



Winyu Unit Term 4, 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 and Inclusion in Winyu

Kindergarten— Students will work with their class teacher to develop inquiry skills of observation, prediction, classification and communication. They will continue applying these skills within the kitchen garden program.

Parental Engagement: Explore with your child ways to classify items in your home. You might group items by the material they are made of, whether they are living or non-living, size, colour or purpose.

Year 1/2 Geography 'I Connect, You Connect'. Places are unique in their characteristics and play a fundamental role in human life. They may be perceived, experienced, understood and valued differently. This unit provides students with the opportunity to explore the places they live in and belong to and learn to observe and describe features of places. Students also become aware of and interested in, more distant places. Students are introduced to the concept of interconnection when learning how they are connected to places in Australia and throughout the world and through exploring connections of Aboriginal peoples and Torres Strait Islander peoples to Country/Place. By the end of this unit students will be able to identify their connections to places through the creation of an autobiography.

Parental Engagement: Some questions for discussion may include: What are my connections to places? Where was I born? Which states have I travelled to? Which towns/states/countries do my family/friends live? Where are the places in Canberra that I am connected to?

Year 3/4 Science - Material World Students will have the opportunity to explore and use a range of natural and processed materials and discuss their properties.

Students will develop their understanding of fair testing by observing and testing the resistance and strength of materials. Students will look at how the properties of materials affect their use. Students will also identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge.

Essential questions: How are natural and processed materials different? How do the properties of materials affect their use? Why is it important to conduct fair testing?

Parental Engagement: Discuss with your child how different materials in your home are used for different purposes. For example, a woollen jumper is used to keep warm and rubber would be used in gumboots to keep your feet dry!

Civics and Citizenships - Majority Rules!

Students will use their personal experiences of fair play, rules and consequences and decision-making to develop an understanding of democracy.

Essential questions: Why do we make rules? How are decisions made democratically?

Parental Engagement: What are rules for? Why should we follow them? Discuss some of the rules you have at home. Why is it important to follow them?

Year 5/6 Geography, Maths, Humanities/Social Science, Technology - Taking care of Business

The 'Taking Care of Business' unit gives students the opportunity to develop their understanding of economics and business concepts by creating and implementing their own business plan. Students develop an understanding of why decisions about the ways resources are allocated to meet needs and wants in their community involve trade-offs. In groups, students apply this understanding to make decisions about the allocation of limited resources to run a Mini Market Day stall for the school. Decisions about how to allocate resources for supplies, advertising and 'rent' will need to be weighed up and justified. Students will develop an understanding of the trade-offs involved in business decisions and become aware that business differ in the way they provide and promote products and services.



Art

On Tuesday mornings Ms Gillian Jackson will continue to share her talents with Winyu R and Winyu W students and provide a structured art program to engage them in projects from concept to completion. Artworks will primarily focus on drawing, colour and patterns.



PE/Health

Netball: Winyu students will participate in an eight week ANZ NetSetGo program to further develop their throwing, catching and movement skills. We will be supported by Netball ACT in setting up the program.

Swimming: Where permission has been given students in Kinder to year 2 will participate in a daily swim program for a two week period.



Important Days to Remember in Winyu

Assemblies: Friday (even weeks)

Upcoming Events:

- Yr 5/6 camp: 26th-28th Oct
- Swimming for K-2: Mon 31st Oct—Fri 11th Nov
- Yr 3/4 camp: 10th-11th Nov
- Be the Best you can Be AIS sports day: Tues 8th Nov
- End of year Concert: Tues 6th Dec

Literacy

For Junior Students to:

- ◆ revise beginning letter sounds and matching letter names
- ◆ learning level 1—4 of Snap Words, demonstrating understanding through reading and writing
- ◆ handwriting will focus on correct letter formation
- ◆ focusing on rhyming word families
- ◆ develop dexterity and fine motor pencil control 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 such as sound blending and beginning sounds.

For Senior Students to:

- ◆ know and accurately write their full name, address, phone number and date of birth
- ◆ complete standard information on an application form
- ◆ Continue to practise CVC, CVVC, CVCe words and words with blends and common spelling patterns
- ◆ learn to spell sight words from the Magic Word list
- ◆ continue to build understanding that texts can take many forms
- ◆ build reading stamina
- ◆ understand that punctuation is a feature of written text, recognise that capital letters and full stops signal the beginning and the end of sentences
- ◆ Continue to explore differences in words representing people, places and things (nouns, including pronouns), happenings and states (verbs) and qualities (adjectives)
- ◆ retell familiar literary texts
- ◆ re-read and edit texts for meaning, grammatical choices and correct punctuation
- ◆ 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

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

Shape

- ◆ recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features
- ◆ identify two-dimensional and three dimensional shapes in the everyday environment
- ◆ describe and draw two-dimensional shapes, with and without digital technologies
- ◆ describe the features of three-dimensional objects
- ◆ investigate the effect of transformations such as one-step slides and flips
- ◆ Make models of three-dimensional objects and describe key features



Continuation of numbers to 100 and beyond

- ◆ 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: Students will benefit from linking their learning to the world around them. Parents can assist with this learning by playing games and discussing the dominant shapes we see in the environment and why some shapes may be used

In Numeracy this term, Junior Winyu students will continue to focus on:

- ◆ recognising the numbers on an analogue clock and understanding how they relate to time
- ◆ learning to tell time to the o'clock
- ◆ sequencing daily events
- ◆ recognising Australian coins and notes
- ◆ describing the features of coins that make it possible to identify them
- ◆ gaining an understanding of the value of coins
- ◆ ordering money according to value
- ◆ counting to 20 and sequencing numbers to 30 and recognising number patterns
- ◆ using different concrete materials and strategies to demonstrate the concept of quantity including zero
- ◆ using dominos and other games to build number skills including subitising numbers to 10
- ◆ practising addition concepts with counters and other materials of interest
- ◆ using fingers to count on
- ◆ counting forwards and backwards on a number line and hundreds chart
- ◆ playing number counting games (forwards and backwards).

Parental Engagement: Parents and carers are encouraged to include their children in shopping activities and to discuss periods of time. This may include times of regular events such as bed time, swimming lessons, dinner time.