

Learning Overview

Schoolwide Global Concept: Community

Term 1, Week 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 and 10 week learning cycles; we begin the year with

'Community', moving through to 'Environmental Stewardship', then 'Global Citizenship', 'Beyond Tomorrow' and we conclude the year with 'Change and Transformation'. Personalised learning is engaging 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

Our current Global Concept is 'Community'. Please talk with your child about their exploration of this Global Concept at home.

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 Community . 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. Early Years Learning Framework:	
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Kindergarten	EQ: How can I care for my community? Herding Questions: <ul style="list-style-type: none">What is a community?Which communities do I belong to?Who helps in our school community?What do you do to care for the Kindergarten community?What features are missing from our school community?	<ul style="list-style-type: none">Learners name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs).Learners retell stories using words and images where appropriate.Learners begin to form upper and lowercase letters correctly.	<ul style="list-style-type: none">Learners make connections between number names, numerals and position in the sequence of numbers from zero to at least 20.Learners use subitising and counting strategies to quantify collections.
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions

Year 1	EQ: How am I connected to my community? Herding Questions: <ul style="list-style-type: none"> Why are places important to people? What are the important places in your life? Do you feel you belong to the place where you live? 	<ul style="list-style-type: none"> Learners read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. 	<ul style="list-style-type: none"> Learners give and follow directions to move people and objects to different locations within a space. By the end of Year 1, students connect number names, numerals and quantities, and order numbers to at least 120.
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Year 2	EQ: What makes my community significant? Herding Questions: <ul style="list-style-type: none"> What places are special to me? What makes a place local? What things have changed in my local area? How are you connected to places and people in your community? How do we move through local places? 	<ul style="list-style-type: none"> Learners interact with others, and listen to and create spoken texts including stories. Learners share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. Learners organise and link ideas, and use language features including topic-specific vocabulary and features of voice. 	<ul style="list-style-type: none"> Learners order and represent numbers to at least 1000, apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroup partitioned numbers to assist in calculations. Learners use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies. Learners recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos. Learners use a range of methods to collect, record, represent and interpret categorical data in response to questions.
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions

<p>Year 3/4</p>	<p>EQ: How are communities shaped?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> • What is a community? • Who is in your community? • What communities/groups are you in? • What governs your community? • Who is in charge of making rules? • How are rules changed? • What happens if rules are not followed? 	<ul style="list-style-type: none"> • Learners use language features including topic-specific vocabulary, and/or visual features and features of voice. • Learners describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. • Learners spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge. • Learners 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. 	<ul style="list-style-type: none"> • Learners represent and approximate shapes and objects in the environment. • Learners make 2d models of familiar environments. • Learners order and represent natural numbers beyond 10 000. • Learners use their understanding of place value to represent tenths and hundredths in decimal form and to multiply natural numbers by multiples of 10.
<p>Year 5/6</p>	<p>EQ: What can data tell us about our community?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> • What is community? • How is data collected to give information about our community? • Who collects data? • What makes accurate data? • How do we use data? • What are the different types of data? 	<ul style="list-style-type: none"> • Learners interact with others, and listen to and create spoken and/or multimodal texts including literary texts. • For particular purposes and audiences, learners share, develop, explain and elaborate on ideas from topics or texts. • Learners use and vary text structures to organise, develop and link ideas. • Learners use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice. 	<ul style="list-style-type: none"> • Learners plan and conduct statistical investigations that collect nominal and ordinal categorical and discrete numerical data using digital tools. • Learners compare distributions of discrete and continuous numerical and ordinal categorical data sets as part of their statistical investigations, using digital tools.

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?