

## Learning Overview

### Schoolwide Global Concept: Identity

Term 4, Week 6 - Term 4, Week 10



Evelyn Scott School

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 'Imagination and Innovation', 'One World' and we conclude the year with 'Identity'. Inquiry 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. Literacy and numeracy are foundation skills and they remain the core focus of our curriculum planning.

Year Level	Essential Question	Learning Intentions	
Preschool		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 <b>Identity</b> . 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.  <a href="#">Early Years Learning Framework:</a>	
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Kindergarten	<b>EQ: What makes me special?</b>  <b>Herding Questions:</b> <ul style="list-style-type: none"><li>How does your body feel when you experience different emotions?</li><li>What makes you feel calm?</li><li>How can we identify how other people are feeling?</li><li>How can we support our friends when they are feeling sad?</li><li>How can we stay safe when we are feeling 'big' emotions?</li></ul>	<ul style="list-style-type: none"><li>Learners' writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops.</li><li>Learners use predicting and questioning strategies to make meaning from texts.</li><li>Learners read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on developing knowledge of concepts of print, sounds, letters and decoding, and self-monitoring strategies.</li></ul>	<ul style="list-style-type: none"><li>Learners count to and from 20 and order small collections.</li></ul> <p>Learning will include:</p> <ul style="list-style-type: none"><li>Representing practical situations to model addition and sharing.</li><li>Subitise small collections of objects.</li><li>Use real life scenarios to problem solve</li></ul>

Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Year 1/2	<b>EQ: Who am I and how does that affect others?</b>  <b>Herding Questions:</b> <ul style="list-style-type: none"> <li>What does identity mean?</li> <li>What are personal qualities?</li> <li>What does unique mean?</li> <li>How do I interact with others?</li> </ul>	<ul style="list-style-type: none"> <li>Learners understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.</li> <li>Learners create short texts for a small range of purposes.</li> <li>Learners interact in pair, group and class discussions, taking turns when responding.</li> <li>Learners make short presentations on familiar topics.</li> </ul>	Year 1 <ul style="list-style-type: none"> <li>Learners tell time to the half-hour.</li> <li>Learners carry out simple additions and subtractions using counting strategies.</li> </ul> Year 2 <ul style="list-style-type: none"> <li>Learners represent multiplication and division by grouping into sets.</li> <li>Learners explain the effects of one-step transformations.</li> </ul>
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Year 3/4	<b>EQ: How do people express their identity?</b>  <b>Herding Questions:</b> <ul style="list-style-type: none"> <li>What do I enjoy?</li> <li>What makes us unique?</li> <li>What makes us different?</li> <li>What makes us the same?</li> <li>How do/can I express ourselves?</li> <li>How can I express myself through the arts?</li> <li>What is identity?</li> <li>Do people stay the same?</li> </ul>	<ul style="list-style-type: none"> <li>Learners will understand how content can be organised using different text structures depending on the purpose of the text.</li> <li>Learners identify literal and implied meaning connecting ideas in different parts of a text.</li> <li>Learners listen to others' views and respond appropriately using interaction skills.</li> <li>Learners demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing work to improve meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Learners recall addition and multiplication facts for single-digit numbers.</li> <li>Learners conduct chance experiments and list possible outcomes.</li> <li>Learners describe different methods for data collection and representation, and evaluate effectiveness.</li> <li>Learners recall multiplication facts to 10 x 10 and related division facts.</li> <li>Models and represents unit fractions.</li> </ul>
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Year 5/6	<b>EQ: What shapes identity?</b>  <b>Herding Questions:</b> <ul style="list-style-type: none"> <li>Who are you?</li> <li>What influences your identity?</li> </ul>	<ul style="list-style-type: none"> <li>Learners use and vary text structures to organise, develop and link ideas.</li> <li>Learners use and vary language features including topic-specific</li> </ul>	<ul style="list-style-type: none"> <li>Learners measure and construct different angles.</li> <li>Learners solve problems using the properties of angles.</li> </ul>

	<ul style="list-style-type: none"> <li>• What is identity?</li> <li>• Which people influence you?</li> <li>• Are influences always negative or positive?</li> <li>• Who or what has the greatest influence on you at the moment?</li> <li>• If you had to explain what your identity is, what would you say?</li> </ul>	<p>vocabulary and literary devices, and/or multimodal features and features of voice.</p> <ul style="list-style-type: none"> <li>• Learners use paragraphs to organise, develop and link ideas.</li> <li>• Learners encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Learners list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1.</li> <li>• Learners describe probabilities using simple fractions, decimals and percentages.</li> </ul>
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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](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?