



Kananook
PRIMARY SCHOOL

Stage Not Age Learning

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TERM: 1

YEAR LEVEL: 2/3/4

TEACHERS: Amanda, Martene, Sarah,

MAJOR TOPIC: WORKING, PLAYING AND LIVING TOGETHER.

ESSENTIAL QUESTION: WHAT MAKES ME A GOOD CITIZEN?

LEARNING AREAS

The Arts

- Dance
- Drama
- Media Arts
- Music
- Visual Arts
- Visual Communication Design

English

Health and Physical Education

The Humanities

- Civics and Citizenship
- Economics and Business
- Geography
- History

Languages

Mathematics

Science

Technologies

- Design and Technologies
- Digital Technologies

CAPABILITIES

Critical and Creative Thinking

Ethical

Intercultural

Personal and Social

THIS PLANNER SHOULD ALSO BE PREPARED USING MATHS YEARLY PLANNERS AND THE KPS EXPLICIT WRITING AND SPELLING PLANNER TO ENSURE

WHOLE SCHOOL CONSISTENCY IN DELIVERY OF THE CONTENT. KPS READING PLANNER IS CURRENTLY UNDER PRODUCTION. USE OF THE VICTORIAN CURRICULUM SHOULD BE MADE WHEN PLANNING FOR READING ALONG WITH THE DAILY 5 AND CAFÉ READING MATERIALS.

Calendar dates	CIRCLE TIME/ SPEAKING AND LISTENING	READING Reading Rockets: strategies for teachers in delivery of CAFÉ reading	WRITING/ PUNCTUATION	GRAMMAR	SPELLING: Personal words are taught as well as the following whole class sessions.		NUMBER AND ALGEBRA MEASUREMENT STATISTICS AND PROBABILITY	ICT- DIGITAL TECH Science Kids Kitchen Rights responsibilities and respectful relationships.	CAPABILITIES (see below)
WEEK 1	Get to know you	COMP: Check for understanding	Recount – to recount a significant event such as a personal, historical or biographical event.	Use of nouns and pronouns to identify people, animals or things involved.	Spelling tests Generalize testing.	Spelling tests Generalize testing.	Pretest number and place value		Rights responsibilities and respectful relationships program. Teachers to teach Emotional literacy and personal strengths in the first 3 weeks of term Jenny will cover the rest of this program.
Week 2	Get to know a different person each day. Find out three things about a different person to share	Comprehension- Back up and re read Accuracy- Cross checking	Introduction <ul style="list-style-type: none"> Who, where, when, what, why. Short paragraphs – Simple and complex sentences with some supporting detail.	Use of past tense action verbs to refer to events Use of past tense to locate events in relation to speaker’s or writer’s time, e.g. we were in an accident	For the K sound followed by a vowel following is either e or l otherwise use c e.g. catch kept kit cot cup Diagrams ch sh	For the K sound followed by a vowel following is either e or l otherwise use c e.g. catch kept kit cot cup	Major focus Place value counting Recognise, model, and represent numbers to 100, 1000, 10000 Minor focus money and decimals.	PowerPoint Solids and Liquids	
WEEK 3	Family relationships. Who’s in my family? Who lives with me My pets as part of my family	Comprehension - use prior knowledge to connect with text Fluency – read appropriate level texts that are a good fit. Ex Vocab -Tune into interesting words and use new vocab in speaking and writing.	• Descriptive language • Past tense • Time words to connect events	Use of conjunctions and time connectives to sequence events Use of adverbs and adverbial phrases to indicate place and time Use of adjectives to describe nouns	When a words starting with g and is followed by e or l can sound like a j germ ginger gym. Diagrams ff zz	When a words starting with g and is followed by e or l can sound like a j germ ginger gym.		Publisher brochure Mixing liquids	
WEEK 4	Ways to deal with conflict. Role play different scenarios each day.	Comprehension- Make and adjust predictions use text to confirm Accuracy– do the words and pictures match.	Words that tell us where, when, with whom, how		When a c is followed by a ,y e l it is pronounced like an s Diagrams wh wr	When a c is followed by a ,y e l it is pronounced like an s		Publisher brochure Mixing liquids and solids	
WEEK 5	Where is your family from and what is something special about your culture?	Comp – Monitor and fix up Ex Vocab. Use pictures illustrations and diagrams.	Personal Statements. Oral presentation to teach cue cards Proof reading		Ck diagraph occurs only after a short vowel sound. Diagrams ll ss	When the sound is a long a it can be ei as in neighbor.	Addition and mental strategies 2 Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts 3 recognise and explain the connection between add and subtraction Recall addition facts for single digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation. 4 Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems Minor focus length	Kahootz Introduction to bubbles	
WEEK 6	Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas E.g. ven diagram t chart yes no maybe for against interesting.	Comprehension- Infer and support with evidence. Fluency - Adjust and apply different reading rates to match text.	Narratives To entertain and instruct about cultural values. Traditional, modern fiction, information narrative, fables, historical fiction poetry Create events and characters using different media that develop key Events and characters from literary texts (ACELT1593) Create short imaginative, informative and persuasive texts using growing Knowledge of text structures and language features for familiar and	Use of particular nouns to refer to the particular people, animals and things that the story is about, e.g. Susie’s dog my dad Use of adjectives to build noun groups to describe people, animals and things in the story. Use of time connectives and conjunctions to sequence events. Use of adverbs and adverbial phrases to locate the particular incidents or events, e.g., ran quietly through the back streets. Use of past tense action verbs to indicate the actions in the story. Use of saying and thinking verbs to indicate what characters are feeling,	When a word ends in a vowel and a y as in ay just add the ending ing e der. Diagrams th soft and hard sound	When a word ends in something y change the y to an l before adding ly.	Subtraction 2 Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts 3 recognise and explain the connection between add and subtraction Recall addition facts for single digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation. 4 Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems	Lego digital Experimenting with bubbles	

<p>WEEK 7</p>	<p>Play a culturally different game each day of the week.</p>	<p>Comprehension- Make a picture or mental image Ex Vocab - use word parts to determine the meaning of words. Prefixes, suffixes origins and abbreviations.</p>	<p>Some less familiar audiences, selecting print and multimodal elements Appropriate to the audience and purpose (ACELY1671) Features/focus Stronger sense of Character 4 simple paragraphs (Introduction, complication, resolution and conclusion) Illustrations and cover Create imaginative texts based on characters, settings and events from Students' own and other cultures using visual features, for example Perspective, distance and angle (ACELT1601) Plan, draft and publish imaginative, informative and persuasive texts Demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)</p>	<p>thinking and saying, e.g. he pondered his next step. Use of direct speech.</p>	<p>When a word ends in e drop the e before adding ing. Diagraphs nk ck</p>	<p>When a word ends in e drop the e before adding ing.</p>	<p>Multiplicaiton and division 2 Recognise and represent multiplication as repeated addition, groups and arrays (VCMNA108) Recognise and represent division as grouping into equal sets and solve simple problems using these representations (VCMNA109) 3 Recall multiplication facts of two, three, five and ten and related division facts (VCMNA134) Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (VCMNA135) 4. Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (VCMNA154) Recall multiplication facts up to 10 × 10 and related division facts (VCMNA155) Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder</p>	<p>Lego digital Play dough Changing playdoh</p>	
<p>WEEK 8</p>	<p>I feel happy when I feel sad when I feel angry when etc.</p>	<p>Revise as required</p>	<p>Understand that verbs represent different processes (doing, thinking, Saying, and relating) and that these processes are anchored in time through Tense (ACELA1482) Features/focus Focus on setting • Orientation • Complication • Evaluation • Resolution Coda (optional) Create literary texts by developing storylines, characters and settings (ACELT1794) Plan, draft and publish imaginative, informative and persuasive texts Containing key information and supporting details for a widening range of Audiences, demonstrating increasing control over text structures and language features (ACELY1694) Understand that the meaning of sentences can be enriched through the use Of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493) Features/focus Storylines, characters and Setting</p>		<p>If a word ends in l double the l before adding a suffix. Like travel travelling. Diagraphs ng qu</p>	<p>If a word ends in l double the l before adding a suffix. Like travel travelling.</p>	<p>Minor focus - area TIME- clocks 2. Tell time to the quarter-hour, using the language of 'past' and 'to' 3. Tell time to the minute and investigate the relationship between units of time 4. Convert between units of time Use am and pm notation and solve simple time problems Time - Calendars 2. Name and order months and seasons Use calendars to identify the date and determine the number of days in each month. 3 4</p>	<p>Coding – scratch or hour of code Making a gas</p>	
<p>WEEK 9</p>	<p>Children's choice activities. Chinese whispers, wink murder, pass the bomb,</p>	<p>Revise as required</p>	<p>Understand that the meaning of sentences can be enriched through the use Of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493) Features/focus Storylines, characters and Setting</p>		<p>Revision of spelling rules</p>	<p>Revision of spelling rules</p>	<p>TIME- clocks 2. Tell time to the quarter-hour, using the language of 'past' and 'to' 3. Tell time to the minute and investigate the relationship between units of time 4. Convert between units of time Use am and pm notation and solve simple time problems Time - Calendars 2. Name and order months and seasons Use calendars to identify the date and determine the number of days in each month. 3 4</p>	<p>Coding – scratch or hour of code Making bread.</p>	

[Health and PE \(F-6\)](#)

History (F-6)
Science (F-6)
Geography (F-6)

<p>THEME TITLE:</p> <p>ESSENTIAL QUESTION:</p>	What makes me a good citizen?
	How are decisions made democratically?
	How can local government contribute to community life?
	Why do we make rules and laws and why are they important?
	How has my identity been shaped by the groups to which I belong?

Mandated assessments and monitoring	WEEK		WEEK	Week	WEEK	DATE	
	1	Recount pretest Essential assessment place value. Spelling words Automatic number facts.	3	5 Narrative pretest	7	9	
	2		4 Recount Post Test	6 Maths Online Interview (select chn)	8	10	

THE FOUR CAPABILITIES WILL BE INTEGRATED ACROSS THE CURRICULUM WHENEVER POSSIBLE, HOWEVER THEY WILL ALSO BE EXPLICITLY TAUGHT AND PLANNED FOR

Highlight the capabilities that will be explicitly taught this term and place them in the weekly planner above. Titles are hyperlinked to the relevant section of the Victorian Curriculum website.

LEVELS FOUNDATION -2

Critical and Creative Thinking	Ethical Capability	Intercultural Capability	Foundation	Personal and Social Capability Levels 1 and 2
<p>Questions and Possibilities</p> <ul style="list-style-type: none"> Identify, describe and use different kinds of question stems to gather information and ideas Consider personal reactions to situations or problems and how these reactions may influence thinking Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities <p>Reasoning</p> <ul style="list-style-type: none"> Examine words that show reasons and words that show conclusions Compare and contrast information and ideas in own and others reasoning Consider how reasons and examples are used to support a point of view and illustrate meaning <p>Meta-Cognition</p> <ul style="list-style-type: none"> Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self Explore some learning strategies, including planning, repetition, rewording, memorisation, and use of mnemonics Investigate ways to problem-solve, using egocentric and experiential language 	<p>Understanding Concepts</p> <ul style="list-style-type: none"> Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts <p>Decision Making and Actions</p> <ul style="list-style-type: none"> Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved 	<p>Cultural Practices</p> <ul style="list-style-type: none"> Identify what is familiar and what is different in the ways culturally diverse individuals and families live Describe their experiences of intercultural encounters in which they have been involved <p>Cultural Diversity</p> <ul style="list-style-type: none"> Identify and discuss cultural diversity in the school and/or community Imagine and explain what their responses might be if they were placed in a different cultural situation or setting 	<p>Self-Awareness and Management</p> <p>Recognition and expression of emotions</p> <ul style="list-style-type: none"> Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations <p>Development of resilience</p> <ul style="list-style-type: none"> Identify their likes and dislikes, needs and wants, abilities and strengths Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems <p>Social Awareness and Management</p> <p>Relationships and diversity</p> <ul style="list-style-type: none"> Identify a range of groups to which they, their family and members of their class belong Practise the skills required to include others and make friends with peers, teachers and other adults <p>Collaboration</p> <ul style="list-style-type: none"> Name and practise basic skills required to work collaboratively with peers Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict 	<p>Self-Awareness and Management</p> <p>Recognition and expression of emotions</p> <ul style="list-style-type: none"> Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions <p>Development of resilience</p> <ul style="list-style-type: none"> Identify personal strengths and describe how these strengths are useful in school or family life Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations <p>Social Awareness and Management</p> <p>Relationships and diversity</p> <ul style="list-style-type: none"> Identify how families can have a range of relationships Listen to others' ideas, and recognise that others may see things differently Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour <p>Collaboration</p> <ul style="list-style-type: none"> Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict

Levels 3 and 4

Critical and Creative Thinking

Ethical Capability

Intercultural Capability

Personal and Social Capability

Questions and Possibilities

- Construct and use open and closed questions for different purposes
- Explore reactions to a given situation or problem and consider the effect of pre-established preferences
- Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas

Reasoning

- Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view
- Distinguish between main and peripheral ideas in own and others information and points of view
- Investigate why and when the consequences of a point of view should be considered
- Identify and use 'If, then...' and 'what if...' reasoning
- Explore distinctions when organising and sorting information and ideas from a range of sources

Meta-Cognition

- Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies
- Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal
- Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses

Understanding Concepts

- Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations
- Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why
- Discuss the ways to identify ethical considerations in a range of problems

Decision Making and Actions

- Explore how apparently wrong actions can sometimes lead to good outcomes and the reverse
- Discuss the role of personal values and dispositions in ethical decision-making and actions

Cultural Practices

- Compare their own and others cultural practices, showing how these may influence the ways people relate to each other
- Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures

Cultural Diversity

- Explain the role of cultural traditions in the development of personal, group and national identities
- Identify how understandings between culturally diverse groups can be encouraged and achieved

Self-Awareness and Management

Recognition and expression of emotions

- Identify and explore the expression of emotions in social situations and the impact on self and others

Development of resilience

- Identify personal strengths and select personal qualities that could be further developed
- Identify how persistence and adaptability can be used when faced with challenging situations and change
- Name and describe the skills required to work independently

Social Awareness and Management

Relationships and diversity

- Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion
- Describe the ways in which similarities and differences can effect relationships
- Identify the importance of including others in activities, groups and games

Collaboration

- Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate
- Identify conflicts commonly experienced in peer groups and suggest possible causes and resolutions