

Learning Overview

School-wide Global Concept: Environmental Stewardship

Term 2, Week 7 - Term 3, Week 5

Learner Overviews are emailed out to families at the beginning of each unit of inquiry. Learning Overviews include the specific Learning Intentions or Achievement Standards taken directly from the Australian Curriculum. As you know, we work through Global Concepts and this is a great way to start the conversation with your children at home about what they are doing in class. These Global Concepts are organised into 5 or 10 week inquiry cycles, we begin the year with *Belonging*, moving through to *Community*, then *Environmental Stewardship*, *Global Stewardship* and then we conclude the year with *Identity*. *Inquiry based learning* is an engaging style of learning because it taps into the child's interests. It is a highly structured, academically rigorous and sophisticated process.



Evelyn Scott School

This term (Term 2, Week 7 - Term 3, Week 5) at Evelyn Scott School we will have a school wide focus on the concept of *Environmental Stewardship* for our unit of inquiry.

Year Level	Essential Question	Learning Intention	
Preschool	<i>What does Environmental Stewardship mean to our preschool learners?</i>	<p>Learning through play is dynamic, complex and holistic. To connect with our school wide concept, we will learn through play based experiences using the lens of Environmental Stewardship. This will be facilitated through intentional teaching, purposeful planning, and responsiveness to individual children. We will create engaging learning environments, which build connections and relationships.</p> <p>Early Years Learning Framework:</p> <ul style="list-style-type: none"> Children have a strong sense of identity Children are connected with and contribute to their world Children have a strong sense of wellbeing Children are confident and involved learners Children are effective communicators 	
Year Level	Essential Question	Literacy Learning Intention	Numeracy Learning Intention
Kindergarten	<p><i>How do we care for our environment?</i></p> <p>Herding Questions:</p> <p>What do I know about the environment that I live in?</p> <p>How can I care for the places where I live?</p> <p>What does it mean to have a connection to the environment?</p> <p>What living things are in my environment?</p> <p>How can we care for our local environment?</p> <p>In what ways can we be responsible for the living things in our environment?</p>	<p>Learning Intention:</p> <p>Learners understand that there are different types of texts and that these can have similar characteristics.</p> <p>Learners read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies.</p> <p>Learners retell events and experiences with peers and known adults.</p> <p>Learners understand that their texts can reflect their own experiences.</p>	<p>Learning Intention:</p> <p>Learners count to and from 20 and order small collections.</p> <p>Learners compare objects using mass, length and capacity.</p>

Year Level	Essential Question	Literacy Learning Intention	Numeracy Learning Intention
Year 1/2	<p><i>How does change impact living things?</i></p> <p>Herding Questions:</p> <p>What affects living things?</p> <p>What is change and impact?</p> <p>What are environments and habitats?</p> <p>What do living things need?</p> <p>What living things are in your environment?</p> <p>What changes affect environments and habitats?</p> <p>Are all changes bad?</p> <p>What changes occur with/without human impact?</p>	<p>Learning Intention:</p> <p>Learners listen to others when taking part in conversations, using appropriate language features and interaction skills.</p> <p>Learners create texts that show understanding of the connection between writing, speech and images.</p> <p>Learners make short presentations on familiar topics.</p> <p>Learners use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency.</p> <p>Learners create texts that show how images support the meaning of the text.</p>	<p>Learning Intention:</p> <p>Learners describe data displays.</p> <p>Learners collect data by asking questions, draw simple data displays and make simple inferences.</p> <p>Learners associate collections of Australian coins with their value.</p> <p>Learners represent multiplication and division by grouping into sets.</p>
Year Level	Essential Question	Literacy Learning Intention	Numeracy Learning Intention
Year 3/4	<p><i>What is survival?</i></p> <p>Herding Questions:</p> <p>What is the difference between “surviving” and “living”?</p> <p>Do we need to be sustainable?</p> <p>What is the environment?</p> <p>How do you look after the environment?</p> <p>Why is the environment important?</p> <p>What relationships assist the survival of living things?</p> <p>Is survival important?</p>	<p>Learning Intention:</p> <p>Learners understand how language features are used to link and sequence ideas.</p> <p>Learners create texts that show understanding of how images and detail can be used to extend key ideas.</p> <p>Learners contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.</p> <p>Learners explain how language features, images and vocabulary are used to engage the interest of audiences.</p>	<p>Learning Intention:</p> <p>Learners conduct chance experiments and list possible outcomes.</p> <p>Learners list the probabilities of everyday events.</p> <p>Learners construct data displays from given or collected data.</p> <p>Learners identify dependent and independent events.</p>

Year Level	Essential Question	Literacy Learning Intention	Numeracy Learning Intention
Year 5/6	<p><i>How do we affect the environment?</i></p> <p>Herding Questions:</p> <p>What do you know about the environment?</p> <p>What do you contribute to the environment?</p> <p>How do you impact on the environment?</p> <p>What is influence?</p> <p>Are there any patterns that you recognise in the environment?</p> <p>Can we predict changes?</p> <p>What scientific knowledge helps us make predictions?</p>	<p>Learning Intention:</p> <p>Learners select and use evidence from a text to explain their response to it.</p> <p>Learners demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing.</p> <p>Learners use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.</p>	<p>Learning Intention:</p> <p>Learners compare observed and expected data.</p> <p>Learners interpret and compare a variety of data displays including those displays for two categorical variables.</p> <p>Learners interpret secondary data displayed in the media.</p> <p>Learners solve problems involving the comparison of lengths and areas using appropriate units</p> <p>Learners connect volume and capacity and their units of measurement</p> <p>Learners describe probabilities using fractions, decimals and percentages</p>

Learning at Home and Parental Engagement

At Evelyn Scott School, we believe that school work should be done at school and that learners should access other opportunities at home to learn different skills, have new experiences and to enjoy a balanced life. We do recognise that all children learn at different rates and some children may require additional support for their learning. Special activities to support learning may be provided based on a conversation between the parent and teacher. Reading is a lifelong skill that must be practised on a daily basis. The importance of reading is highlighted on the following website > <http://www.letsread.com.au/About/Why-Is-Reading-Important> . It states that 46% of Australians, over 15 years old, do not have the necessary literacy skills to meet the demands of work and life. It also states the importance of learning these skills from early in life.

Here are some more links which we hope you find useful:

Parent's Guide to Literacy >

https://petaa.edu.au/w/Teaching_Resources/Parents_guide.aspx

Reading at home >

<https://theconversation.com/ditch-the-home-readers-real-books-are-better-for-your-child-36359>

Numeracy at home >

<https://www.education.vic.gov.au/parents/learning/Pages/numeracy-birth-year-2.aspx>

<https://www.education.vic.gov.au/parents/learning/Pages/numeracy-years-3-to-6.aspx>

1. Questions for the end of the day: Questioning is the best way to stay connected to your child's learning and progress.

The following is a list of open **questions** which I hope you can use at home:

- What was something you learned today?
- Did anything funny happen today?
- What were 3 things you enjoyed today at school?
- What was your highlight? What was your lowlight?
- What was your favourite thing today?
- Who did you sit next to/play with at break times today?
- What was your favourite act of kindness you witnessed today? How were you kind today?
- What was the most challenging part of your day today?
- What made you smile today?
- What was the best part of your day?
- What are you looking forward to doing tomorrow?

2. Goal Sharing Interviews: these are a great opportunity to co-create some goals for your children. 1 x literacy, 1 x numeracy and 1 x wellbeing/skill goal. This is a great way to stay connected to their learning and progress.

3. Zen: Zen is our digital platform where you can see some photos of your children learning. We do understand that there have been some technical difficulties for some families and we will continue to work with you. Please contact your child's teacher if you are experiencing technical difficulties.

4. Learner Showcases: children are very excited to share their learning with you regularly and we provide this opportunity with our Showcases. You will be invited to the school so that our learners can present their Showcases to their families and peers.

5. Learner Portfolios: these are a new addition this year to supplement Zen and, more importantly they are an authentic collection of artefacts that evidence growth and progress. Learners will be creating these in class and you will be able to see them periodically throughout the year during the Showcases and you will be able to keep them at the end of the year.

6. Learner Profiles: these questionnaires that the school will be sending out this week. These Learner Profiles will ask families to provide info about their child's interests and strengths. Families will be asked to bring these to the Goal Sharing interviews so that we get a really great overview of your child. If you haven't had a chance to complete this questionnaire and would like to, there is still time, please see link to the form here > https://www.evelynscottsschool.act.edu.au/_data/assets/pdf_file/0008/539423/Learner_Profile_Term_1.pdf

Please do not hesitate to contact your child's teacher or a member of the Leadership Team if you have any questions.