

Guided Inquiry Unit: Our World, Our Resources

Spelling: 3/4 Spelling Program

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> |                                   |  |
|--|-----------------------------------|--|
| Opportunities for Innovation   | Agency (Empowered)                | Community Connections  |
| -  | - Bringing the community together | - Developing cultural understanding within the cohort<br>- demonstrations - digital and print resources) |

| Week      | English   |  |   | Mathematics<br><a href="#">Yr 3, Yr 4</a>  | Guided Inquiry  | <a href="#">Wellbeing</a><br><a href="#">Respectful Relationships</a><br>Health/Cybersafety | Assessment &<br><a href="#">Portfolio Tasks</a>  | Special Considerations   |
|-----------|---|--|---|--|---|---|--|--|
|           | Writing<br>VCOP/Seven Steps<br>To entertain<br>To persuade  | Reading & Viewing  | Grammar<br>Etymology and<br>Morphology              |  |   |   |  |  |
| 1<br>26/1 | Recount<br>Recounting the school holiday or celebration<br><br>Persuasive<br>Text Structure   | Independent Reading<br>Behaviours<br>Choose texts<br>Book Box  | Power Punctuation<br>Level 3 and 4 punctuation      | <a href="#">Mathematical</a> Mindset<br>What makes a good mathematician (learning pit)<br><a href="#">Place Value</a><br>Partitioning                                | Immersion<br>What are resources and why do they matter? | <i>Start-Up Program</i>   | CW: Baseline   | 27/1-28/1: Curriculum Days<br>29/1: Students start   |
| 2<br>2/2  | Persuasive<br>SRC speeches<br>Persuasive Devices (hyperbole, rhetorical question, alliteration)<br><br>Persuasive<br>Presentations<br>Self-assessment | Reading Journals<br>Set reading goals<br>Expectation of Guided Reading<br><br><a href="#">Examining Mentor Texts</a><br>Audience Engagement Techniques | Vocabulary<br>WOW Words, emotive language           | <a href="#">Place Value</a><br><a href="#">Odd and even numbers</a><br><a href="#">Place Value</a><br>Sequences involving multiples<br>Money                         | Immersion<br>What are resources and why do they matter? | Start-Up Program  | <a href="#">SMART Goals</a><br>PROBES<br><a href="#">Wellbeing: Zones</a><br><a href="#">Toolbox/ Self Care Tank</a> | 3/2: Foundation starts   |
| 3<br>9/2  | Persuasive<br>Structuring arguments and supporting evidence<br><i>GI: Food Home Talk</i>  | Text Structure & Organisation<br>Identifying persuasive text features<br><br>Guided Reading  | Nouns, verbs and adverbs<br><br>3/4 Spelling Begins | <a href="#">Statistics and Probability</a>   | Exploring resources and the impacts of climate change.  | Emotional Literacy<br>What do emotions look like?   | PROBES   | 10/2: Senior Swimming Carnival TBC<br>11/2: Cyber Safety Project Incursion 1-6 Information Evenings<br>13/2: Anniversary of National Apology to Stolen Generations |
| 4<br>16/2 | Narrative: GI - Identity<br>Planning for Success (Story Graph)<br>Character development and settings  | Responding to Mentor Texts<br>Using metalanguage to describe characters<br><br>Guided Reading  | Word Origins<br>The history and origins             | Measurement and Geometry, Fractions<br><a href="#">Fractions on analog clocks</a><br><a href="#">Time</a><br>Equivalent fractions/representing common unit fractions | Organising understandings and challenging assumptions.  | Emotional Literacy<br>Emotional Triggers  | Codes Assessment<br>PROBES<br><a href="#">N&amp;A + M&amp;G: Rich Assessment task</a>                                | 17/2-19/2: 3 Way Conferences   |
| 5<br>23/2 | Narrative<br>Plot; Pebble, Rock, Boulder Show, Don't Tell   | Responding to Mentor Texts<br>Analysing Character development<br><br>Guided Reading  |   | Number and Algebra<br>Addition and Subtraction   |   | Emotional Literacy<br>Emotions across the school day  |  |  |
| 6<br>2/3  | Narrative<br>Exciting Endings<br><i>Home Talk</i>   | Responding to Mentor Texts<br>Analysing Character development<br><br>Guided Reading  | Grammar Responses<br>Prepositional phrases<br>Tense | Number and Algebra<br>Addition and Subtraction   |   | Personal and Cultural Strengths<br>How we use our personal and cultural strenghts           | CW: Narrative<br>M: Place Value Post   | 4/3: 2025 Year 6 Reunion<br>5/3: Twilight Sports   |

|            |  |  |  |  |  |  |   |   |
|------------|--|--|--|--|--|--|---|---|
| 7<br>9/3   | Guided Inquiry Focus<br>Student choice - text type<br>Websites<br>Advertisements | Examining Mentor Texts<br>Describing effects of ideas, and language features on the audience<br><br>Guided Reading |  | Number and Algebra<br>Multiplication and Division          | Waste reduction and real-world problem solving | Personal and Cultural Strengths<br>Respect for people, respect for country | NAPLAN  | 9/3: Labour Day Holiday<br>10/3: Curriculum Day<br>11/3: NAPLAN begins<br>13/3: Year 4 Gala Day             |
| 8<br>16/3  |  | Examining Mentor Texts<br>Describing effects of ideas, and language features on the audience<br><br>Guided Reading | Morphemes in Compound Words  | Number and Algebra<br>Multiplication and Division          |  | Personal and Cultural Strengths<br>Using strengths to grow respect         | M: Essential +/- Pre R: Making inferences<br>Fraction RAT<br><u>Term Reflection</u> | Harmony Week<br>16/3: School Photos<br>17/3-27/3: Whole School Swimming<br>19/3: National Close the Gap Day |
| 9<br>23/3  |  | Reflecting on Texts  |  | Problem Solving<br>Four operations<br>Worded problems      | Sharing knowledge and taking ethical action.   | Personal and Cultural Strengths<br>Using strengths in different situations | <u>English + GI: Project M: Essential Assessment</u>                                | 17/3-27/3: Whole School Swimming<br>26/3: GRIP Leadership   |
| 10<br>30/3 |  | Reflecting on Texts  | Power Punctuation<br>Revision and editing<br>Level 3 and 4 punctuation | Measurement and Geometry:<br>Shape and Geometric Reasoning |  | Term one personal and goal reflection                                      | <u>Term 2 Goals and term reflection</u>   | 31/3: 5/6 Gala Day<br>2/4: Family Breakfast and Last Day  |