



Winyu Unit Term 3, 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

During second semester the year 1–6 Winyu students will participate in the Inquiry units of their mainstream inclusion class with their peers. The following units have been planned for Term 3 in each year level.

Kindergarten— Students will work with their class teacher to develop inquiry skills of observation, prediction, classification and communication. They will be 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 Science—Tap into Water

Water is essential to life and a precious resource. Through investigations students will explore how water is used, where it comes from and how to use it responsibly.

Parental Engagement: Discuss with your child all the ways you use water at your house.

Year 3/4 Humanities and Social Sciences—Going to Rio

Students will explore how different communities participate in significant events such as the Olympic Games. Students will research the history of the Games and how it brings communities together, including the significant involvement of Indigenous Australians.

Parental Engagement: Follow the journey of an Australian Athlete in the lead up to the games and their participation in Rio. Mark off on a calendar the count down to the Olympic Games and watch the excitement of the Opening Ceremony together.

Year 3/4 Science –Material World

Students will explore and use a range of natural and processed materials and discuss their properties. They will develop an 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.

Parental Engagement: Discuss with your child how different materials in your home are used for different purposes. For example look at what materials clothes are made from or foods are packaged in.

Year 5/6 Geography, Health, Science, Technology - Faster, Higher, Stronger

In this unit students will use the Olympic Games as a framework to expand their mental map of the world.

Students will also have the opportunity to take on the role of a professional athlete. They will collect data on their personal achievements on flexibility, strength, endurance and agility and devise a plan to improve their fitness.

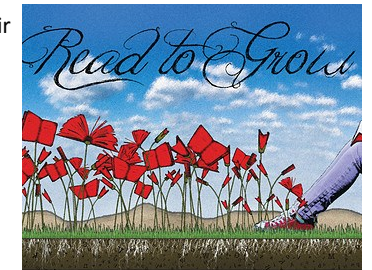
Parental Engagement: Take a drive past the embassies in Canberra and prompt discussions around food, clothing and cultural events associated with different countries. Encourage your child to work on their fitness levels at home.



Literacy

For Junior Students to:

- ◆ revise beginning letter sounds and matching with letter names
- ◆ learn the first level of Snap Words, demonstrating understanding through reading and writing
- ◆ practise pre-writing patterns, writing names and letters of the alphabet
- ◆ learn letter directionality
- ◆ 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 such as sound blending and beginning sounds.



For Senior Students to:

- ◆ learn to spell 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
- ◆ explore and write information reports and recounts.
- ◆ understand that punctuation is a feature of written text, recognise that capital letters and full stops signal the beginning and end of sentences
- ◆ explore differences in words that represent 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 punctuation
- ◆ identify the audience of a variety of text
- ◆ 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
- ◆ 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:

- ◆ understanding counting by 5s and 10s as a precursor to counting coins
- ◆ 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
- ◆ creating displays in the classroom showing that coins are different in other countries by comparing foreign coins to Australian coins
- ◆ 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 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

This term Winyu R will be heading to the Japanese Room for classes to experience “hands on Japanese”. While we will continue to explore Japanese folk stories and related language we will also do hands on activities such as traditional Japanese calligraphy with brush and ink, writing our own names, and creating our own manga.

Parental Engagement: Parents and carers are encouraged to ask and discuss with their children traditional Japanese stories that they have learnt in class.

Art

On Tuesday mornings Ms Gillian Jackson will 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.



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

Measurement

- ◆ tell time to the quarter-hour, using the language of 'past' and 'to'
- ◆ describe duration using months, weeks, days and hours
- ◆ name and order months and seasons
- ◆ use a calendar to identify the date and determine the number of days in each month
- ◆ tell time to the minute and investigate the relationship between units of time
- ◆ compare the mass of objects using balance scales
- ◆ compare and order several shapes and objects based on area, length, volume and capacity using appropriate uniform informal units
- ◆ measure, order and compare objects using familiar metric units of length, mass and capacity.

Numbers to 100 and beyond

- ◆ recognizing, 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 involve their child in discussions around how we measure and why we measure things. Children can compare the length and weight of objects in the home and discuss using language such as longest, shortest, heavier, lighter. Make opportunities for students to estimate how long a metre is and what items are ‘about’ a metre long. Use a tape measure to measure everyday items in your home.

Please also talk with your child about time and how long it takes to do everyday tasks, for example brushing your teeth for a minute, reading for 15 minutes or going for a half hour walk. You can also look at a clock at regular times of the day and discuss events that happen regularly such as 6pm dinner time or 8pm bedtime.

Important Days to Remember in Winyu

Library: Friday (odd weeks)

Assemblies: Friday (even weeks)

Upcoming Events:

Athletics Carnival - 27th July

Yr 5/6 Excursion to the AIS - 8th August

Winyu Assembly—week 6, 26th August

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—bouncing, throwing, catching, kicking, striking

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.

