

Learning Overview

Schoolwide Global Concept: Environmental Stewardship

Term 1, Week 7 - 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 '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 'Environmental Stewardship'. Please talk with your child about their exploration of this Global Concept at home.

Year Level	Learning Intention		
Preschool	<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>		
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Kindergarten	<p>EQ: How can we care for the Earth?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> What do you love about the Earth? How can we take care of our school/homes/families/animals/nature/environment? Why do you think we need to look after the Earth? What can we do with our waste? How can we teach others how to care for the Earth? 	<ul style="list-style-type: none"> Learners share thoughts and preferences, retell events and report information or key ideas to an audience. Learners use language features including words and phrases from learning and texts Learners read words including consonant–vowel–consonant words and some high-frequency words. Learners name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). 	<ul style="list-style-type: none"> Learners name, create and sort familiar shapes and give their reasoning. 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	<p>EQ: How does change in our Community impact living things?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> What are living things found in our community? What affects living things? What is change? What do living things need? What living things are in your environment/ community? What changes affect habitats? 	<ul style="list-style-type: none"> Learners report information and experiences, and express opinions Learners use topic-specific vocabulary. Learners write simple sentences with sentence boundary punctuation and capital letters for proper nouns. Learners write words using unjoined upper-case and lower-case letters. 	<ul style="list-style-type: none"> Learners collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies. Learners demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones.
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Year 2	<p>EQ: How can we live sustainably within our community?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> What are some familiar products and services? How do these support us to live? What does it mean to live sustainably? How can we create design solutions to develop sustainable products? 	<ul style="list-style-type: none"> Learners use text structures to organise and link ideas for a purpose. Learners punctuate simple and compound sentences. Learners use topic-specific vocabulary. 	<ul style="list-style-type: none"> Learners use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies. Learners use uniform informal units to measure and compare shapes and objects Learners locate and identify positions of features in two-dimensional representations and move position by following directions and pathways.
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Year 3/4	<p>EQ: What is survival, and how do surroundings affect a species' ability to survive?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> What is a living and non-living thing? 	<ul style="list-style-type: none"> Learners create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. Learners use text structures including paragraphs, and 	<ul style="list-style-type: none"> Learners conduct guided statistical investigations involving categorical and discrete numerical data, and interprets their results in terms of the context. Learners use surveys and digital tools to generate categorical or discrete numerical data in statistical

	<ul style="list-style-type: none"> • What is a water cycle? • What is an ecosystem? • What are the significant roles that organisms play in an ecosystem? • How do humans impact the environment? • How can we help protect the environment? • What are the differences between food chains and food webs, and how do they represent the complexity of interactions within ecosystems? • How do different organisms interact with each other within a habitat? 	<p>language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features.</p> <ul style="list-style-type: none"> • Learners use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. 	<p>investigations and communicates their findings in context.</p>
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Year 5/6	<p>EQ: How do our choices affect the planet?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> • How do the products we use affect our environment? • How are we influenced by advertisements? • What is sustainability? • Are the products we buy made ethically? 	<ul style="list-style-type: none"> • Learners identify how texts have similar and different text structures to reflect purpose. • They explain how language features including literary devices, and visual features influence audiences. • They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. 	<ul style="list-style-type: none"> • Students use place value to write and order decimals including decimals greater than one. • Students use mathematical modelling to solve financial and other practical problems, formulating and solving problems, choosing arithmetic operations and interpreting results in terms of the situation.

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?