### Library Outline—Term 4 / 2016

**SPECIAL DAYS & DISPLAYS** - SAINT LUKE’S FEAST DAY / CANADA / Remembrance Day / ENVIRONMENTAL ISSUES (endangered species / pollution / deforestation / sustainability) CHRISTMAS AROUND THE WORLD / ADVENT

**WA Curriculum - English**

- Literature and Context: How texts reflect the context of country, culture and situation in which they are created.
- Responding to Literature: Personal responses to the ideas, characters and viewpoints in texts
- Expressing preferences and evaluating texts
- Features of literary texts—plot / characters / mood / theme

#### KINDY
- Learning how to care for a book.
- Learning how to choose a book they will enjoy.
- Learning about the different locations in a library. (Junior Fiction/ Fiction / Non-Fiction / borrowing desk / returns)
- Viewing of NEW BOOKS
- Christmas Around the World

#### PRE-PRIMARY
- **LIBRARY SKILLS**—Practising READING TO RELAX
  - Looking at parts of a picture book….Cover / Settings / Characters / Author / Illustrator
  - Personal response / Rating for each book.
  - Viewing of NEW BOOKS
  - Christmas Around the World

#### YEAR 1
- **LIBRARY SKILLS**—Practising READING TO RELAX
  - *Let’s Look at a Book*
  - Revising parts of a book—Title, Author, Cover, Favourite page, Characters
  - Viewing of NEW BOOKS
  - Christmas Around the World

#### YEAR 2
- **LIBRARY SKILLS**—Practising READING TO RELAX
  - *Let’s Look at a Book*
  - Revising parts of a book—Title, Author, Cover, Favourite page, Characters, Blurb, Contents, Index, Glossary
  - Viewing of NEW BOOKS
  - Christmas Around the World

#### YEAR 3
- **LIBRARY SKILLS**—Practising READING TO RELAX
  - *Let’s Look at a Book*
  - Revising parts of a book—Title, Author, Cover, Favourite page, Characters, Blurb, Contents, Index, Glossary
  - Viewing of NEW BOOKS
  - Christmas Around the World

#### YEAR 4
- **LIBRARY SKILLS**—Looking at environmental issues via written text .
  - Endangered animals and plants / deforestation / pollution / erosion / global warming / natural disasters
  - Viewing of NEW BOOKS
  - Christmas Around the World
  - **LIT-PRO READING** - Testing in WEEK 4/5

#### YEAR 5
- **LIBRARY SKILLS**—Looking at environmental issues via written text .
  - Endangered animals and plants / deforestation / pollution / erosion / global warming / natural disasters
  - Viewing of NEW BOOKS
  - Christmas Around the World
  - **LIT-PRO READING** - Testing in WEEK 4/5

#### YEAR 6
- **LIBRARY SKILLS**—Looking at environmental issues via written text .
  - Endangered animals and plants / deforestation / pollution / erosion / global warming / natural disasters
  - Viewing of NEW BOOKS
  - Christmas Around the World
  - **LIT-PRO READING** - Testing in WEEK 4/5
**Pre Primary—YEAR 3**

**GEOGRAPHICAL VOCABULARY / 3D Mapping / Photography and mapping**

**Educational Geography Games online & APPs / Videos from around the world / World Wide News and Weather / Games and Puzzles about Geography**

Where is the world is Australia / Who are our neighbours?

<table>
<thead>
<tr>
<th><strong>PRE-PRIMARY</strong></th>
<th><strong>YEAR 1</strong></th>
<th><strong>YEAR 2</strong></th>
<th><strong>YEAR 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People live in places</strong></td>
<td><strong>Places have distinctive features</strong></td>
<td><strong>People are connected to many places</strong></td>
<td><strong>Places are both similar and different</strong></td>
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<tr>
<td>• The places people live in and belong to (Woodvale Suburb) and the familiar features in the local area and why places are important to people (e.g. provides basic needs)</td>
<td><strong>Mapping Activities</strong></td>
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<td>• <strong>Booklet looking at services in the community</strong>—School / Shops / Doctors / Library / Petrol Stations</td>
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<td><strong>SKILLS—</strong></td>
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<td><strong>Questioning</strong></td>
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<td></td>
<td>Identify prior knowledge about a topic</td>
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<td>Identify current understanding of a topic (e.g. brainstorm, KWL chart)</td>
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<tr>
<td></td>
<td><strong>Researching</strong></td>
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<td>Sort and record information and/or data into simple drawings.</td>
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<td>Record selected information and/or data (e.g. use graphic forms, develop note-taking strategies)</td>
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<td></td>
<td><strong>Evaluating &amp; Reflecting</strong></td>
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<td></td>
<td>Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions)</td>
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<td>Translate collected information and/or data in to different formats (e.g. change data into a table)</td>
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<tr>
<td></td>
<td><strong>Analysing</strong></td>
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<td><strong>Analysing</strong></td>
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<tr>
<td></td>
<td>Represent collected information and/or data in to a table.</td>
<td>Present findings in a range of communication forms, using relevant terms (e.g. written, graphic)</td>
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</tr>
</tbody>
</table>
## Geography Outline—Term 4 / 2016

### YEAR 4

**The Earth’s environment sustains all life**

**MAPPING**
- The location of the major geographical divisions of the world (e.g. continents, oceans) in relation to Australia
- The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia’s major natural features (e.g. rivers, deserts, rain forests, the Great Dividing Range, the Great Barrier Reef)
- **ENDANGERED SPECIES** The importance of environments to animals and people, and different views on how they can be protected.
- **SUSTAINABILITY** The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably.

### YEAR 5

**Factors that shape the Environmental characteristics of places**

The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining).

- **ENDANGERED SPECIES** The importance of environments to animals and people, and different views on how they can be protected.
- **SUSTAINABILITY** The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably.

### YEAR 6

**A diverse and connected world.**

The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining).

- **ENDANGERED SPECIES** The importance of environments to animals and people, and different views on how they can be protected.
- **SUSTAINABILITY** The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably.

- Australia’s connections with countries (e.g. trade, migration, tourism, aid, education, defence, sport) and how these connections change people and places

### SKILLS

- **Questioning** Identify current understanding of a topic (e.g. brainstorm, KWL chart)
- **Researching** Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies)
- **Analysing** Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic)
- **Evaluating & Reflecting** Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences)
- **Communicating** Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms

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**Geography Outline**

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Where in the world is Australia / Who are our neighbours? /