

Guided Inquiry (GI): Discovery: Bridge and Beyond

STEM (S): Physical Science: Materials

School Value: Responsibility

Keys to Learning

Student Voice

- Speaking and Listening - sharing time
- Play based learning - interacting with spaces and skills
- Goal setting - individual writing goals
- 100 Days of School -
- Writing - Who is our audience? What is our purpose?
- Guided Inquiry - co-creating our inquiry questions
- Comparing fiction and non-fiction - student choice non-fiction texts

Opportunities for Innovation

- Kitchen Garden Program
- Science Week
- Writing to entertain - making others feel emotions through our writing
- Connections to First Nations People
- Guided Inquiry - exploring and creating with materials

Problem-solving/Critical Thinking

- Retell
- Patterns
- Gender and Identity
- STEM
- Open ended problems
- Botley Coding
- Fairness and Friendships

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 Ongoing: Indigenous Seasons Calendar | Wellbeing | Assessment and Portfolio Tasks Ongoing: Running Records | Special Considerations |
|------------|---|--|--|---|---|--|--|---|
| | Speaking & Listening Ongoing: Listening behaviours Ongoing: Take Home Toy, Sharing Time | Reading and Viewing Guided Reading: Targeted reading strategies (decoding, fluency, expression and comprehension) | Writing/VCOP Ongoing: Writing to entertain Ongoing: Dotted thirds letter formation | | | | | |
| 1 11/7 | Listening behaviours: Turn taking | Sharing and justifying favourite part of texts read | <u>Purpose: Writing to entertain</u> How do texts make us feel? Phonograms: Review: a-z phonograms | Swimming Project Measurement and Geometry Patterns | STEM: Who Sank the Boat? | Zones of Regulation Identifying my emotions | Wr: Term Goals | Term 3 Begins (11/7) NAIDOC Week Swimming (Mon-Thurs) |
| 2 18/7 | Introduce Sharing Time Clear Voice - Projecting your voice | Identifying features of texts: Describing character and setting | Exploring text types (narrative, fairytale, joke, cartoon, poem, song) Phonograms: Review: phonograms (27-57) | Swimming Project: Student Voice | STEM: Who Sank the Boat? | Zones of Regulation: My Zones Toolbox | M&G: Swimming Project | Swimming (Mon-Thurs) |
| 3 25/7 | Introduce Feedback Sandwich Body Language - Face the audience | Identifying features of texts: Problem and Solution | 100 Days of School Project Phonograms: oe, ey, igh, kn, gn | Place Value: 100 Days of School Project | Who lives under a bridge? | Problem Solving Catastrophe Scale | VCOP Writing Assessment | 3-Way Conferences (26/7 -30/7) Commonwealth Games (begin 28/7) 100 Days of School (29/7) |
| 4 1/8 | Feedback Sandwich Body Language - Face the audience | Identifying features of texts: Analysing character and setting | Narrative: Adapting familiar texts Phonograms: wr, ie, dge, ei, eigh | Commonwealth Games Project (M&G, Number and S&P) | Who lives under a bridge? <i>Exploring Materials</i> | Problem Solving Role Play | N&A: 100 Days of School Mini Experts | National Aboriginal and Torres Strait Islander Children's Day (4/8) |
| 5 8/8 | Feedback Sandwich Eye Contact | Identifying features of texts: Problem and Solution | Narrative: Adapting familiar text Phonograms: ti, si, ci | Addition and Subtraction: Problem Solving Strategies Estimating | Bridge Construction: Design and Build Model | Gender and Identity: Boys and girls can be the same and different | Codes Reading Assessment | International Day of Indigneous People (9/8) 1963 Yirrkala Bark Petition to Parliament anniversary (14/8) |
| 6 15/8 | Talk Homework Eye Contact | Retell: Identify beginning, middle and end | Narrative: Problem and Solution | Addition and Subtraction: Problem Solving Strategies Estimating | Bridge Construction: Review and Finalise | Gender and Identity: Boys and girls can be the same and different | R: Retell N&A: Open Ended Addition | Curriculum Day (15/8) Indonesian Independence Day (17/8) Science Night (18/8) |
| 7 22/8 | Eye Contact | Retell: Identify beginning, middle and end | Narrative: Beginning, middle and end | Chance: Possible and impossible events | Bridge Construction: Recycled Materials | Gender & Identity: Anyone can choose | Wr & R: Narrative S & P: Chance | Book Week (22-8) Family Night (26/8) Book Week Parade (27/8) Healthy Harold (24/8-26/8) |
| 8 29/8 | Talk Homework Body Language - Posture | Descriptive Language: Using words and images to enhance meaning | Imaginative Recount | Place Value: Financial Maths Fathers Day Project | Bridge Construction: Recycled Materials | Gender & Identity: Everyone can be strong and gentle | | Author Visit (30/8) Father's Day Stall (31/8) Indigneous Literacy Day (1/9) School Disco (2/9) |
| 9 5/9 | Body Language - Posture | Descriptive Language: Using words and images to enhance meaning | Imaginative Recount | Place Value: Ordering & Comparing | Bridge Construction: Recycled Materials | Gender & Identity: I can be me | We: Gender - 'I can be me' Codes Writing Assessment | |
| 10 12/9 | Revision | Descriptive Language: Using words and images to enhance meaning | Narrative: Creating Books | Place Value: Open ended problems | Guided Inquiry Showcase | Character Strengths | S&L: Term Reflection GI: Guided Inquiry Showcase | Anniversary of the UN Declaration on the Rights of Indigenous Peoples (13/9) Junior Production (13/9) Last Day of Term 2:30 Finish (16/9) |