## Term 1, 2022

Guided Inquiry Unit: Growing Older and Wiser (Identity)

Science: Biological Science School Value: Respect

| We<br>ek         | English                         |  |  |  |   |  |  |                                   |   |   |
|------------------|---------------------------------|--|--|--|---|--|--|-----------------------------------|---|---|
|                  | Speaking and<br>Listening       | Reading  | Writing  | Codes  | Mathematics   | Science                                  | Guided Inquiry   | Wellbeing                         | Assessment & Portfolio Tasks                          | Special Considerations  |
| <b>1</b> 24/1    |                                 |  |  |  |   |  |  |                                   |   | Curriculum Day (28/1)   |
| <b>2</b><br>31/1 | Attentive<br>Listening          | Effective Learning Routines Take Home Books & Book Boxes                             | Personal Recount Prewrite Home Talk                      | a, c, d, f, g, o, s, qu,<br>b, e<br>Rule 2 and 3         | Patterns  | STEM Challenge                           | My Timeline from 0 to<br>Now<br>Living Things Change                         | Respect Acknowledgment of Country | SS/W: Holiday<br>Recount<br>M: Place Value<br>Pretest | First Day of School (31/1)<br>Chinese New Year (1/2)  |
| <b>3</b> 7/2     | Think, Pair,<br>Share           | Independent Reading<br>Choosing 'Just Right'<br>books                                | Personal Recount Term 1 Goal Setting                     | h, i j, k, l, , n, o, p, r, t<br>Rule 4                  | Number Patterns<br>Skip counting                          | Living Things<br>Scavenger Hunt          | Concept of Identity  | Zones of Regulation               | Morrision McCall<br>Codes Write<br>SS: T1 Goals       |   |
| <b>4</b><br>14/2 | Bounce<br>Questioning           | Literacy Groups Organisation and Expectations & independent book boxes               | Narrative Plan for Success and Dreamtime Stories         | u, v, w, x, y, z, sh, ee,<br>th, ow<br>Rule 5 and 6      | <b>Measurement</b><br>Time                                | Features of living<br>things             | My Mind Map / Same<br>and Different<br>External Features of<br>Living Things | Zones: Unpacking<br>the Tools     | SS: Zones Tools<br>SS: Time<br>Essential Assessment   | Harmony Week (13/2-<br>19/2)<br>1/2 Parent Information<br>Night (17/2)  |
| <b>5</b> 21/2    | Contributing<br>Ideas           | Predicting Making predictions based on prior knowledge and evidence in text          | Narrative Sizzling Starts Home Talk                      | ou, oo, ch, ar, ay<br>Rule 7                             | Place Value<br>Subitizing and part-part-<br>whole         | Animal Adaptations Native Animals        | Responsible Risk<br>Taking   | - Character Strengths -           | SS: Big Write<br>SS: Animal<br>Adaptations            | Parent Helpers Course<br>(22/2)<br>1/2 Parent Afternoon Tea<br>(23/2)   |
| <b>6</b> 28/2    | Expressing<br>Emotions          | Connections Text-self & Text to text First Nations texts about connection to country | Recount  | ai, oy, oi, er, ir<br>Rule 7                             | <b>Place Value</b><br>Number lines                        | Science Rotations Ozobots                | Healthy Foods<br>Basic Needs   |                                   | SS: Predicting<br>SS: Think board                     | Twilight Sports (3/3)   |
| <b>7</b> 7/3     | Open and<br>Closed<br>Questions | Questioning Asking questions about a text to understand                              | <b>Narrative</b><br>Show Don't Tell<br><b>Home Talk</b>  | ur, wor, ear, ng, ea<br>Rule 7                           | Measurement Duration, days & months First Nations Seasons | Science Rotations STEM Challenge         | Expressing Emotions Basic Needs  | Acts of Friendship and Kindness   | SS: Questioning                                       | Curriculum Day (11/3)   |
| <b>8</b><br>14/3 | Speaking<br>Clearly and         | Clarifying<br>Clarifying any<br>misunderstandings                                    | Narrative<br>Exciting Endings                            | aw, au, or, ck, wh<br>Rule 12                            | Place Value<br>Recognise, model, read                     | Science Rotations Garden and Life Cycles | Sharing What I<br>Learned and<br>Conducting an<br>Interview                  | Building Friendships              | W: Narrative Cold<br>Write                            | Labour Day Public Holiday<br>(14/3)   |
| <b>9</b><br>21/3 | Audibly                         | Summarising Retelling the main idea of a story in your own words                     | Narrative The Writing Process Home Talk                  | ed, ew, ui, oa, gu<br>Rule 17                            | and write   | Science Rotations<br>Human Body          | Reflection - Future<br>Me/Future Action                                      | Emotional Triggers                | Addition + Subtraction Pretest SS: Future Me          | 3-Way Conferences (21/3<br>- 25/3)<br>School Photos (21/3)  |
| <b>10</b> 28/3   | Beginning a<br>Presentation     | First Nations texts and authors  | Reflective Writing                                       | ph, ough, oe, ey, igh,<br>kn, gn, wr, ie, dge<br>Rule 19 | <b>Data</b> Surveying and creating a graph                | Science Rotations<br>Human Body          | First Nations<br>Growing Older and<br>Wiser                                  | Showing Gratitude                 | SS: Place Value Post<br>Test<br>SS: Data Graph        |   |
| <b>11</b> 4/4    |                                 | <b>Visualising</b><br>Using text clues   | Reflective Writing Term 1 Reflection Term 2 Goal Setting | ei, eigh, ti, si, ci<br>Rule 13 and 14                   | <b>Place Value</b><br>Review                              | STEM Challenge                           |  | Inclusion                         | Term Reflection                                       | Colour Fun Run (7/4) Family Breakfast (8/4) Easter Hat Parade + Raffle (8/4) Last Day of Term 2:30pm Finish (8/4) |