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<th>Reading</th>
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| 25th April | Predicting | - Make predictions using information from pictures  
- Predict the ending of a story after reading beginning and middle  
- Make predictions based on the information I have read  
- Make predictions based on my background knowledge  
- Make predictions about the problem and solution in a story  
- Use evidence from the text or background knowledge to support the predictions I am making  
- Make predictions based on knowledge of characters or type of story  
- Search for information to confirm/refute predictions I have made | Addition | - use counting strategies to solve problems that involve comparing, combining and separating these sets  
- solve simple addition and subtraction problems using materials  
- partition numbers using place value and carry out simple additions and subtractions using counting strategies  
- group collections of objects in units, tens and hundreds, and write and solve number sentences involving addition or subtraction  
- perform simple addition and subtraction calculations using a range of strategies  
- find the total value of simple collections of Australian notes and coins use digital technology to produce sequences by constant addition  
- apply place value to partition, rearrange and regroup numbers to help with calculations and solve problems  
- describe, continue and create number patterns formed by repeated addition and subtraction recognise and explain the connection between addition and subtraction.  
- recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation  
- represent money values in various ways and correctly count out change from financial transactions  
- continue number patterns involving addition and subtraction |

| Explicit Text Type: Procedural | - Exploring a procedure through a shared experience  
- Identifying the structure and features of a procedural text  
- Drafting a procedural text  
- Revising your own procedural text to ensure that it follows the structure and has all of the required features  
- Publishing and sharing of your procedural text.  
VCOP: Revising our writing using the pink highlighters to find time connectives | Cold Write: Exposition |

<table>
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| 2nd May | Making Connections | Make connections between what I am reading and my own life (TEXT TO SELF)  
- Make connection between this TEXT and other texts I have read (TEXT TO TEXT)  
- Know that connections can relate TO topic, characters, setting, endings  
- Identify recurring characters or settings within the story  
- Use background knowledge TO interpret and think about characters and events  
- Use background knowledge TO understand texts before, during and after reading  
- Specify the nature of my connection – TEXT TO TEXT, TEXT TO SELF, TEXT TO WORLD  
- Bring knowledge of personal experiences TO help interpret characters and events that are not within the reader’s experience.  
- Use knowledge from one TEXT TO help in understanding diverse cultures and settings encountered in new texts.  
- Make connections between the reader’s real-life experiences and people who live in diverse cultures, distant places and different times – TEXT TO WORLD  
- Make connections between characters in different texts (similar setting, type of problem, type of person) | YCDI: making decisions in a group  
MM: excuse me  
Enviro: Monitoring Energy - computers |

Developmental Focuses

Grade 1: Physical Domain:  
Using the JLC learning spaces appropriately

Grade 2: Physical Domain:  
Transitioning from inside to outside spaces and vice versa.