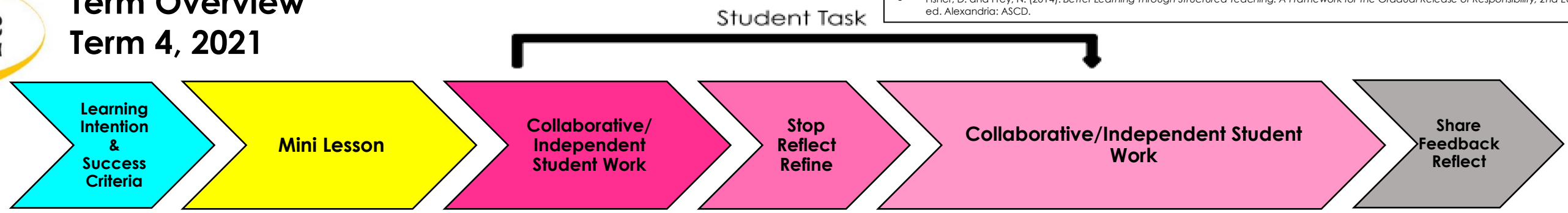




Term Overview Term 4, 2021

Based on research from the Workshop Model and Gradual Release of Responsibility

- Atwell, N. (1987). *In the Middle: Writing, Reading and Learning with Adolescents*, second edition. Portsmouth: Heinemann. Calkins, L. (2010). *A Guide to the Reading Workshop*. Portsmouth: Heinemann.
- Tovani, C. (2011). *So What Do They Really Know?* Portland: Stenhouse.
- Fisher, D. and Frey, N. (2014). *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition*. 2nd ed. Alexandria: ASCD.



Foundation	Reading	Writing	Speaking & Listening	Mathematics
	<p>In reading this term Foundation students will be looking at:</p> <p>Fairy Tales integrated unit:</p> <ul style="list-style-type: none"> Understand that texts can take many forms, and that imaginative and informative texts have different purposes (VCELA141) Recognise that sentences are key units for expressing ideas (VCELA143) Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (VCELT148) Recognise some different types of literary texts and identify some characteristic features of literary texts (VCELT149) Identify some features of texts including events and characters and retell events from a text (VCELT150) Identify some familiar texts and the contexts in which they are used (VCELY151) Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge (VCELY152) Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153) <p>Read, Write Inc. and reading strategies</p> <ul style="list-style-type: none"> Recognise all upper- and lower-case letters and the most common sound that each letter represents (VCELA146) Blend sounds associated with letters when reading consonant-vowel-consonant words (VCELA147) Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (VCELY153) Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge. 	<p>In writing this term Foundation students will be looking at:</p> <p>Fairy Tales inquiry unit (including poetry, recounts and letter writing):</p> <ul style="list-style-type: none"> Retell familiar literary texts through performance, use of illustrations and images (VCELT159) Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (VCELY160) Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (VCELY161) <p>Digital technology:</p> <ul style="list-style-type: none"> Construct texts using software including word processing programs (VCELY163) <p>Read, Write Inc. and writing strategies</p> <ul style="list-style-type: none"> Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (VCELA156) Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (VCELA157) Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case (VCELY162) 	<p>In speaking and listening this term Foundation students will be looking at:</p> <p>Phonics and Word Knowledge</p> <ul style="list-style-type: none"> Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words (VCELA168) Respond to texts, identifying favourite stories, authors and illustrators (VCELT170) Share feelings and thoughts about the events and characters in texts (VCELT171) Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (VCELT172) Share feelings and thoughts about the events and characters in texts (VCELT171) <p>Interacting with others</p> <ul style="list-style-type: none"> Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174) Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact (VCELY175) 	<p>In mathematics this term Foundation students will be looking at:</p> <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Represent practical situations to model addition and subtraction (VCMNA073) <p>Time</p> <ul style="list-style-type: none"> Compare and order the duration of events using the everyday language of time (VCMMG079) Connect days of the week to familiar events and actions (VCMMG080) <p>Place Value</p> <ul style="list-style-type: none"> Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (VCMNA070) Compare, order and make correspondences between collections, initially to 20, and explain reasoning (VCMNA072) <p>Money</p> <ul style="list-style-type: none"> Using money in everyday financial situations and matching coins to two dimensional images (VCMNA058) Represent simple, everyday financial situations involving money (VCMNA075)

**Progression may differ slightly