

Victorian Curriculum Learning Focus Statement:

<http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/rationale-and-aims>

Vocabulary Development:

- **Writing:** Purpose, audience, directionality, concepts about print, elements of a sentence, sequence of events (who, what, when, where), conclusion.
- **Spelling within the context of writing:** Letters, sounds, syllables, onset and rime, rhyming words, frequently used words.
- **Reading:** Predict , prior knowledge, connections, text-text, text-self, text-world
- **Speaking & Listening:** Whole Body Listening, read aloud, share time/show and tell.

Establishing Prior Knowledge:

- Annotated student's writing sample (includes spelling)
- English Online Interview
- Fountas and Pinnell running record and comprehension
- Reading Conferences using English PLT Reading Conference page to help guide notetaking

Common Assessment Tasks:

Assessment FOR Learning	Assessment AS Learning	Assessment OF Learning
Students writing sample, English Online Interview, feedback from teacher to student, anecdotal notes and observations.	Student self-assessment	Fountas and Pinnell, samples of writing, spelling investigation

Other Resources:

Write Ways, First Steps, Write me a Sign by Lorraine Wilson, (opportunities for language experience), Phonics in Context D. Hornsby and L. Wilson. Writing Like a Writer by Libby Gleeson

Teaching and Learning Sequence:

Writing	Spelling	Reading	Speaking & Listening
<ul style="list-style-type: none"> • Personal Writing • Concepts about Print/Elements of a sentence • Language experience 	<ul style="list-style-type: none"> • Letters • Sounds • Onset & Rime • Syllables • High frequency words 	<ul style="list-style-type: none"> • Book types • Book selection • Predictions • Connections 	<ul style="list-style-type: none"> • Share Time • Class Meetings • Reading Aloud • Whole Class Discussions • Whole Body Listening

Length of Unit: 7 sessions

Focus: Shape and Pattern

AUSVELS Learning Focus Statement:**AUSVELS Standard/s (if necessary):**

- Foundation: Identify simple shapes in their environment and sort shapes by their common and distinctive features.
- Level 1: Students describe two-dimensional shapes and three-dimensional objects.
- Level 2: Students draw two-dimensional shapes, specify their features and explain the effects of one-step transformations. They recognise the features of three-dimensional objects.

Vocabulary Development:

Side, corner, straight, curved, edge, faces, shape, polygon, closed, open, square, circle, rectangle, triangle, sort, classify, patterns, colour, shape, size,

Common Assessment Tasks

Assessment FOR Learning	Assessment OF Learning	Assessment AS Learning
Pre Assessment: Shape: Draw and label all the shapes you know.	Post Assessment: Draw and label all the shapes you know. Write anything else you know about the shapes.	Share/ reflections – turn and talk etc Class Maths Journal Anecdotal records

Other Resources:

Pattern blocks, counters, teddies, Mathletics program, geoboards and elastic bands, musical instruments.

Key Understandings to Look For During This Unit:

1. Makes and draws reasonable representations of common shapes.
2. Recognises and names common shapes.
3. Matches 2D figures to faces of 3D shapes.
4. Uses appropriate language to talk about shapes (eg. 2D round, corner, side – 3D, edges, faces, corners) while sorting and classifying.
5. Makes pictures and patterns with shapes.
6. Recognises symmetry and makes symmetrical pictures.
7. Explores shapes that tessellate.
8. Identify and name known 3 dimensional shapes such as cone, sphere, cube and pyramid using features such as faces, edges, corners.

Number and Algebra

Focus: Numeration.

Length of Unit: 6 weeks

Victorian Curriculum Learning Focus Statement:

<http://victoriancurriculum.vcaa.vic.edu.au/mathematics/introduction/rationale-and-aims>

Vocabulary Development:

Counting, skip counting, numbers, digit, forward, backward, friends of ten, addition, groups, place value, problem solving, pattern, visual representation, graphs, number names, number line.

Establishing Prior Knowledge

Use the Online Maths Interview to establish prior knowledge in each section. Begin with the detour for Foundation and the counting and addition /subtraction for Foundation and Grade 1 students dependent on how they cope with the detour.)

Common mis-conceptions

Teen numbers

Other Resources:

This term we will be trialling Working Mathematically with infants, In conjunction with Calculating change, Maths 300.

<http://mathematicscentre.com/>

You're not the boss of me!

Inquiry Unit- Term One 2017

Foundation and One

MPW Throughlines:

1. Each person is unique and there are many things that shape our identity as we change and grow.
2. We become increasingly resilient when we actively and positively manage our responsibilities and ourselves.
3. The way we see, think and feel about ourselves has an effect on the way we live, behave and relate to others.
4. We have our own values and changing view of the world, yet we share common needs.
5. We can take responsibility for our own physical, mental, social and emotional health and wellbeing, and contribute to that of others.

Focus Question: How can I use the things that are special and different about me to be a happy and confident learner?

Contributing questions:

- What helps me to be a happy and confident learner?
- How can I understand the needs and feelings of others and myself to learn and play cooperatively?
- What are my rights and responsibilities?
- How can I resolve conflicts in positive manner and accept responsibility for my actions?
- What are some ways in which people are special and different?

Understandings:

- I can help to make my school a happy place to learn and be.
- To learn and play cooperatively I need to understand the needs and feelings of others and myself.
- With rights come responsibilities.
- Conflict is a part of life! There are ways to resolve conflicts in a positive manner.
- Our growth is not even or uniform. We are all special and different!

Key Concepts:

- Self esteem
- Empathy
- Respect
- Honesty and Integrity
- Rights and Responsibilities
- Community

Cognitive Skills:

- Reflecting
- Suggesting consequences
- Predicting outcomes
- Evaluating situations
- Self questioning
- Linking ideas

Interpersonal and Personal Skills:

- Displaying confidence
- Working interdependently
- Acting enthusiastically
- Sharing
- Cooperating
- Negotiating

<ul style="list-style-type: none">• Optimism		<ul style="list-style-type: none">• Active listening• Self control• Making choices• Demonstrating persistence• Accepting responsibility and being truthful
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