<table>
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<tr>
<th>Week</th>
<th>Scope and Sequence Focus</th>
<th>Sentences</th>
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| 4    | Pre-Assessment—see what students already know and what we need to teach. | Display a new visual prompt daily. Students have to write an unaided:  
- Statement using noun, verb and adjective  
- Compound sentence using and, but, or so |
| 5    | Grammar  
Structure of a Noun – singular (one) and plural (more than one)  
e.g. Boy—boys  
Man—men, tomato—tomatoes  
Noun group – A noun group is a group of words based on a head word, as in a very funny book. In this noun group, “book” is the head word.  
Adjectives  
Punctuation  
Commas  
Capital Letters  
Full stops | Modelled - Below the Earth’s crust, lies a hot layer of molten rock, known as magma.  
Modelled - A volcano erupts when hot, explosive magma explodes through the Earth’s crust.  
Joint - When boiling, fiery magma hits the Earth’s land it is called lava.  
Guided - Volcanoes can trigger huge mudslides, great floods and fast moving tsunamis.  
Assessment - ask students to use a single or plural noun with an adjective to form a noun group. |
| 6    | Grammar  
Present Tense Verbs  
Words in the present tense that express existence, actions or occurrences or direct behaviour (e.g. stop, has, move)  
Punctuation  
Commas  
Capital Letters  
Full stops  
Vocabulary/ideas  
?Theme unit? | Modelled— The Earth is the third planet in our solar system, it revolves around the sun.  
Modelled— The moon orbits the Earth, this takes 28 days and is called a lunar month.  
Joint— The Sun is the centre of the solar system, it is very important as it provides light and heat to the Earth.  
Guided— The Sun can be clearly seen during daylight hours, the Earth has rotated away from the Sun at night.  
Assessment - ask students to write a compound sentence using present tense verbs. |
| 7    | Grammar  
Text Connectives/Conjunctions  
Words that can signal cause and effect (e.g. because, as, if, when)  
Punctuation  
Commas  
Capital Letters  
Full stops  
Vocabulary/ideas  
?Theme unit? | Modelled- The moon and man made satellites orbit the Earth because there is no gravity in space.  
Modelled– When it is daytime in Australia, it will be night-time in France because the Earth is revolving.  
Joint– It is daytime in Australia so it will be night-time on the other side if the world.  
Guided– People on Earth experience night and day because the Earth revolves around the Sun.  
Assessment– ask students to write a compound sentence using a connective that shows cause effect. |
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<td>8</td>
<td>Grammar&lt;br&gt;Time and sequence words&lt;br&gt;Words that help the reader to understand the time relationship between sentences and ideas. Time expressions (e.g. At, After, Once)</td>
<td>Modelled - At the centre of the solar system is the Sun. &lt;br&gt;Modelled - After the 'big bang' the universe was formed. &lt;br&gt;Joint - After watching the stars in the night sky, I could see the twinkle they make. &lt;br&gt;Guided - Once I noticed the stars twinkle, I looked for the planets to see if they twinkled as well. &lt;br&gt;Assessment - ask students to write a compound sentence using time sequence words.</td>
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<tr>
<td>9</td>
<td>Grammar&lt;br&gt;Time and sequence words&lt;br&gt;Words that help the reader to understand the time relationship between sentences and ideas. Adverbial expressions (e.g. First, Then, Next)</td>
<td>Modelled— I was looking up at the night sky, then I saw a shooting star whizz by. &lt;br&gt;Modelled— First the rocket was launched into space, then the boosters were ejected. &lt;br&gt;Joint— Next came the&lt;br&gt;Guided—&lt;br&gt;Assessment - ask students to write a compound sentence using time sequence words.</td>
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<tr>
<td>10</td>
<td>Grammar&lt;br&gt;Punctuation</td>
<td>Modelled— &lt;br&gt;Modelled— &lt;br&gt;Joint— &lt;br&gt;Guided—&lt;br&gt;Assessment -</td>
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