

## Term Overview Level 1 : Term 1 2026

Guided Inquiry Unit: **Local Places, Local People** School Value: **Respect**

<i>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.</i>
<b>Opportunities for Innovation, Agency (Empowerment), Community Connections</b>
<ul style="list-style-type: none"> <li>- End of unit Dioramas for Guided Inquiry unit</li> <li>- Geography seasons unit in Guided Inquiry (possible excursion to Blackburn Lake)</li> </ul>

Week	English			Mathematics	Guided Inquiry	Wellbeing	Assessment & Portfolio Tasks	Special Considerations
	Phonics	Reading	Writing					
1 26/1	<b>Review A</b>	<b>Building Routines Good Fit Book</b> Take Home Books & Book Boxes Read short predictable texts	<b>Recount</b>	<b>Creating and continuing patterns - Arc</b>	<b>Start Up</b>	<b>Start Up</b>		<b>27/1-28/1: Curriculum Days 29/1: Students start</b>
2 2/2	<b>Review A</b>	<b>Building Routines Good Fit Book</b> Take Home Books & Book Boxes Read short predictable texts	<b>Recount</b>	<b>Creating and continuing patterns - Arc</b>	<b>Start Up</b>	<b>Start Up</b>		
3 9/2	<b>Review A</b>	<b>Features of Non-fiction texts</b>	<b>Writing to Inform</b>	<b>Place Value - Arc</b>	<b>This is me in my neighbourhood</b>	<b>Emotional Literacy</b>	<b><u>Cold Write</u></b>	<b>11/2: Cyber Safety Project Incursion 1-6 Information Evenings 13/2: Anniversary of National Apology to Stolen Generations</b>
4 16/2	<b>Set 14</b>	<b>Literal and Inferred Meaning</b>	<b>Writing to Inform</b>	<b>Place Value - Arc</b>	<b>How I care for my neighbourhood</b>	<b>Emotional Literacy</b>		<b>17/2-19/2: 3 Way Conferences</b>
5 23/2	<b>Set 14</b>	<b>Visualising and Making Connections</b>	<b>Writing to Inform</b>	<b>Place Value - Review</b>	<b>This is our school neighbourhood</b>	<b>Emotional Literacy</b>	<b><u>Phonics Plus End of set assessment Maths - Place value thinkboard</u></b>	
6 2/3	<b>Set 15</b>	<b>Summarising Strategies for summarising non-fiction texts</b>	<b>Writing to Inform</b>	<b>Investigating data - Arc</b>	<b>How we care for our school neighbourhood</b>	<b>Emotional Literacy</b>		<b>5/3: Twilight Sports</b>
7 9/3	<b>Set 15</b>	<b>Features of Fiction texts</b>	<b>Writing to entertain</b>	<b>Investigating data - Arc</b>	<b>These are different places in our neighbourhood</b>	<b>Emotional Literacy</b>	<b><u>Phonics Plus End of set assessment</u></b>	<b>9/3: Labour Day Holiday 10/3: Curriculum Day</b>
8 16/3	<b>Set 16</b>	<b>Literal and Inferred Meaning</b>	<b>Writing to entertain</b>	<b>Time and Duration - Arc</b>	<b>How we all care for care for our community</b>	<b>Emotional Literacy</b>	<b><u>SS: Reading</u></b>	<b>Harmony Week 16/3: School Photos 17/3-27/3: Whole School Swimming 19/3: National Close the Gap Day</b>
9 23/3	<b>Set 16</b>	<b>Visualising and Making Connections</b>	<b>Writing to entertain</b>	<b>Time and Duration - Arc</b>	<b>Creating Dioramas Neighborhood</b>	<b>Personal and Cultural Strengths</b>	<b><u>Phonics Plus End of set assessment Cold Write - Seesaw</u></b>	<b>17/3-27/3: Whole School Swimming</b>
10 30/3	<b>Phonics Review</b>	<b>Summarising Strategies for summarising fiction texts</b>	<b>Writing to entertain</b>	<b>Patterns Review</b>	<b>Creating Dioramas Neighborhood</b>	<b>Personal and Cultural Strengths</b>	<b><u>Guided Inquiry - Diorama</u></b>	<b>2/4: Family Breakfast and Last Day</b>