

Learning Overview

Schoolwide Global Concept: On Country

Term 1, Week 6 - Term 2, Week 5

Learner Overviews are emailed out to families at the beginning of each unit of inquiry. Learner Overviews include the specific Learning Intentions or Achievement Standards taken directly from the Australian Curriculum. 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 and 10 week learning cycles; we begin the year with 'Belonging', moving through to 'On Country', then 'Imagine - Create - Inspire', 'One World' and we conclude the year with 'Identity'. Inquiry and project-based learning is an engaging style of learning and it taps into the child's interests and curiosities. It is a highly structured, academically rigorous and sophisticated process. Literacy and numeracy are foundation skills and they remain the core focus of our curriculum planning.



Evelyn Scott School

This term (Term 1, Week 6 - Term 2, Week 5) at Evelyn Scott School we will have a school wide focus on the global concept 'On Country'.

Year Level	Essential Question	Learning Intentions	
Preschool	What is fair?	<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 On Country. 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>	
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Kindergarten	<p>How can we care for the land?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> Where is your land? Why are different places special to different people? What is a place that is special to you? Why? Why is Country/Place important to Aboriginal and Torres Strait Islander Peoples? Why is it important to take care of land? What could happen if we don't take care of the land? What are some things that we can do to care for our classroom/Kindergarten area/Denman Prospect/land? 	<p>Learners recognise the letters of the English alphabet, in upper and lower case.</p> <p>Learners know and use the most common sounds represented by most letters.</p> <p>Learners read high-frequency words and blend sounds orally to read consonant-vowel-consonant words (e.g. 'cat', 'sip').</p> <p>Learners correctly form known upper- and lower-case letters.</p> <p>Learners will begin to learn some High Frequency words (Oxford Words).</p>	<p>Learners make connections between number names, numerals and quantities up to 10.</p> <p>They group objects based on common characteristics and sort shapes and objects.</p> <p>Learners answer simple questions to collect information and make simple inferences.</p>
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions

Year 1/2	<p>What makes people and places significant?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> • What does significant mean? • What does local mean? • Who are the people important to you? • What places are significant to you? • Do you think you belong to the place you live in? • In what ways are different places significant to different groups of people? • What makes a person significant? • What makes a place significant? • How can we share stories that are significant to us? 	<p>Learners create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences.</p> <p>Learners share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts.</p> <p>Learners blend short vowels, common long vowels, consonants and digraphs to read one-syllable words.</p>	<p>Learners demonstrate and apply their knowledge of ones, tens and hundreds in partitioning up to 3 digit numbers.</p> <p>Learners use numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit.</p> <p>Learners compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating reasoning.</p> <p>Locate and identify positions of features in two-dimensional representations and move position by following directions and pathways.</p> <p>Learners determine the number of days between events using a calendar and read time on an analogue clock to the hour, half hour and quarter hour.</p>
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Year 3/4	<p>Whose footsteps should we walk in?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> • Why was Australia colonised? • What was life like in England in 1788? • How do we know what happened in the past? • What was life like for Indigenous Australians prior to 1788? • How do different cultures interact with the environment? • How can we organise information and data to display historical information? • How did Australia's past affect the present? 	<p>They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice.</p> <p>They read, view and comprehend texts, recognising their purpose and audience.</p> <p>They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.</p> <p>They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts.</p> <p>They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features.</p> <p>They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.</p>	<p>They recognise equivalent fractions and make connections between fraction and decimal notations. Students count and represent fractions on a number line.</p> <p>Students extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers.</p> <p>They choose rounding and estimation strategies to determine whether results of calculations are reasonable.</p> <p>They use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies.</p> <p>Students find unknown values in number sentences involving addition and subtraction.</p> <p>They create algorithms to investigate numbers and explore simple patterns.</p> <p>They use scaled instruments and appropriate units to measure length, mass, capacity and temperature.</p> <p>They interpret and create two-dimensional representations of familiar environments.</p>
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions

Year 5/6	<p>What is Connection to Country?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> • What does 'on country' mean? • How are stories told? • What does it mean to be connected to country? • Who are significant people from our Country? • How do different cultures tell stories? • Do all stories have to be written? • How can you tell your own story of connection to country? 	<p>Learners use different text structures to organise, develop and link ideas.</p> <p>Learners create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts.</p> <p>Learners spell using phonic, morphemic and grammatical knowledge.</p>	<p>Learners express natural numbers as products of factors and identify multiples.</p> <p>Learners use grid coordinates to locate and move positions.</p> <p>Learners use integers to represent points on a number line and in the Cartesian plane.</p> <p>Learners use their proficiency with multiplication facts and efficient calculation strategies to multiply large numbers by one- and two-digit numbers and divide by single-digit numbers.</p>
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Year 7/8	<p>What is the impact of people on place over time?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> • Why is where we are significant? • What makes something significant? • Who are significant people from <i>our</i> Country? • How do our beliefs and values influence us? • Does location impact our values? • How has time changed a place? • How do you define the word 'impact'. • How does the environment impact our values and beliefs? • How do we connect with the environment? 	<p>Year 7 Learners make presentations and contribute actively to class and group discussions, using language features to engage the audience. Learners listen for and explain different perspectives in texts.</p> <p>Year 8 Learners select evidence from the text to show how events, situations and people can be represented from different viewpoints.</p> <p>Learners make presentations and contributes actively to class and group discussions, using language patterns for effect.</p>	<p>Year 7 Learners interpret simple linear representations and models authentic information.</p> <p>Learners identify issues involving the collection of continuous data.</p> <p>Learners describes the relationship between the median and mean in data displays.</p> <p>Year 8 Learners makes sense of time duration in real applications.</p> <p>Learners explains issues related to the collection of data and the effect of outliers on means and medians in that data.</p> <p>Learners model authentic situations with two-way tables and Venn diagrams.</p>
		HASS/Geography Learning Intentions	

	<ul style="list-style-type: none"> • Why do we study and examine our past, present, and future? • How can we be sure of what happened in our past? • How can we determine if there is bias in our accounts of history? • How would Australia tell its own story? 	<p>Year 7 HASS</p> <p>7 Geography: Explains interconnections between people and places and environments and describes how these interconnections change places and environments.</p> <p>7 Geography: Identifies geographically significant questions to frame an inquiry.</p> <p>7 History: Describes events and developments from the perspective of different people who lived at the time.</p> <p>Yr 8 HASS</p> <p>8 Geography: Explains interconnections within environments and between people and places and explains how they change places and environments.</p> <p>8 Geography: Identifies geographically significant questions from observations to frame an inquiry.</p> <p>8 History: Explains the significance of individuals and groups and how they were influenced by the beliefs and values of society.</p>	
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Year 9/10	<p>How do we care for Country?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> • Why is it important to care for Country? • What does Country mean? • What does care look like? • How significant is caring for Country to different people? • What are some practices of care that our ancestors used? 	<p>Year 9 English</p> <p>Evaluates and integrates ideas and information from texts to form own interpretations.</p> <p>Understands how interpretations can vary by comparing personal responses to texts to the responses of others.</p> <p>Creates texts that respond to issues, interpreting and integrating ideas from other texts.</p>	<p>Year 9 Maths</p> <p>Compares techniques for collecting data from primary and secondary sources.</p> <p>Year 10 Maths</p> <p>Applies problem-solving skills and mathematical techniques to solve problems.</p>
		<p>HASS/Geography Learning Intentions</p> <p>HASS Year 9</p> <p>Refers to key events and the actions of individuals and groups to explain patterns of change and continuity over time.</p> <p>Explains different interpretations of the past.</p> <p>Develops texts that organise and present conclusions, using historical terms and concepts, evidence identified in sources, and can reference these sources.</p> <p>Year 10 English</p> <p>Develops and justifies own interpretations of texts.</p> <p>Evaluates other interpretations, analysing the evidence used to support them.</p>	

		<p>Explains different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.</p> <p>Year 10 HASS</p> <p>Analyses the causes and effects of events and developments and explains relative importance.</p> <p>Explains different interpretations of the past and recognises the evidence used to support these interpretations.</p> <p>Analyses and draws conclusions about usefulness when evaluating sources, taking into account origin, purpose and context.</p>
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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 opportunities at home to learn different skills, have new experiences and to enjoy a balanced life. We also recognise that setting up good solid study habits, particularly for older children, is very important. Our school has a strong literacy and numeracy focus and we cannot overstate the importance of reading throughout your lifetime, especially when children and young people are at school. Good literacy and numeracy skills are foundational pillars at our school.

Children and young people should be reading every day at home. Families can support their children's reading development by reading with them. For older children and adolescents, a desk and quiet area should be set up for them at home. Work that is not completed during school time needs to be completed at home. If there is an upcoming test or quiz, then studying the afternoon before is required. Revisiting work that was done during the school day is another meaningful activity and can help a child to consolidate their understanding so that they can build on their knowledge the next day at school. Reading before bed, whether you are a preschooler or a student in Year 10 is a relaxing and worthwhile activity. Setting up good solid study habits from the beginning of the school year is important for your child's development.

We also 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>

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 we 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?