

Learning Overview - Junior Campus P-6

Schoolwide Global Concept: One World

Term 3, Week 6 - Term 4, Week 5



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.

This term (Term 3, Week 6 - Term 4, Week 5) at Evelyn Scott School we will have a school wide focus on the global concept 'One World'.

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 One World . 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 do living things survive? Herding Questions: <ul style="list-style-type: none">What do we need to survive?How do your parents care for you?What do plants and animals need to survive?How do we keep our bodies healthy?How does weather affect living things?	<ul style="list-style-type: none">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 strategiesLearners show evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stopsLearners use familiar words, phrases and images to convey ideas when writing	<ul style="list-style-type: none">Learners group objects based on common characteristics and sorts shapes and objectsLearners answer simple questions to collect information and makes simple inferencesLearners explain the order and duration of events

Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Year 1/2	<p>EQ: How do we use maths to measure change?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> How do we measure change? What are the months in the year? What are the different seasons in Australia? Are there any other seasons in different parts of the world? What changes do you notice through the months of the year? Why is it important to tell time? 	<ul style="list-style-type: none"> Learners understand the different purposes of texts Learners make connections to personal experience when explaining characters and main events in short texts Learners create short texts for a small range of purposes Learners identify literal and implied meaning, main ideas and supporting detail 	<ul style="list-style-type: none"> Learners tell time to the quarter-hour and use a calendar to identify the date and the months included in seasons. Learners explain time durations. Learners tell time to the half-hour. Learners carry out simple additions and subtractions using counting strategies. Learners perform simple addition and subtraction calculations using a range of strategies.
Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Year 3/4	<p>EQ: What shapes life?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> How are living things similar, different and unique? Why do landscapes around the world differ? How would the world change if we removed plants? How are plants important to other cultural groups? What happens when a cycle is interrupted? How have landscapes changed over time? 	<ul style="list-style-type: none"> Learners identify literal and implied meaning connecting ideas in different parts of a text Learners describe literal and implied meaning connecting ideas in different texts Learners include writing and images in texts, to express and develop in some detail, experiences, events, information, ideas and characters Learners create texts that show understanding of how images and detail can be used to extend key ideas 	<ul style="list-style-type: none"> Learners identify symmetry in the environment Learners tell time to the nearest minute Learners choose appropriate strategies for calculations involving multiplication and division Learners recognise common equivalent fractions in familiar contexts and makes connections between fraction and decimal notations up to two decimal places Learners identify dependent and independent events Learners list the probabilities of everyday events

Year Level	Essential Question	Literacy Learning Intentions	Numeracy Learning Intentions
Year 5/6	<p>EQ: How does perspective influence significance?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> How do events /developments have significance for different groups? How can significance be viewed through different perspectives? What are causes and effects as a result of significant events and developments? 	<ul style="list-style-type: none"> Learners select and use evidence from a text to explain a response to it Learners develop and explain a point of view about a text, selecting information, ideas and images from a range of resources Learners show how specific details can be used to support a point of view 	<ul style="list-style-type: none"> Learners interpret and compare a variety of data displays including those displays for two categorical variables Learners interpret timetables Learners describe rules used in sequences involving whole numbers, fractions and decimals Learners make connections between capacity and volume Learners solve problems involving length and area

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?