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 |
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| Creating and publishing 'My Place' book Coding Technological innovations on texts | Exploring Culture and identity <br> Setting goals <br> My Place <br> Cyber Safety Day | Interviewing members of the community for 'My Place' Fundraising for the school Leadership Excursions for Year 6s |


| Week | English |  |  | Mathematics | Guided Inquiry | Wellbeing/ Cybersafety | Leadership | Assessment \& Porffolio Tasks | Special Considerations |
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|  | Grammar vCOP/ Spelling | Writing | Reading \& Viewing |  |  |  |  |  |  |
| $\begin{gathered} 1 \\ 29 / 1 \end{gathered}$ | Level 5 Punctuation (!?, ' ‘"") | Cold Write: <br> Dream Holiday Recount <br> Acknowledgement of Country <br> Learning Goals | Choosing texts Set reading goals and expectation of reading conference | Mathematical Mindset What makes a good mathematician Number and Measurement Problem Solving | Immersion My Place - exploring videos and website <br> Comparing and Contrasting Author's purpose | Topic 1: Emotional Literacy- Recognising positive and negative emotions (ZONES) Cyber Safety User <br> Agreement \& Incursion Revisit Class Expectations | What makes a great leader? | CW: Baseline <br> Morrison McCall Test 1 Phonogram Write | Curriculum day 29-01 First Day of School 30-01 |
| $\begin{gathered} 2 \\ 05 / 2 \end{gathered}$ | Ban the Boring in Narratives Dynamic Dialogue | Analysing Author's Purpose, Style and Genre | Making connections | Place Value <br> Recognising, representing and ordering numbers (expansion, index notation) |  | Topic 1: Emotional Literacy- Learning Pit | Team building and investigating community | Learning Goals |  |
| $\begin{gathered} 3 \\ 12 / 2 \end{gathered}$ | Plan for Success <br> Syntax and clauses <br> Begin Weekly Spelling | Text Structure and Planning <br> Analysing text structure, images, maps and graphs + storyboarding <br> Narrative Big Write | Author's purpose Comparing and contrasting | Statistics \& Probability <br> Displaying and analysing data Exploring mean, median and mode | Interviewing members in your community | Topic 1: Emotional Literacy- Roller Coaster of Emotions | Leadership excursions | R: Authors purpose PROBES <br> M: Statistics and Probability Name Project | Grip Leadership Excursion 12/2 <br> Kerrimuir Leadership Excursion 15/2 <br> Senior Information Night and Parent Cyber Safety $14 / 2$ <br> Student Cyber Safe 14/2 |
| $\begin{gathered} 4 \\ 19 / 2 \end{gathered}$ | Plan for Success Editing for Spelling, grammar \& punctuation |  | Subjective and objective opinions | Place Value <br> Properties of numbers <br> (Factors, multiples, prime, composite, square, powers of 10) | Interviewing members in your community | Topic 1: Emotional Literacy-How to access Let's Talk <br> Cyber Safety - Privacy | Brainstorming and refining a community focus | PROBES <br> Wellbeing: Zones <br> Toolbox/ Self Care Tank | Badge Presentation 19/2 <br> Swimming Carnival 23/2 |
| $\begin{gathered} 5 \\ 26 / 2 \end{gathered}$ | Expansion before and after the noun <br> Adjective Order | Draft Recounts Vocabulary - metaphors, similes, 5 senses | Subjective and objective opinions | Place Value <br> Fractions, decimals and percentages <br> (Representing, ordering and converting, connections with financial - percentages) <br> Measurement Timetables and elapsed time | Making advertisements for Our Place (Videos, posters) | Topic 4: Problem Solving - dealing with situations | Researching and surveying creating Action Plans |  | SRC Badge <br> Presentation 26/2 <br> District Swimming 28/2 <br> Year 6 Reunion and <br> Twilight Sports 29/2 |
| $\begin{gathered} 6 \\ 04 / 3 \end{gathered}$ | Adverbial phrases | Edit and Revise Exploring complex sentences, refining work for meaning and repetition Persuasive Big Write | Making Literal Inferences |  | Making advertisements for Our Place (Videos, posters) | Topic 7: Gender Identity-Gender Norms: Born or made | Creating Action Plans | CW: Narrative <br> M: Rich Assessment Task | Sexual Health Victoria Parent Information Session (Zoom) 6/3 ICE Session $18 / 3$ |
| $\begin{gathered} 7 \\ 11 / 3 \end{gathered}$ | Ban the Boring Action Verbs | Publishing using digital media <br> Using a range of software, editing and | Technological innovations on texts over time | Financial Mathematics \& Measurement Creating a financial plan, converting units of measurement | Recipes | Topic 7: Gender Identity- Gender Norms Cyber Safety | Implementing the Plan | M: EA Addition and Subtraction NAPLAN: | Labour Day 11/3 NAPLAN 13/3-22/3 <br> Three way conferences all week |


|  |  | place visual, print and audio elements |  |  |  |  |  |  |  |
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| $\begin{gathered} 8 \\ 18 / 3 \end{gathered}$ | Connectives: Give Order \& Emphasise | Narrative Working through the writing process | Reading and Interpreting Non-fiction | Patterns and Algebra (Continuing and creating patterns with fractions and decimals) | Recipes | Topic 5: Stress ManagementManaging Stress | Feedback on the Plan | NAPLAN: | NAPLAN 13/3-22/3 Close the Gap Day 23/3 |
| $\begin{gathered} 9 \\ 25 / 3 \end{gathered}$ | Grammar Grid Revision | Narrative Working through the writing process | Reading and Interpreting Non-fiction | Measurement and Geometry: Shape and Geometric Reasoning | Share class "Our Place Books' | Gratitude: Reflecting and celebrating | Reflecting on Progress and Change | GI: Our Place | School Photos 25/3 Family Breakfast and Easter Hat Parade 28/3 End of Term 28/3 |

