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| **2W’s L3 Literacy Rotations** |
| **Organisation** | L3 Literacy Rotations will be organised in the following:* - 20 minute rotations, 3 rotations per day
* - Each day the teacher will read with 3 groups
* - Each group will read with the teacher twice during the weekly cycle
* - Activities in the Engine Room will include: guided reading/reciprocal reading, word work and individual handwriting and spelling skills.
* - While the teacher is reading in the Engine Room with groups of students, the rest of the class will participate in other independent activities such as: grammar, independent writing, reading eggs, comprehension activities, phonics, spelling/ sight word activities, handwriting, fine motor, independent reading/book review and place value games.
 |
| General capabilities and cross‑curriculum priorities |  Literacy   Numeracy   ICT capability   Critical and creative thinking   Ethical behaviour   Personal and social capability Intercultural understanding  **Aboriginal and Torres Strait Islander histories and cultures****Asia and Australia’s engagement with Asia   Sustainability** |
| **Teaching Strategies** | **Cooperative/Group** | **Reflection** | **Recording information** | **Thinking Tools** | **Other** |
| Group WorkEight SquareThink, Pair, ShareElevator speechCommunity CircleJigsawGallery walkRole Play | Values linePlacementEnvoyGraffitiRound RobinRound TableSnow BallDebates | Future wheelStationsThumbs Up / DownCall outCard ClusterNumbered headsInside / Outside CircleAnticiapation Guide | Two stars and a wish5 fingers321PMITodayTicket out the door | Semantic gridStructued OverviewVenn DiagramTableY ChartDecision TreeRetrieval Chart | RubricMind mapT ChartKWLDiagramFlow ChartGraphBrainstorm | Multiple IntelligencesBlooms taxonomySix Thinking HatsSCAMPERInquiry ProcessDiscussionGradual release of Responsibility | JournalsInterviewConferencingThinkers KeyProblem SolvingQuestioning ModellingScaffolding | ComputersIpadsClass presentationClockwise/ carouselLearning centresSmart boardWorksheet |
| **Assessment** | **Assessment for Learning** | **Assessment as Learning** | **Assessment of Learning** |
|  | * involves formal and informal assessment activities as part of learning and to inform the planning of future learning (Learning goals and success criteria)
* peer assessment
* self assessment
 | * peer assessment
* self assessment
* reflection
 | * achievement of markers on the Literacy progressions
 |
| **Guided Reading Groups for the Engine Room** |
| **Monkeys**(Mrs Hunter / Mrs Williamson)Level 22 | **Gorillas**(Mrs Williamson)Level 23/24 | **Tigers**(Mrs Williamson)Level 25/26 | Elephants(Mrs Hunter)Level 24 | **Giraffes**(Mrs Hunter)Level 26/27 |
| GhadeerEthan HHelenAlice | AidenJoshuaJohnnieHazel | CharlieEllaGabriellaIzabellaEmilySummer | BonnieAlosinaAngieAyvahSavaEthan A | ZacMiaLaceyOrlandoChloeOmar |

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| **Term 3 Literacy Rotations Activities** |
| **Engine Room** |
| **Outcomes and Content****Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies EN1-4A***Understand and apply knowledge of language forms and features** Understand how sentence punctuation is used to enhance meaning and fluency

*Develop and apply graphological, phonological, syntactic and semantic knowledge** Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations

*Respond to, read and view texts** Use background knowledge of a topic to make inferences about the ideas in a text.

**Recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter EN1-8B***Develop and apply contextual knowledge** Discuss possible author intent and intended audience of a range of texts

*Understand and apply knowledge of language forms and features** Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines

**Uses a variety of strategies, including knowledge of sight words and letter-sound correspondence, to spell familiar words EN1-5A***Understand and apply knowledge of language forms and features** Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words
* Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words

*Respond to and compose texts***Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A***Respond to and compose texts** Communicate with increasing confidence in a range of contexts
* Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions
* Use a comment of a question to expand on an idea in a discussion

**Recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts EN1-6B***Respond to and compose texts** Explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction
 |
| **Success Criteria*** I can use prior knowledge and learned knowledge and vocabulary to make and confirm predictions when reading texts.
* I can use knowledge of sound-letter relationships and high frequency sight words when decoding texts.
* I can monitor my own reading and self-correct when reading does not make sense, using illustration, context, phonics, grammar knowledge and prior and learned topic knowledge.
 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Refer to Guided Reading program | Refer to Guided Reading program | Refer to Guided Reading program | Refer to Guided Reading program | Refer to Guided Reading program | Refer to Guided Reading program | Refer to Guided Reading program | Refer to Guided Reading program | Refer to Guided Reading program | Refer to Guided Reading program |

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| **Grammar** |
| **Outcomes and Content****Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts EN1-9B***Develop and apply contextual knowledge** Begin to understand that choice of vocabulary adds to the effectiveness of text

*Understand and apply knowledge of language forms and features** Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction
* Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands

*Understand and apply knowledge of vocabulary** Recognise, discuss and use creative word play, eg alliteration and onomatopoeia
 |
| **Success Criteria*** I can work with nouns, verbs, adjectives and adverbs.
* I can use basic grammatical features, punctuation and vocabulary appropriate to the type of text when responding to and composing texts.
 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Alliteration | Alliteration | Rhetorical Questions | Rhetorical Questions | Exclamation Marks/Question Marks | Exclamation Marks/Question Marks | Conjunctions | Conjunctions | Figurative Language | Figurative Language |
| **Evaluation** |

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| **Handwriting** |
| **Outcomes and Content****Composes texts using letters of consistent size and slope and uses digital technologies EN1-3A***Understand and apply knowledge of language forms and features** Develop clear and consistent writing using NSW Foundation Style as appropriate

*Respond to and compose texts** Write legibly and with growing fluency using unjoined upper case and lower case letters
 |
| **Success Criteria*** I can correctly form all letters of the alphabet.
* I can position letters and words on a line.
* I can write all letters with consistent size and spacing between words.
 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Ww | Yy | Ff | tch | ant | ance | al | able | ious | Revision |
| **Evaluation** |
| **Spelling** |
| **Outcomes and Content****Uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words EN1-5A***Respond to and compose texts** Spell high-frequency and common sight words accurately when composing texts
* Recognise when a word is spelt incorrectly
* Use morphemic and phonological knowledge when spelling
 |
| **Success Criteria*** I can correctly spell sight words
* I can draw on knowledge of letter-sound relationships (for example – stretching out words to record sounds).
* I can use a dictionary
* I can use a range of strategies to spell unknown words.
 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Sight words – Place Value  | Sight words – Place Value | Sight words – Money values | Sight words – Money values | Sight words – addition | Sight words – addition | High Frequency -  | High Frequency -  | High Frequency -  | High frequency -  |
| **Evaluation**  |

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| **Phonics** |
| **Outcomes and Content****Uses a variety of strategies, including knowledge of sight words and letter-sound correspondence, to spell familiar words EN1-5A***Understand and apply knowledge of language forms and features** Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words
* Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words

*Respond to and compose texts** Isolate and write the initial, medial and final sound of a word
 |
| **Success Criteria*** I can delete and substitute sounds in spoken words to form new words, for example delete the ‘scr’ in ‘scratch’, and then form new words ‘catch’, ‘batch’ and ‘hatch’
* I can recognise sounds that can be produced by different letters, for example the long ‘a’ sound in ‘wait’, ‘stay’, ‘able’ and ‘make.
 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| ng | oa, oe, o, ow | p, pp pl, pt | r, rr, wr | ar, a | s, ss, se, c, sl, sc | ir, ur, er, or | t, tt, tr, st, nt | or, a, aw | v, ve |
| **Evaluation**  |
| **Book Review/Research** |
| **Outcomes and Content****Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies EN1-4A***Respond to, read and view texts** Predict author intent, series of events and possible endings in an imaginative, informative and persuasive text
* Sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts

**Recognise that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter EN1-8B***Respond to, read and view texts** Respond to a range of literature and discuss purpose and audience

**Responds to and composes a range of texts about familiar aspects of the world and their own experiences EN1-11D***Respond to and compose texts** Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students’ own experiences
* Identify, explore and discuss morals of stories from a variety of cultures, eg Asian stories, and identify their central messages
* Respond to a range of texts, eg short films, documentaries and digital texts, that include issues about their world, including home life and the wider community
 |
| **Success Criteria*** I can locate specific information in a predictable text or a given set of digital sources
* I can summarise and jot down key points from a text
* I can recall specific information from a text I have just viewed
* I can give reasons for personal preferences when reviewing books for enjoyment
* I can express an opinion about a book I have viewed or read.
 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Self-orientated Book Choice | Self-orientated Book Choice | Self-orientated Book Choice | Self-orientated Book Choice | Self-orientated Book Choice | Self-orientated Book Choice | Self-orientated Book Choice | Self-orientated Book Choice | Self-orientated Book Choice | Self-orientated Book Choice |
| **Evaluation** |

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| **Comprehension in a Box** |
| **Outcomes and Content****Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies EN1-4A***Respond to, read and view texts** Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures

**Recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter EN1-8B***Respond to, read and view texts** Respond to a range of literature and discuss purpose and audience

**Responds to and composes a range of texts about familiar aspects of the world and their own experiences EN1-11D***Respond to and compose texts** Respond to a range of texts, eg short films, documentaries and digital texts, that include issues about their world, including home life and the wider community
 |
| **Success Criteria*** I can make connections between information in print and images
* I can build on and use prior knowledge and vocabulary
* I can make valid inferences using information in a text and my own prior knowledge
* I can predict, ask and answer questions as I read, and summarise and review meaning
 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Self Orientated – Literal/Inferred Questions | Self Orientated – Literal/Inferred Questions | Self Orientated – Literal/Inferred Questions | Self Orientated – Literal/Inferred Questions | Self Orientated – Literal/Inferred Questions | Self Orientated – Literal/Inferred Questions | Self Orientated – Literal/Inferred Questions | Self Orientated – Literal/Inferred Questions | Self Orientated – Literal/Inferred Questions | Self Orientated – Literal/Inferred Questions |
| **Evaluation** |

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| **Reading Eggs** |
| **Outcomes and Content****Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies EN1-4A***Respond to, read and view texts*Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures**Recognise that there are different kinds of texts when reading and viewing and shows an awareness of purposes, audience and subject matter EN1-8B***Understand and apply knowledge of language forms and features** Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of contents, headings and titles, navigation buttons, bars and links
* Knows some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines

**Responds to and composes a range of texts about familiar aspects of the world and their own experiences EN1-11D***Respond to and compose texts*Respond to a range of texts, eg short films, documentaries and digital texts, that include issues about their world, including home life and the wider community |
| **Success Criteria*** I can use my eyes and ears to build meaning of texts viewed on the computer (the colour, shape and size of images, sound effects)
* I can select appropriate reading paths when reading simple texts and navigate simple screen based texts for specific purposes
* I can use a range of comprehension strategies to answer questions based on the text that I am reading
 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Self Orientated –navigating screen texts and reading skills | Self Orientated –navigating screen texts and reading skills | Self Orientated –navigating screen texts and reading skills | Self Orientated –navigating screen texts and reading skills | Self Orientated –navigating screen texts and reading skills | Self Orientated –navigating screen texts and reading skills | Self Orientated –navigating screen texts and reading skills | Self Orientated –navigating screen texts and reading skills | Self Orientated –navigating screen texts and reading skills | Self Orientated –navigating screen texts and reading skills |
| **Evaluation** |

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| **Independent Writing** |
| **Outcomes and Content****Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers EN1-2A***Develop and apply contextual knowledge** Understand how planning, composing and reviewing contribute to effective imaginative, informative and persuasive texts
* Experiment in all aspects of composing to enhance learning and enjoyment

*Understand and apply knowledge of language forms and features** Understand the process of planning, drafting and publishing imaginative, informative and persuasive texts

*Respond to and compose texts** Plan, compose and review simple imaginative, informative and persuasive texts on familiar topics

**Responds to and composes a range of texts about familiar aspects of the world and their own experiences EN1-11D***Respond to and compose texts** Compose simple print, visual and digital texts that depict aspects of their own experiences

**Identifies and discusses aspects of their own and others’ learning EN1-12E***Develop and apply contextual knowledge** Develop and awareness of criteria for the successful completion of tasks
 |
| **Success Criteria*** I can plan texts by making notes, drawing diagrams and jotting down a series of information
* I can construct a well sequenced text using language appropriate to purpose and audience
* I can reread my work and add, delete or change words or sentences to improve meaning
* I can check spelling using a dictionary
* I can check for inclusion of relevant punctuation including capital letters to signal names, as well as sentence beginnings, full stops, question marks and exclamation marks
 |
| Week 1 | Week 1 | Week 1 | Week 1 | Week 1 | Week 1 | Week 1 | Week 1 | Week 1 | Week 1 |
| Self Orientated –Consolidating Writing Process | Self Orientated –Consolidating Writing Process | Self Orientated –Consolidating Writing Process | Self Orientated –Consolidating Writing Process | Self Orientated –Consolidating Writing Process | Self Orientated –Consolidating Writing Process | Self Orientated –Consolidating Writing Process | Self Orientated –Consolidating Writing Process | Self Orientated –Consolidating Writing Process | Self Orientated –Consolidating Writing Process |
| **Evaluation** |

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| **Place Value Game** |
| **Mathematics Outcomes and Content****Applies place value, informally, to count, order, read and represent two- and three-digit numbers MA1-4NA***Count collections to 100 by partitioning numbers using place value** Use place value to partition two-digit numbers, eg 32 as 3 groups of ten and 2 ones
* State the place value of digits in two-digit numbers, eg ‘In the number 32, the “3” represents 30 or 3 tens

*Recognise, model, read, write and order numbers to at least 100; locate these numbers on a number line** Apply an understanding of place value and the role of zero to read, write and order two-digit nmbers

*Group, partition and rearrange collections of up to 1000 in hundreds, tens and ones to facilitate more efficient counting* * Apply an understanding of place value and the role of zero to read, write and order three-digit numbers
* Use place value to partition three-digit numbers, eg 326 as 3 groups of one hundred, 2 groups of ten and 6 ones
* State the place value of digits in numbers of up to three digits, eg ‘In the number 583, the “5” represents 500 or 5 hundreds

**PDHPE Outcomes and Indicators****Develops positive relationships with peers and other people INS1.3*** Displays cooperation in group activities, eg taking turns
* Uses positive talk to encourage others
* Listens and responds to others
 |
| **Mathematics Success Criteria*** I can partition two- and three-digit numbers
* I can understand the role of zero to read and write two- and three-digit numbers
* I can state the place of digits in two- and three-digit numbers

**PDHPE Success Criteria*** I can cooperate in group activities
* I can use positive talk and encourage others
* I can problem solve
* I can work with other people
 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Puppy Challenge | Odd and even | puzzle challenge | matching station | counting on / back | Puppy Challenge | number bonds | mystery number | write and solve the equation | game boards |
| **Evaluation** |

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| **Fine Motor** |
| **Rationale** As part of the planning for Literacy Rotations, it was noted that students in Stage One in 2018 required further fine motor skill development, instruction and practise in order to enhance student’s handwriting ability for all writing activities.  |
| **Success Criteria*** I can manipulate a variety of materials so that the muscles in my fingers and hands become stronger
 |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Cutting out shapes | Cutting out shapes | Painting words with water on brick wall | Painting words with water on brick wall | Threading beads to make words | Threading beads to make words | Loom Bands | Loom Bands | Using tweezers to sort pom-poms into cups | Using tweezers to sort pom-poms into cups |

**Weekly Group Rotations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Odd Weeks | Monday | Tuesday | Wednesday | Thursday |
| Monkeys | Engine Room | Book Review | Spelling | Grammar | Engine Room | Phonics | Reading Eggs | Engine Room | Fine Motor | Game | Engine Room |
| Gorillas | Spelling | Engine Room | Comp in a Box | Book Review | Grammar | Engine Room | Phonics | Reading Eggs | Game | Fine Motor | Read Eggs |
| Tigers | Grammar | Spelling | Engine Room | Fine Motor | Read Eggs | Game | Comp in a Box | Engine Room | Phonics | Reading Eggs | Book Review |
| Elephants | Game | Read. Eggs | Spelling | Engine Room | Comp in a Box | Fine Motor | Book Review | Grammar | Engine Room | Phonics | Reading Eggs |
| Giraffes | Comp in a Box | Game | Fine Motor | Spelling | Engine Room | Read Eggs | Reading Eggs | Grammar | Book Review | Engine Room | Phonics |

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| --- | --- | --- | --- | --- |
| Even Weeks | Monday | Tuesday | Wednesday | Thursday |
| Monkeys | Free Writing | Engine Room | Spelling | Grammar | Engine Room | Engine Room | Free Writing | Engine Room | Phonics/Hand writing | Comp in a box |
| Gorillas | Engine Room | Free Writing | Comp in a box | Spelling | Handwriting | Fine Motor | Engine Room | Grammar | Free Writing | Phonics |
| Tigers | Phonics | Engine Room | Grammar | Free Writing | Spelling | Comp in a box | Fine Motor | Engine Room | Hand writing | Free Writing |
| Elephants | Free Writing | Phonics | Engine Room | Free Writing | Spelling | Hand writing | Comp in a box | Grammar | Engine Room | Fine Motor |
| Giraffes | Grammar | Fine Motor | Comp in a box | Phonics | Engine Room | Hand Writing | Free Writing | Spelling | Free Writing | Engine Room |

**Term Activities Overview**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Engine Room** | Refer to Guided Reading program | Refer to Guided Reading program | Refer to Guided Reading program | Refer to Guided Reading program | Refer to Guided Reading program | Refer to Guided Reading program | Refer to Guided Reading program | Refer to Guided Reading program | Refer to Guided Reading program | Refer to Guided Reading program |
| **Grammar** | Alliteration | Alliteration | Rhetorical Questions | Rhetorical Questions | Exclamation Marks/Question Marks | Exclamation Marks/Question Marks | Conjunctions | Conjunctions | Figurative Language | Figurative Language |
| **Handwriting** | Ww | Yy | Ff | tch | ant | ance | al | able | ious | Revision |
| **Spelling** | Sight words – Place Value | Sight words – Place Value | Sight words – Money values | Sight words – Money values | Sight words – addition | Sight words – addition | High Frequency - | High Frequency - | High Frequency - | High frequency - |
| **Phonics** | ng | oa, oe, o, ow | p, pp pl, pt | r, rr, wr | ar, a | s, ss, se, c, sl, sc | ir, ur, er, or | t, tt, tr, st, nt | or, a, aw | v, ve |
| **Book Review** | Self-orientated Book Choice | Self-orientated Book Choice | Self-orientated Book Choice | Self-orientated Book Choice | Self-orientated Book Choice | Self-orientated Book Choice | Self-orientated Book Choice | Self-orientated Book Choice | Self-orientated Book Choice | Self-orientated Book Choice |
| **Comprehension in a box** | Self Orientated – Literal/Inferred Questions | Self Orientated – Literal/Inferred Questions | Self Orientated – Literal/Inferred Questions | Self Orientated – Literal/Inferred Questions | Self Orientated – Literal/Inferred Questions | Self Orientated – Literal/Inferred Questions | Self Orientated – Literal/Inferred Questions | Self Orientated – Literal/Inferred Questions | Self Orientated – Literal/Inferred Questions | Self Orientated – Literal/Inferred Questions |
| **Reading Eggs** | Self Orientated –navigating screen texts and reading skills | Self Orientated –navigating screen texts and reading skills | Self Orientated –navigating screen texts and reading skills | Self Orientated –navigating screen texts and reading skills | Self Orientated –navigating screen texts and reading skills | Self Orientated –navigating screen texts and reading skills | Self Orientated –navigating screen texts and reading skills | Self Orientated –navigating screen texts and reading skills | Self Orientated –navigating screen texts and reading skills | Self Orientated –navigating screen texts and reading skills |
| **Independent Writing** | Self Orientated –Consolidating Writing Process | Self Orientated –Consolidating Writing Process | Self Orientated –Consolidating Writing Process | Self Orientated –Consolidating Writing Process | Self Orientated –Consolidating Writing Process | Self Orientated –Consolidating Writing Process | Self Orientated –Consolidating Writing Process | Self Orientated –Consolidating Writing Process | Self Orientated –Consolidating Writing Process | Self Orientated –Consolidating Writing Process |
| **Place Value Game** |  |  |  |  |  |  |  |  |  |  |
| **Fine Motor** | Cutting out shapes | Cutting out shapes | Painting words with water on brick wall | Painting words with water on brick wall | Threading beads to make words | Threading beads to make words | Loom Bands | Loom Bands | Using tweezers to sort pom-poms into cups | Using tweezers to sort pom-poms into cups |