

Reception – Term 3 Overview

Room 3 – Di Harrington, Rosemary Saxon & Room 4 – Shell Littleboy



English

Your child will:

Phonological Skills:

- recognise and use rhyming words, syllables, and sounds in spoken language
- break words into smaller parts and tell the difference between sounds and whole words
- use letter sounds, blend sounds to read simple words, and begin to notice 'Special Friends' (digraphs and trigraphs like 'sh', 'ch', 'th')
- join in shared reading and listen to dictation with the class.

Oral Language:

- take part in classroom discussions such as Show & Tell and talk about events
- use describing words (adjectives), identify questions and comments, build conversation skills, and extend their vocabulary.

Writing:

- write and draw about things that have happened and describe people, places, and events. Continuing a weekly recount writing piece.
- Build on sentence structure by using capital letters, spaces between words and ending punctuation such as a full stop
- Introduction to information report writing, facts about Australian animals.
- choose their own topics to write about during Friday Free Writing
- accurately form letters and numbers correctly with the proper pencil grip, starting at the right place and moving in the correct direction.

Reading:

- sound out words and blend them to read words.
- follow the words on a page with their finger and read from left to right
- re-read texts for understanding and fluency, answer questions about what they have read, and explore new vocabulary
- listen to a range of text types.

Guest Reader: Students will read aloud/retell a story to their class as their audience. They will develop story-telling and reading-like behaviours such as using a clear, confident voice, using expression and pausing for effect.

SA Curriculum Dispositions: Children become [resourceful](#) as they consider what they could try next time when something was difficult, building early literacy awareness. Words and language help to build [curiosity](#) demonstrating joy and wonder when exploring the world around them through songs, rhymes, music, dance, voice, symbols and pictures.

Maths

Your child will:

Number

- Continue to recognise and use teen numbers (11-19).
- try solving open-ended maths problems, using different ways to find answers.
- use simple addition to combine groups and find totals.
- group and share objects evenly.
- Identify double facts

Measurement

- Use informal units to measure length, area, mass and capacity of objects.
- Build vocabulary to discuss measurement.

Space

- Describe the position and location of themselves and objects in relation to other people and objects within a familiar space.
- Create picture maps with directional instructions

SA Curriculum Dispositions: Children build [resourcefulness](#), by drawing on their knowledge and strategies to seek connections and make meaning.

Humanities & Social Science

Your child will

Geography

- Explore features of familiar places
- share about their favourite places and why these places are special to them.
- Simple maps of special places and the features within them such as playground, school or suburb

SA Curriculum Dispositions: Children will develop [curiosity](#) to notice what they see, hear and feel when exploring familiar places.

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Science

Living systems

This term your child will learn to:

Explore Plants and animals and discuss how they can be grouped based on their external features.

- Describe the features of plants and animals
- Label Australian animals
- Write and discuss information facts about plants and animals.
- Experience the school garden
- Engage with animals at school via incursions & Nature Education centre.

SA Curriculum Dispositions: through science children develop **curiosity** and use sensory experiences to explore, observe and investigate their surroundings

Digital Technology

In the classroom your child will

- use class iPads to complete activities to share via the seesaw platform. They will explore the features in seesaw to draw, write, photograph to express their understanding and ideas.

Visual Arts

Children will use art elements, processes and skills to create artworks and communicate ideas. They will do this through craft such as Book week themed activities, Father's day activities, Australian animals activities.

In reception we continue to develop fine motor skills to hold pencils correctly, use scissors, cut and paste with accuracy, trace and follow lines.

Health

Students will learn to recognise what makes them unique and describe how they are growing, learning, and building resilience. They are able to talk about their emotions and interact respectfully with others. Students learn to keep themselves and others safe, including understanding when to ask for help.

We do this through:

Daily Fitness, Action Songs and Dancing.

Child Protection Curriculum: How to notice early warning signs, naming body parts correctly and the difference between public and private (spaces and places and body parts)

General health & wellbeing: Body Bright– brave, resilient, inclusive, grateful, happy and thoughtful. Emotional regulation using the 5 point scale, mindful eating and breathing. Sneeze safety.

Wellbeing activities: Relaxation, kids yoga, guided meditation. Mindfulness and Interoception activities. GREAT DREAM.

Class Routines and Expectations: Rules for keeping us safe, daily routines. Circle time for effective learning

Social Skills

Way to A - **A (green)** & **B (red)** choices.

Friendology: problem solving, catastrophe scale, friend o' meter, being a good friend.

Learning Through Play: play based activities to build imagination, problem solving skills, fine motor, conversation, oral language and social skills.

Buddies: Connecting together with our NPS big buddies for activities and special events.

Circle Time: Building skills to be an effective learner, active listener.

SA Curriculum Dispositions: Children will develop **resilience** to feel safe and have a strong sense of belonging, purpose and connection to people and places. They will positive relationships by taking **responsibility** for their interactions and emotional responses.

