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| **Program Overview: lit block sounds program**  |
| Overview: The three lit-blocks will focus around IT integration and Steam challenges for the children. The students will need to work in groups of 2-4 to design and create two different projects. Throughout the process the students will use digital images and words to track their progress and make an online book. Students will be required to show their digital literacy for both assessments.  |
| Journal Writing: Journal writing occurs Monday mornings (1.25 hrs). Terms 3 will focus on letter formations, using dotted third writing paper (Diana Rigg paper) and sounding out words phonetically. The students write a weekly recount of their weekend and include an illustration from the students. 5.2 Children engage with a range of texts and gain meaning from these texts. |
| Wk: | Description: | Curriculum Links: | EYLF link:  | Assessment  |
| 3WF | **Story:** “Monster Manners” **Intervene:** A-Z sand find and match **Low level:** Writing practice: My favourite fairy tale (tracing) and writing their answer **Expected level**: Computers education.com CVC work and practice **High level achievers**: working with me on iPad work: write a sentence my favourite fairy tale is ….: Once written the students will type this into google and select an image. Save the image to the iPad. Students will then go into notes and insert their picture and write the title “My fairy tale is?” and their answer under the picture **Independent:** Baby Bear masks  | Understand [concepts about print](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/concepts-about-print) and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality [(ACELA1433)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acela1433)Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge [(ACELY1651)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acely1651)Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops [(ACELY1652)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acely1652)Construct texts using software including [word](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/word) processing programs [(ACELY1654)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acely1654) | 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.3.1 Children become strong in their social and emotional wellbeing.4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.4.3 Children transfer and adapt what they have learned from one context to another..5.1 Children interact verbally and non-verbally with others for a range of purposes.5.3 Children express ideas and make meaning using a range of media.5.4 Children begin to understand how symbols and pattern systems work.5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking.<https://www.youtube.com/watch?v=dUBIQ1fTRzI><https://www.youtube.com/watch?v=tkFPyue5X3Q> | Computer creations: competency of ICT Computer creations: competency of ICTWriting posters: writing skills and comprehension skills.  |
| **Story:** “Snow white and the 7 dwarfs” **Intervene:** Name plate practice (stickers)**Low level:** Computers education.com CVC work and practice**Expected level**: working with me on computer work: write a sentence my favourite fairy tale is ….: Once written the students will type this into google and select an image. Save the image to the iPad. Students will then go into notes and insert their picture and write the title “My fairy tale is?” and their answer under the picture**High level achievers**: Writing practice: Wanted posters: Goldie locks**Independent: Goldie Locks wigs**   |
| 4 | **Story:** Fill a bucket**Intervene:** Le’Bron, recognising and writing his name (sticker chart and name writing)A-Z sand find. Find the letter and order them. **Low level:** working with me on computer work: write a sentence my favourite fairy tale is ….: Once written the students will type this into google and select an image. Save the image to the iPad. Students will then go into notes and insert their picture and write the title “My fairy tale is?” and their answer under the picture**Expected level**: Writing practice (social skills focus) bucket filler hands. **Independent:** Chalk Castle creations Name writing practice on the white boards   | Understand [concepts about print](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/concepts-about-print) and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality [(ACELA1433)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acela1433)Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge [(ACELY1651)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acely1651)Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops [(ACELY1652)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acely1652)Construct texts using software including [word](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/word) processing programs [(ACELY1654)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acely1654) | 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.3.1 Children become strong in their social and emotional wellbeing.4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.4.3 Children transfer and adapt what they have learned from one context to another..5.1 Children interact verbally and non-verbally with others for a range of purposes.5.3 Children express ideas and make meaning using a range of media.5.4 Children begin to understand how symbols and pattern systems work.5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking. | Computer creations: competency of ICTBucket hands: Higher order thinking of concept linked to their life and personal experiences  |
| **Story:** “Izzy on Holiday”**Intervene:** Name writing practice: using stickers to trace the name**Low level:** A-Z order (with Mrs Richardson)**Expected level**: A-Z order (with Mrs Richardson)**High level achievers**: “oo” picture cut and paste with Mrs Robertson **Independent:** magic wand making  | Understand [concepts about print](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/concepts-about-print) and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality [(ACELA1433)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acela1433)Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge [(ACELY1651)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acely1651)Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops [(ACELY1652)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acely1652)Construct texts using software including [word](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/word) processing programs [(ACELY1654)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acely1654) | 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.3.1 Children become strong in their social and emotional wellbeing.4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.4.3 Children transfer and adapt what they have learned from one context to another..5.1 Children interact verbally and non-verbally with others for a range of purposes.5.3 Children express ideas and make meaning using a range of media.5.4 Children begin to understand how symbols and pattern systems work.5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking. | “OO” pictures recognising the ‘OO’ sound in letters  |
| 5 | **Story:** Talk for writing interventions working on the iPads work: write a sentence my favourite food is ….: Once written the students will type this into google and select an image. Save the image to the iPad. Students will then go into notes and insert their picture and write the title “My favourite food is?” and their answer under the picture (Independent as possible)**Independent:** Tell me tower (sequencing Goldie locks)  | Understand [concepts about print](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/concepts-about-print) and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality [(ACELA1433)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acela1433)Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge [(ACELY1651)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acely1651)Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops [(ACELY1652)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acely1652)Construct texts using software including [word](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/word) processing programs [(ACELY1654)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acely1654) | 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.3.1 Children become strong in their social and emotional wellbeing.4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.5.1 Children interact verbally and non-verbally with others for a range of purposes.5.3 Children express ideas and make meaning using a range of media.5.4 Children begin to understand how symbols and pattern systems work.5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking. |  T4W intervention sheets: scribed by educator and illustrated by studentTell me towers: Information recollection and sequencing skills.Computer creations: competency of ICTFather’s Day medals acting as a fine motor and social learning activity.  |
| **Story:** Tash: Father’s Day medals Working on the iPads work: write a sentence my favourite food is ….: Once written the students will type this into google and select an image. Save the image to the iPad. Students will then go into notes and insert their picture and write the title “My favourite food is?” and their answer under the picture (Independent as possible)**Independent:** Tell me towers |
| 6 | **Story:** Dear zooFather’s Day: Completing Father’s Day medals and creating cards **Independent:** Paper plate snakes | Understand [concepts about print](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/concepts-about-print) and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality [(ACELA1433)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acela1433)Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge [(ACELY1651)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acely1651) | 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.5.1 Children interact verbally and non-verbally with others for a range of purposes.5.3 Children express ideas and make meaning using a range of media | Father’s Day medals acting as a fine motor and social learning activity.Observation: Students following a guided recipe  |
| **Story:** Peter PanMaking porridge (T4W connection) following recipes. Working on the iPads: Puppet pal creations (T4W) Independent: Magic wand creations  |
| 7 | **Story:** Father’s day activity: Rocky Road making (Tash) **Independent:** Bean stalk into the cloud pictures (used in their bean stalks) <https://www.pinterest.com.au/pin/245235142183805855> | Understand [concepts about print](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/concepts-about-print) and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality [(ACELA1433)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acela1433)Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge [(ACELY1651)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acely1651) | 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.4.3 Children transfer and adapt what they have learned from one context to another..5.4 Children begin to understand how symbols and pattern systems work.5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking. | Father’s Day medals acting as a fine motor and social learning activity.Father’s Day activity recognising social learning and cultural competence. Sequenced cards: ability to recall and sequence events  |
| **Father’s Day**Visiting the stall Wrapping presents: (Tash) Sequencing Goldie locks and the 3 bears (Me)Independent: Oil pastel drawings of Goldie locks and the three bears.  |
| 8 | **Story:** Character and setting Identification: Identifying all the characters and settings in Jack and the bean stalk (Me) Planting Beans (Tash)**Independent:** Castle and cloud pop sticks for bean cup | Understand [concepts about print](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8/overview/glossary/concepts-about-print) and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality [(ACELA1433)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acela1433)Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops [(ACELY1652)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acely1652) | 3.1 Children become strong in their social and emotional wellbeing.4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.4.3 Children transfer and adapt what they have learned from one context to another.5.1 Children interact verbally and non-verbally with others for a range of purposes.5.4 Children begin to understand how symbols and pattern systems work. | Character identification: Students ability to recognise significant character in a story as well as the beginning and the dilemma Paper evidenced. Bean planting: Students following explicit instruction completing a task Students give responses to the elements of the story map e.g. how does the story start, what was the delema, problem solution ect.  |
| **Story:** Story mountain element recognition: (Me) Jack and the bean stalk interventions (Tash)Independent: (Jack and the bean stalk oil pastel pictures and cloud gluing)  |
| 9 | **Story:** Tell me tower castle cut and paste (both educators) Jack and the Bean Stalk **Independent:** Magic crown making cut and glue activity  | Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes [(ACELA1430)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acela1430) | 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.4.3 Children transfer and adapt what they have learned from one context to another. | Tell me towers: sequencing skills and abilities  |
|  **Story:** Intervention for T4W task (Tash)Tell me a story hot task (Miss Cooke) video recorded **Independent:** Build a flower cut and paste (T4W connection and fine motor skill)  | Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes [(ACELA1430)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/english/pp/acela1430) | 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.4.3 Children transfer and adapt what they have learned from one context to another. | Tell me a story: HOT task, students ability to create and tell a story on the spot using the story mountain design Interventions: Students ability to alter a story using knowledge of text creation (video recorded) |
| 10 |  **Story:** **Independent**:  |  |  |  |
| **Story:** **Independent**: |

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| **Program Overview: Talk for writing ‘Goldie locks and the three bears’** |
| Overview: The students have been working on Talk for writing projects over the year. This semester will move to Goldie locks and the three bears (to go with the fairy tale theme). Talk for writing involves the students memorizing, retelling, innovating and inventing their own stories. To support this, much of the work is whole class and teacher lead and slowly moves to child lead with teacher as the facilitator. At the end on the project, the children create their own story.  |
| Wk: | Description: |  |
| 5 | T | During this block we will begin working on the students individualised interventions.  |
| W | Students will continue on interventions during literacy block.  |
| F | Reviewing T4W original text through role play and repetition. If time allows students will continue on with their interventions as the text is lengthy.  |
| 6 | T | Completing interventions. Students will finish the second half of their interventions.  |
| W | Intervention presentations |
| F | Intervention presentations.  |
|  | M | Block dedicated to Jack and the bean stalk introduction and mapping.  |
| 7 | T | Completing Interventions and completing mapping of Jack and the bean stalk. Rehearsal follow.  |
| W | Jack and the bean stalk rehearsal  |
| F | Jack and the Bean stalk rehearsal  |
| 8 | T | Begin Jack and the bean stalk interventions  |
| W | Jack and the bean stalk rehearsals  |
| F | Completing interventions  |
| 9 | T | Introduction of non-fiction text (growing beans)  |
| W | Rehearsal of non-fiction text  |
| F | Intervention of non-fiction text |
| 10 | T | Rehearsal of non-fiction text + oral presentations  |
| W | Rehearsal of non-fiction text + oral presentations |
| F | Final oral presentations |