate their required change. Further, comparing price tags and understanding what costs 'more' or 'less' when considering purchases at the shops is an important skill that parents and carers can support when shopping with their children.

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.