

Learning Overview

Schoolwide Global Concept: Belonging

Term 1, Week 1 - Term 1, 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 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. Literacy and numeracy are foundation skills and they remain the core focus of our curriculum planning.



Evelyn Scott School

This term (Term 1, Week 1 - Term 1, Week 5) at Evelyn Scott School we will have a school wide focus on the concept of Belonging for our unit of inquiry.

Year Level	Essential Question	Learning Intentions	
Preschool	How do we ensure everyone belongs?	<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 Belonging. 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><u>Early Years Learning Framework:</u></p> <ul style="list-style-type: none">Children have a strong sense of identityChildren are connected with and contribute to their worldChildren have a strong sense of wellbeingChildren are confident and involved learnersChildren are effective communicators	
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Kindergarten	How do we ensure everyone belongs? Herding Questions: <ul style="list-style-type: none">Where do you belong?How does it feel to belong?How can we make everyone feel happy and safe at school?How can we be good friends?What does kindness look like?Who is responsible for making everyone feel included?How can we use appropriate language and actions to communicate our feelings?What words can I use to engage in play?	<p>Learners listen for rhyme, letter patterns and sounds in words.</p> <p>Learners use appropriate interaction skills to listen and respond to others.</p> <p>Learners use familiar words and phrases and images to convey ideas.</p> <p>Learners correctly form known upper- and lower-case letters.</p>	<p>Learners make connections between number names, numerals and quantities up to 10.</p> <p>Learners group objects based on common characteristics and sort shapes and objects.</p>

Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Year 1/2	<p>How do we ensure everyone belongs?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> Who are the people around us? (Family, Friends etc.) Where do you belong? How does it feel to belong? Does everyone feel the same? How can we make everyone feel welcome? Who is responsible for making everyone feel included? What do you have in common? What is different about you? 	<p>Learners read one and two-syllable words with common letter patterns, and an increasing number of high-frequency words.</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 create short written and/or multimodal texts including recounts of stories with events and characters.</p> <p>Learners interact with others, and listen to and create short spoken texts including recounts of stories.</p>	<p>Learners order and represent numbers apply knowledge of place value</p> <p>Learners make, compare and classify shapes and objects using obvious features.</p>
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Year 3/4	<p>What should we accept?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> What is respect? How can we positively influence our relationships? What strategies can we use to promote respect? How can we monitor our success and failures? 	<p>Learners read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.</p> <p>Learners use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features.</p> <p>Learners interact with others, and listen to and create spoken and/or multimodal texts including stories.</p> <p>Learners relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts.</p>	<p>Learners order and represent natural numbers beyond 10 000.</p> <p>Learners 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>Learners use familiar metric units when estimating, comparing and measuring the attributes of objects and events.</p>
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions

Year 5/6	How can we belong? Herding Questions: <ul style="list-style-type: none"> • What is empathy? • What does inclusion look like? • How do we consider Indigenous perspectives in belonging? • What does respect look like, feel like? • Why is inclusion important to you? • If there was no respect, how would our community be different? 	Learners interact with others, and listen to and create spoken and/or multimodal texts. Learners read, view and comprehend texts created to inform, influence and/or engage audiences. Learners use paragraphs to organise, develop and link ideas. Learners use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features.	Learners use place value to write and order decimals including decimals greater than one. Learners check the reasonableness of their calculations using estimation. Learners choose and use appropriate metric units to measure the attributes of length, mass and capacity, and to solve problems involving perimeter and area.
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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 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 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?

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. Google Classroom: We now use Google Classroom as the digital platform where you can see some photos of your children learning.
4. Learner Showcases: children are very excited to share their learning with you regularly and we provide this opportunity with our Showcases. You will regularly be invited to the school so that our learners can present their Showcases to their families and peers.
5. Learner Portfolios: these are an authentic collection of artefacts that evidence growth and progress of your children. Learners will be compiling these in class and you will be able to see them periodically throughout the year during the Showcases. Families will be able to keep them at the end of the year.

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