

To provide a safe, innovative and engaging setting which inspires students to achieve personal growth and feel empowered to make a positive impact in the world around them

Opportunities for Innovation	Agency (Empowered)	Community Connections
<ul style="list-style-type: none"> <li>- Recipes of cultural food</li> <li>- How has food evolved (over time &amp; geographically)</li> </ul>	<ul style="list-style-type: none"> <li>- Showcasing our own identity and culture</li> <li>- Bringing the community together</li> </ul>	<ul style="list-style-type: none"> <li>- Developing cultural understanding within the cohort</li> <li>- Sharing our experiences with the wider community (recipe book, food demonstrations - digital and print resources)</li> </ul>

Week	English			Mathematics	Wellbeing Health/Cybersafety	Assessment & Portfolio Tasks	Special Considerations
	Writing V COP/Seven Steps To entertain To persuade	Reading & Viewing	Grammar Etymology and Morphology				
1 29/1	<b>Recount</b> Recounting the school holiday or celebration  <b>Persuasive</b> Text Structure SRC speeches	<b>Independent Reading Behaviours</b> Choose texts Book Box	<b>Power Punctuation</b> Level 3 and 4 punctuation	<b>Mathematical Mindset</b> What makes a good mathematician (learning pit) <b>Place Value</b> Odd and even numbers Partitioning	<b>Cyber Safety</b> User Agreement Revisit Class Expectations	CW: Baseline M: Place Value Pre Morrison McCall Test 1	Curriculum day 29/01 First Day of School 30/01
2 05/2	<b>Persuasive</b> Persuasive Devices (hyperbole, rhetorical question, alliteration)  Persuasive Presentations Self-assessment	<b>Reading Journals</b> Set reading goals Expectation of Guided Reading  <b>Examining Mentor Texts</b> Audience Engagement Techniques	<b>Vocabulary</b> WOW Words, emotive language	<b>Place Value</b> Sequences involving multiples Money	<b>Topic 1: Emotional Literacy</b> Zones of Regulation Toolbox Effective strategies  <b>Cybersafety:</b> Elements of a safe password Cyber Safety License	<u>SMART Goals</u> PROBES <u>Wellbeing: Zones Toolbox/ Self Care Tank</u> Phonogram Write	
3 12/2	<b>Persuasive</b> Structuring arguments and supporting evidence <i>GI: Food Home Talk</i>	<b>Text Structure &amp; Organisation</b> Identifying persuasive text features  <b>Guided Reading</b>	Nouns, verbs and adverbs  3/4 Spelling Begins	<b>Statistics and Probability</b> GI: Plotting Name Data Timeline	<b>Topic 1: Emotional Literacy</b> Emotions in the school day Positive Peer Support  <b>Health:</b> Food advertisements and marketing	PROBES	Cyber Safety Day 14/2  Senior Information Night and Parent Cyber Safety 14/2
4 19/2	<b>Narrative: GI - Identity</b> Planning for Success (Story Graph) Character development and settings	<b>Responding to Mentor Texts</b> Using metalanguage to describe characters  <b>Guided Reading</b>	<b>Word Origins</b> The history and origins of food	<b>Measurement and Geometry, Fractions</b> Fractions on analog clocks Time Equivalent fractions/representing common unit fractions	<b>Topic 2: Personal Strengths</b> What are personal strengths? Goal setting with strengths  <b>Health:</b> Investigating how health messages influence health decisions	Codes Assessment PROBES <u>N&amp;A + M&amp;G: Rich Assessment task</u>	Swimming Carnival 23/2
5 26/2	<b>Narrative</b> Plot; Pebble, Rock, Boulder Show, Don't Tell	<b>Responding to Mentor Texts</b> Analysing Character development  <b>Guided Reading</b>		<b>Number and Algebra</b> Operations Strategies	<b>Topic 3: Positive Coping</b> Everyone is different Understanding strong emotions	SRC Badge Presentation 26/2  District Swimming 28/2  Twilight Sports 29/2	
6 04/3	<b>Narrative</b> Exciting Endings <i>Home Talk</i>	<b>Responding to Mentor Texts</b> Analysing Character development  <b>Guided Reading</b>	<b>Grammar Responses</b> Prepositional phrases Tense	<b>Problem Solving</b> Four operations Worded problems	<b>Topic 5: Positive Coping</b> What is stress? Calming and coping  <b>Health:</b> Food Pyramid	CW: Narrative M: Place Value Post	ICE Session 18/3

7 11/3	<b>Guided Inquiry Focus</b> Student choice - text type  Recipes Websites Advertisements	<b>Examining Mentor Texts</b> Describing effects of ideas, and language features on the audience  <b>Guided Reading</b>		<b>Number and Algebra</b> Addition and Subtraction	<b>Revisit Class Expectations</b> <b>Digital User Agreement</b>	<b>R:</b> Making inferences <b>M:</b> Sue Fine +/- Pre	Labour Day 11/3  NAPLAN 13/3-25/3
8 18/3		<b>Examining Mentor Texts</b> Describing effects of ideas, and language features on the audience  <b>Guided Reading</b>	Morphemes in Compound Words	<b>Number and Algebra</b> Multiplication and Division	<b>Topic 3: Positive Coping</b> Making apologies Reflecting on everyday practice	<b>NAPLAN</b> <u>Term Reflection</u> <u>Term 2 Goals</u>	NAPLAN 13/3-25/3 Harmony Day 21/03  Close the Gap Day 23/3
9 25/3		<b>Reflecting on Texts</b>		<b>Measurement and Geometry:</b> Shape and Geometric Reasoning	<b>Topic 1: Positive peer support</b> Giving feedback and showing gratitude	<u>English + GI: Project</u> <b>M:</b> Essential Assessment	School Photos 25/3  Family Breakfast and Easter Hat Parade 28/3  End of Term 28/3