

2020

Guided Inquiry (GI): Through Generations

Science: Science as Human Endeavour

School Value: Inclusion

| Keys to Learning  |   |  |  |  |
|---|---|--|--|--|
| <b>Student Voice/Choice</b><br>Writing and publishing narratives<br>Interviewing an Elder<br>Numeracy games | <b>Opportunities for Innovation</b><br>Adapting narratives to play<br>Planning Future Actions | <b>Connected Learning</b><br>PenPal letter writing<br>Teacher led class email writing<br>Indonesian Vocabulary linked to Maths, English, and Guided Inquiry. | <b>Critical Thinking</b><br>Inferring meaning from texts<br>Editing to improve texts<br>Numeracy games | <b>Problem-solving/Finding</b><br>Designing and building puppets<br>Chance experiments<br>Coding |

| Week              | English                                  |  |  | Mathematics   | Guided Inquiry/ Science   | Wellbeing                             |
|-------------------|--|--|--|---|---|---------------------------------------|
|                   | Reading                                  | Writing (Grammar)  | Codes  |   |   |                                       |
| <b>1</b><br>13/7  | Additional Week of Term Break            |  |  |   |   |                                       |
| <b>2</b><br>20/7  | Expressing Opinions                      | Creative Recounts<br>VCOP: Connectives to add details.             | ar and a rule (Rule 30)<br>ar, a, r, ey, w                   | Skip Counting<br>Number Lines                             | Identifying Change<br>Past, Present and Future                        | Collaboration and Teamwork skills     |
| <b>3</b><br>27/7  | Inferring Character (feeling) & Setting  | Planning a Narrative Characters<br>VCOP: Vocabulary for Impact     | fszl gang (Rule 17)<br>l, a, e, i, o, u                      | Representing Multiplication<br>Grouping Equally<br>Arrays | Investigating Artifacts from the Past                                 | Identifying Interests and Differences |
| <b>4</b><br>3/8   | Text Connections                         | Planning a Narrative Settings<br>VCOP: Vocabulary for Impact       | ck and dge (Rule 23 a& 25)<br>ck, dge, x, w, ea              | Shape Mapping   | Investigating Your Family Tree  | Gender and Identity                   |
| <b>5</b><br>10/8  | Readers Theatre<br>Investigating Scripts | Drafting a Narrative<br>VCOP: Openers to Sequence and Engage       | z and s (saying second sound)<br>Rule 27<br>z, s, oy, oi, ee | Equivalent Groups   | Families Different to Our Own   | Inclusivity                           |
| <b>6</b><br>17/8  | Readers Theatre<br>Presentation Skills   | Writing Dialogue<br>VCOP: Emotive Language                         | syllable division (Rule 29)<br>er, ir, ur, wor, ear          | Division Number Stories                                   | Creating Interview Questions  | Facing Fears                          |
| <b>7</b><br>24/8  | Non-fiction Text Purpose                 | Collecting Research for Fact Files<br>VCOP: Interesting Adjectives | 1:1:1 Rule (Rule 9)<br>ay, ai, th, oe, igh                   | Time<br>Clocks and Duration                               | Interviewing an Elder   | Building and Maintaining Friendships  |
| <b>8</b><br>31/8  | Non-fiction Features                     | Creating a FactFile<br>VCOP: Openers to Sequence and Engage        | SFE with a vowel ending (Rule 11)<br>ed, ng, aw, au, or      | Repeated Subtraction using Number Lines                   | Communicating Differences<br>Past and Present<br>Designing My Poster  | Managing Emotions                     |
| <b>9</b><br>7/9   | Forming Open Questions                   | Letter Writing<br>VCOP: Connectives to compare and show cause      | using sh (Rule 13)<br>sh, ti, si, ci. ch                     | Statistics & Probability                                  | Communicating Differences<br>Past and Present<br>Presenting My Poster | Building and Maintaining Friendships  |
| <b>10</b><br>14/9 | Responding to questions with details     | Goal Setting<br>VCOP: Upleveling Punctuation                       | i before e (Rule 12)<br>ie, ei, eigh, ew, ui                 | Consolidating Multiplication and Division                 | Planning Future Actions   | Strategies for self-regulation        |