

Guided Inquiry (GI):

Sustainability: Our Sustainable World

STEM (S): Weather in my World

School Value: Inclusion

**Keys to Learning**

<p><b>Student Choice</b></p> <ul style="list-style-type: none"> <li>• Speaking and Listening</li> <li>• Junior Rotations</li> <li>• Fine motor rotations</li> <li>• Play based learning</li> </ul>	<p><b>Student Voice</b></p> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Zones of Regulation</li> <li>• Circle time</li> <li>• Let's TALK</li> </ul>	<p><b>Opportunities for Innovation</b></p> <ul style="list-style-type: none"> <li>• Recount</li> <li>• Numeracy</li> <li>• STEM challenge - construction</li> </ul>	<p><b>Connected Learning</b></p> <ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Buddies</li> <li>• Turn and talk</li> <li>• Connections to First Nations People</li> </ul>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Retell</li> <li>• Patterns</li> <li>• Thinking about sustainability</li> </ul>	<p><b>Problem-solving/Finding</b></p> <ul style="list-style-type: none"> <li>• Open ended problems</li> <li>• Botley Coding</li> <li>• Weather</li> </ul>
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**Assessment**

Students will complete assessment tasks for each of the Learning Areas: English, Mathematics, Guided Inquiry and Wellbeing. Portfolio tasks will be available via the Seesaw Family App throughout the term. We encourage you to leave comments on your child's work.

Week	English				Mathematics	Guided Inquiry/ STEM	Indigenous Perspectives	Wellbeing	Assessment	Special Considerations
	Speaking & Listening	Reading and Viewing	Writing/VCOP	Alphabet/Phonograms						
1 19/4	Circle Time - 'Give me 5' Listening behaviours (Ongoing)	Review - Identifying Words/letters 1 to 1 correspondence Reading Strategies as appropriate (ongoing) Rhyming Words (ongoing) Initial sounds in words	Personal Recount <b>Handwriting:</b> Review tricky letters (Aa & Dd)	M100W Flashcards Red Words <b>Revise phonograms</b> (single) ongoing Focus: 27-30	Subitising: Ongoing Patterns: Complex shape and colour	The Concept of Sustainability Immersion Nude Food Wednesday (Ongoing)	Aboriginal and Torres Strait Islander Flags	Emotional Literacy Let's TALK - Tell Zones of Regulation	<b>M:</b> Patterns <b>W:</b> Term Goals	ANZAC Day Ceremony (23/4)
2 26/4	Introduce Take Home Toy program	Initial sound in words Making Predictions	Personal Recount <b>Handwriting:</b> Gg, Qq	<b>Phonograms:</b> 31-35	Place Value: Part part whole	Introducing the Unit: Planting vegetables	Indigenous Literature Why I Love Australia	Personal strengths: Class top character strengths		Twilight Sports (29/4) Parent Phonogram Course 1 (29/4)
3 3/5	Begin take home toy program <b>Focus:</b> Voice & Feedback sandwich (Ongoing)	Last sound in words Making Predictions	Personal Recount <b>Handwriting:</b> Vv, Ww	<b>Phonograms:</b> Focus: 35-39	Length: shorter and longer Comparing and ordering lengths	Thinking about Sustainability STEM challenges	Indigenous Music Rain Sticks	Let's TALK - Acknowledge Bravery	<b>M:</b> Length	Whole School Cross Country (3/5) Parent Phonogram Course 2 (6/5) Mothers Day Stall (7/5)
4 10/5	Take Home Toy program <b>Focus:</b> Voice & Feedback sandwich	Last sound in words Retelling the Main Idea	Information Report <b>Handwriting:</b> Jj, Kk	<b>Phonograms:</b> Focus: 40-44	Problem Solving: Open ended - multiple solutions	Saving Energy (Weather)	Indigenous Dance Move it Mob Style	Let's TALK - Listen Kindness	<b>S&amp;L:</b> Directed Drawing <b>R:</b> Book Response	Parent Phonogram Course 3 (13/5)
5 17/5	Take Home Toy program <b>Focus:</b> Voice	Last sound in words Retelling the main idea	Information Report <b>Handwriting:</b> Yy, Pp	<b>Phonograms:</b> Focus: 44-48	Place Value: Trust the count and justify	Good Rubbish and Bad Rubbish	Dreaming Stories Tiddalick The Frog	Positive Coping Perseverance		Healesville Sanctuary Excursion (20/5)
6 24/5	Take Home Toy program <b>Focus:</b> Eye Contact	Rhyming words Identifying the Problem & Solution	Information Report <b>Handwriting:</b> Rr, Nn	<b>Phonograms:</b> Focus: 48-52	Statistics and Probability Chance of events	Sustainable Actions STEM challenges - Construction	Indigenous Literature Where Is Galah?	Positive Coping Honesty	<b>M:</b> Statistics and Probability	Education Week: Building Connections (24/5 - 28/5) Grandparents Day (27/5) Open Night (27/5)
7 31/5	Take Home Toy program <b>Focus:</b> Eye Contact	Rhyming words Identifying the Problem & Solution	Recount <b>Handwriting:</b> Mm, Hh	<b>Phonograms:</b> Focus: 60-64	Problem Solving: open ended - multiple solutions	Important Places	Dreaming Stories The Rainbow Serpent	Positive Coping Bravery	<b>M:</b> Number <b>R:</b> Rhyming words	
8 7/6	Take Home Toy program <b>Focus:</b> Eye Contact	Syllables Identifying the Character	Recount <b>Handwriting:</b> Bb, Ff	<b>Phonograms:</b> Focus: 64-67	Place Value: One more, one less ten more, ten less	Sustainability Poster	Indigenous Artwork Artist Study: Cynthia Burke	Creativity	<b>GI:</b> Sustainability Poster <b>We:</b> Creativity	Curriculum Days (10/6 and 11/6)
9 14/6	Take Home Toy program <b>Focus:</b> Eye Contact	Syllables Identifying the Setting	Recount <b>Handwriting:</b> Xx, Zz	<b>Phonograms:</b> Focus: 67-70	Mass: What is heavier? Ordering mass	STEM challenge: Weather	Indigenous Games	Gratitude		Queen's Birthday Public Holiday (14/6) Junior School Rotations Showcase (18/6)
10 21/6	Take Home Toy program <b>Focus:</b> Eye Contact	Revision	Revision	Revision	Revision	Weather	Indigenous Literature	Character Strengths Review	<b>S&amp;L:</b> Term 2 Reflection	Junior School Production Rehearsal (21/6) Junior School Production (22/6) Last Day of Term (25/6)