



Learning Outline for Parents 2026

Term 3 - RESPECT

This document is designed to provide clear and consistent information about the learning planned for your child's class for the coming term. It allows parents and carers to stay informed, support learning at home, and engage in meaningful conversations with their child about what they are learning at school.

By sharing this outline, we strengthen our collaborative approach between home and school, ensuring learning is connected, purposeful, and consistent across the school. This approach aligns with the Quality Teaching Strategy – *Teaching for Impact*, supporting high-quality teaching and improved learning outcomes for all students. For more information on Homework please check our website.

Pre-Primary

English

Reading/Viewing

- Sounds: b, j, w, ck, ll/ff/ss, sh, qu, ee, z/zz, ch, v, x, y, wh, th, oo
- Tricky words: I, the, my, a is was, you, to, they, that, where, was, one, look, here, his them, there, have, of, with, call, ball, all, go, so, no, this, then, put, as, do and want.

Writing

- Letters: b, j, w, ck, ll/ff/ss, sh, qu, ee, z/zz, ch, v, x, y, wh, th, oo
- Explore letter formations.
- Writing simple three- and four-letter words by listening for the sounds in words (e.g. jam, duck, milk).
- Write simple sentences using the sounds and letters we have learned (decodable sentence writing)
- Create short pieces of writing about familiar topics, using drawings and words to express our ideas (topic writing)

Speaking and Listening

- Understand and make meaning from stories and factual (informative) texts
- Retell and act out stories
- Recognise letters to their sounds as we learn to read and write
- Talk about how stories make us feel and what we think about the characters, setting, and events.
- Reflecting on personal experiences, noting similarities and differences.
- Identify and retell the beginning, middle and end of a story
- Listen respectfully when others are speaking, take turns, and use our voice clearly and confidently

Talk 4 Writing

- Retell stories aloud using actions to build confidence and understanding.
- Repeat and discuss stories to develop vocabulary and sentence structures.
- Change characters, settings, or events to create their own versions.

Model Texts:

- Billy the Brave Knight
- Our Trip to Adventure World

Mathematics

Number and Algebra

- Count forwards and backwards to and from 20, starting from any number

- Recognise and match number names, numerals, and groups of objects, starting with 0 to 10 and then going beyond
- Compare and order groups of objects up to 20 and talk about which has more, less or the same
- Use everyday language of location and direction, and order and sequence events and objects.
- Use real-life situations to explore simple addition and sharing up to 10
- Make number stories and number bonds from 0-10
- Practice writing numbers correctly from 0 to 20.

Measurement and Geometry

- Compare and describe the capacity of containers using everyday language such as *full*, *empty*, *more*, *less*, and *holds the most*.

Statistics and Probability

- Answer yes/no questions to collect information and make simple inferences

HASS

Geography

- Explore our place in space. Exploring our community, state, country and planet earth.
- Identify key places in our neighbourhood and why these places are important.
- Represent familiar places, such as schools, parks and lakes on a pictorial map

Visual Arts

- Exploring different items (man-made and natural) to make items.
- Exploration of, and experimenting with elements of shape, colour, line & texture.
- Exploring collage art.

Technologies

Digital Technologies

Data can have patterns and can be represented as pictures and symbols.

Design & Technologies

- Explore how people produce familiar products to meet personal and community needs.

Health

Children will begin learning simple personal safety skills, including recognising safe and unsafe situations and identifying trusted adults who can help.

Science

At East Victoria Park Primary School (EVPPS) we run a hands-on inquiry-based learning program in Science. Students have the opportunity to explore concepts taught through investigations and various manipulatives. In Term 3 we cover Earth and Space Sciences. Daily and seasonal changes in the environment affect our local community and the world around us.

- Linking the changes in the daily weather to the way we modify our behaviour and dress for different conditions, including examples from different cutlers.
- Investigating how changes in the weather might affect animals such as pets, animals that hibernate or migratory animals
- Learning how Aboriginal and Torres Strait Islander Peoples concepts of time and weather patterns explain how things happen in the world around them.

Music

Students learn music through a Kodály approach to music education. This term students will focus on:

1. Keeping a steady beat
2. Copying a sequence of notes consistently matching pitch
3. Dynamics – understanding of loud and soft
4. Whole School Song for Music Assembly

Physical Education

Focusing on the development of fundamental movement skills to improve their competence and confidence in their movement abilities. Children are provided with opportunities to work on

- Hand eye coordination.
- Core strength activities.
- Sprinting
- Jumping