



School-wide Global Concept: Community

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. As you know, 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 a more engaging style of learning because it taps into the child's interests. It is a highly structured and sophisticated process.

This term (Term 1, Week 7 - Term 2, Week 5) at Evelyn Scott School we will have a school wide focus on the concept of *Community* for our unit of inquiry.

Year Level	Essential Question	Learning Intention
Preschool	What is community?	<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 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.</p> <p><u>Early Years Learning Framework:</u></p> <ul style="list-style-type: none"> Children have a strong sense of identity Children are connected with and contribute to their world Children have a strong sense of wellbeing Children are confident and involved learners Children are effective communicators

Year Level	Essential Question	Literacy Learning Intention	Numeracy Learning Intention
Kindergarten	<p>How am I connected to my community?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> • What is a community? • Which communities do I belong to? • What do we need in our community? • Who keeps us safe in our community? 	<p>Learning Intention: Learners recognise the letters of the English alphabet, in upper and lower case. 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>Learning Intention: Learners make connections between number names, numerals and quantities up to 10.</p> <p>Learners connect events and the days of the week.</p> <p>Learners answer simple questions to collect information and make simple inferences.</p> <p>Learners use appropriate language to describe location.</p>
Year Level	Essential Question	Literacy Learning Intention	Numeracy Learning Intention

<p>Year 1/2</p>	<p>What is community?</p> <p>Herding Questions:</p> <p>Why are places important to people?</p> <p>What are the important places in your life?</p> <p>Do you feel you belong to the place where you live?</p>	<p>Learning Intention:</p> <p>Learners listen to others when taking part in conversations, using appropriate language features and interaction skills.</p> <p>Learners interact in pair, group and class discussions, taking turns when responding.</p> <p>Learners discuss their ideas and experiences. Students use everyday language features and topic-specific vocabulary.</p> <p>Learners use a variety of strategies to engage in group and class discussions and make presentations.</p>	<p>Learning Intention:</p> <p>Learners use the language of directions to move from place to place.</p> <p>Learners describe two-dimensional shapes and three-dimensional objects and draw two-dimensional shapes.</p> <p>Learners carry out simple additions and subtractions using a range of strategies.</p> <p>Learners partition numbers using place value.</p>
<p>Year Level</p>	<p>Essential Question</p>	<p>Literacy Learning Intention</p>	<p>Numeracy Learning Intention</p>
<p>Year 3/4</p>	<p>Why do communities change?</p> <p>Herding Questions:</p> <p>What is a community?</p> <p>Is change always good?</p> <p>What rules/ laws are in a community?</p> <p>Do laws matter?</p> <p>How do changes in community impact local and national communities?</p> <p>How does change happen?</p> <p>What role does diversity play in the community?</p>	<p>Learning Intention:</p> <p>Learners understand how language features, images and vocabulary are used in writing.</p> <p>Learners understand how to express feelings and opinions on topics.</p> <p>Learners demonstrate appropriate grammar choice, edit and re-read writing.</p> <p>Learners describe and connect to ideas in texts read.</p>	<p>Learning Intention:</p> <p>Learners model and represent unit fractions.</p> <p>Learners represent money values in various ways. Correctly counts out change from financial transactions.</p> <p>Learners identify symmetry in the environment.</p> <p>Learners match positions on maps with given information.</p>
<p>Year Level</p>	<p>Essential Question</p>	<p>Literacy Learning Intention</p>	<p>Numeracy Learning Intention</p>
<p>Year 5/6</p>	<p>What is community?</p> <p>Herding Questions:</p> <p>What does it mean to have a community?</p> <p>What sort of communities are there?</p> <p>Does one community hold the same ideas?</p> <p>Do ideas within communities change over time?</p>	<p>Learning Intention:</p> <p>Learners select and use evidence from a text to explain their response to it.</p> <p>Learners will show how specific details can be used to support a point of view.</p> <p>Learners make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.</p>	<p>Learning Intention:</p> <p>Learners solve problems involving addition and subtraction of fractions with the same or related denominators.</p> <p>Learners make connections between equivalent fractions, decimals and percentages.</p> <p>Learners list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1.</p>

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 I 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. Zen: Zen is our digital platform where you can see some photos of your children learning. We do understand that there have been some technical difficulties for some families and we are working together with the provider to sort these out. More information to follow.

4. Learner Showcases: children are very excited to share their learning with you regularly and we provide this opportunity with our Showcases. You will be invited to the school so that our learners can present their Showcases to their families and peers.

5. Learner Portfolios: these are a new addition this year to supplement Zen and, more importantly they are an authentic collection of artefacts that evidence growth and progress. Learners will be creating these in class and you will be able to see them periodically throughout the year during the Showcases and you will be able to keep them at the end of the year.

6. Learner Profiles: these questionnaires that the school will be sending out this week. These Learner Profiles will ask families to provide info about their child's interests and strengths. Families will be asked to bring these to the Goal Sharing interviews so that we get a really great overview of your child. If you haven't had a chance to complete this questionnaire and would like to, there is still time, please see link to the form here > https://www.evelynscottschool.act.edu.au/_data/assets/pdf_file/0008/539423/Learner_Profile_Term_1.pdf

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