

<b>Literacy</b>	
Four blocks	Guided Reading (AC elements comprehending texts and text knowledge, visual knowledge) – see attached weekly plans Self Selected Reading (AC elements comprehending texts and text knowledge, visual knowledge): class created books, tar heel reader books, Writing (AC elements: composing texts through speaking, writing and creating, grammar knowledge): Letter of the week, 'scribble' using alphabet flip charts to write answers to questions prompted by the texts Working with Words (AC element: word knowledge) Letter of the week – words with initial letter, class names
Learning Areas:	
<b>History</b>	F What is my history and how do I know?(How stories of families and their past can be communicated through pictures books, artefacts and oral histories. Y2 Aspects of the past we can see today. History of local building, site or part of the local environment Y 3 - Who lived here first and how do we know? The importance of place and country to ATSI people who belong to a local area 4 What was life like for ATSI people before the arrival of Europeans? Why did Europeans settle in Australia? Y 7 identify a range of questions about the past to inform a historical inquiry
<b>English</b>	F – Responding to texts, identifying favourite stories, authors and illustrators Sharing feelings and thoughts about the events and characters in texts
<b>Science</b>	F – Living things have basic needs including food and water science involves exploring and observing the world using the senses - Respond to questions about familiar objects and events 1 Living things live in different places where their needs are met use of science when caring for the environment and living things ½ respond to and pose questions Begin to make predictions ¾ identify questions with guidance in familiar contexts that can be investigated scientifically Y4 Living things have life cycles
Links to other general capabilities	Ethical understanding Intercultural understanding Critical and creative thinking
Learning foci	Using communication to ask and answer questions
Strategies	Letter of the week songs, use letter of the week for simple words during morning group time. Active literacy – run/walk to find names and/or initial letters. Stepping 'ladder' with letters/names between the rungs – say the words/letters as you step along Walk letter shapes ball games with footy with letters on it. Find a word that begins with the letter under your hand etc. Reconciliation week activity – in conjunction with OVC? Practice asking and answering questions with PODD Matching visuals of themselves and animals with food/actions etc

<b>Numeracy</b>	
Learning Areas:	
<b>History</b>	F What is my history and how do I know? Y 3 - Who lived here first and how do we know? Time and age
<b>Science</b>	½ Use a range of methods to sort information
<b>Maths</b>	F Naming numbers in sequence, connect number names, numerals and quantities Sort and classify familiar objects
<b>HPE (SACSA)</b>	
Learning foci	Using observable characteristics to sort things
Strategies	Sorting old/young, big/little, colours with pictures,objects etc Using ball with numbers on it – catch and then bounce/jump etc as you count up to that number

<b>Personal and Social</b>	
Learning Areas:	
<b>History</b>	F What is my history and how do I know?
<b>English</b>	Use interaction skills including listening while others speak
<b>Science</b>	As a living thing I have needs including food and drink
<b>Maths</b>	
<b>HPE (SACSA)</b>	Food hygiene MOVE work
Links to other general capabilities	Ethical understanding Intercultural understanding Critical and creative thinking
Learning foci	Family relationships and appropriate interactions with other people
Strategies	Reconciliation week activity – in conjunction with OVC Practice asking and answering questions with PODD

<b>ICT</b>	Use ICT to view information shared by trusted adults
Learning foci	Use of ebooks and simple text creation software
Strategies	Reading tar heel reader and other ebooks. Use of clicker, powerpoint etc to create group books.Use of Gotalkers, iPads etc for individual students

