

Learning Overview

Schoolwide Concept: **Identity**

Term 4, Week 6 - Term 4, Week 11



Evelyn Scott School

This term (Term 4, Week 6 - Term 4, Week 11) at Evelyn Scott School we will have a school wide focus on the concept of 'Identity' for our unit of inquiry.

'Learners are inspired to be curious about personal and artistic expressions. Connecting that creative expression is a great way to explore and share who we are and what makes each of us unique and special. Learners will explore the creative arts and learn a creativity process to guide this fundamental skill. Learners will consolidate all of the concepts they have explored this year and consider how they have influenced their identity.'

Year Level	Learning in Preschool		
Preschool	<p>Essential Question: Who am I?</p> <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 Identity. 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> <ol style="list-style-type: none"> 1. Children have a strong sense of identity 2. Children are connected with and contribute to their world 3. Children have a strong sense of wellbeing 4. Children are confident and involved learners 5. Children are effective communicators 		
Year Level	Essential Question	Literacy Learning Intention	Numeracy Learning Intention
Kindergarten	<p>How can we best express our identity?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> ● What does it mean to be unique? ● How can we share our thoughts and ideas? ● What is wellbeing and the hand/brain model? ● What are different ways we can express ourselves through art, dance and drama? 	<p>Learning Intentions:</p> <p>Learners predict and question to help them understand a text.</p> <p>Learners make connections between texts and their own experiences.</p> <p>Learners recognise high frequency words in their reading and writing.</p> <p>Learners use appropriate interaction skills to listen and respond to others.</p> <p>Learners experiment with capital letters and full stops in their writing.</p>	<p>Learning Intentions:</p> <p>Learners use counting on and back to solve addition and subtraction problems.</p> <p>Learners make connections between number names, numerals and quantities.</p> <p>Learners compare and order duration of events using everyday language.</p>

Year Level	Essential Question	Literacy Learning Intention	Numeracy Learning Intention
Year 1	<p style="text-align: center;">Who am I?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> ● What makes us us? ● How are we the same? How are we different? ● How can we share our thoughts and ideas? ● Why is it important to have your own ideas? ● What am I good at? ● What is special about me? ● What have I achieved? ● What is achievement? ● How do our brains work in different ways; emotion, thinking, reactive? ● How does it feel to be different? ● Why don't we all create things that are exactly the same? 	<p>Learning Intentions:</p> <p>Learners understand the different purposes of texts.</p> <p>Learners make connections to personal experience when explaining characters and main events in short texts.</p> <p>Learners identify that texts serve different purposes and that this affects how they are organised.</p> <p>Learners create texts that show understanding of the connection between writing, speech and images.</p> <p>Learners create short texts for a small range of purposes.</p> <p>Learners provide details about ideas or events, and details about the participants in those events.</p>	<p>Learning Intentions:</p> <p>Learners count to and from 100.</p> <p>Learners add and subtract using a range of different strategies.</p> <p>Learners describe number sequences resulting from skip counting by 2s, 5s and 10s.</p> <p>Learners partition numbers</p> <p>Learners order objects based on lengths and capacities using informal units.</p> <p>Learners describe two-dimensional shapes and three-dimensional objects.</p> <p>Learners use the language of direction to move from place to place</p>
Year Level	Essential Question	Literacy Learning Intention	Numeracy Learning Intention
Year 2	<p style="text-align: center;">How do I see me?</p> <p>Herding Questions:</p> <ul style="list-style-type: none"> ● What do I know about myself? ● What does Identity mean to me? ● Who am I? ● What makes me me? ● How do I interact with others? ● What are my strengths? ● What are my goals? ● How do my background life experiences impact my identity? ● How does my culture impact my identity? 	<p>Learning Intentions:</p> <p>Learners understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.</p> <p>Learners identify literal and implied meaning, main ideas and supporting detail when reading.</p> <p>Learners create texts that show how images support the meaning of the text.</p> <p>Learners discuss ideas and experiences, using 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 Intentions:</p> <p>Learners count to and from 1000.</p> <p>Learners recognise increasing and decreasing number sequences involving 2s, 3s, 5s and identify missing elements.</p> <p>Learners perform simple addition and subtraction calculations using a range of strategies.</p> <p>Learners represent multiplication and division by grouping into sets.</p> <p>Learners order shapes and objects using informal units.</p> <p>Learners tell time to the quarter-hour and use a calendar to identify the date and the months included in seasons.</p> <p>Learners describe outcomes for everyday events.</p>

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Year 3/4	<p><i>How best can we express who we are?</i></p> <p>Herding Questions:</p> <ul style="list-style-type: none"> • What makes us unique? • What makes us the same? • Is it brave to share your ideas? Why? • What is wellbeing? • What kinds of things might make us feel well? • Why do we create things? • How do we come up with creative ideas? • Do paintings, drawings and dramatic play tell stories? 	<p>Learning Intentions:</p> <p>Learners understand how language features, images and vocabulary choices are used for different effects.</p> <p>Learners read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information.</p> <p>Learners identify literal and implied meaning connecting ideas in different texts.</p> <p>Learners listen for and share key points in discussions.</p> <p>Learners create texts that express an opinion based on information in a text.</p>	<p>Learning Intentions:</p> <p>Learners create number patterns resulting from multiplication.</p> <p>Learners compare areas of regular and irregular shapes using informal units.</p> <p>Learners create symmetrical shapes and patterns.</p> <p>Learners apply strategies for calculations involving multiplication and division.</p>
Year Level	Essential Question	Literacy Learning Intention	Numeracy Learning Intention
Year 4/5	<p><i>How do we form an identity that remains true and authentic?</i></p> <p>Herding Questions:</p> <ul style="list-style-type: none"> • What are the different elements of my identity? • What am I connected to? • Where did my values come from? • How do the images I see influence me? • What has influenced me? • How can I express myself? 	<p>Learning Intentions:</p> <p>Learners describe how events, characters and settings in texts are depicted and explain their own responses to them.</p> <p>Learners use language features to create coherence and add detail to their texts.</p> <p>Learners explain how language features, images and vocabulary are used to engage the interests of audiences.</p> <p>Learners create texts that show understanding of how images and detail can be used to extend key ideas.</p> <p>Learners create texts (for example: autobiography) that include imaginative and informative aspects for a defined audience.</p>	<p>Learning Intentions:</p> <p>Learners choose appropriate strategies for calculations involving multiplication and division.</p> <p>Learners identify and explain strategies for finding unknown quantities in number sentences.</p> <p>Learners solve simple problems involving the four operations using a range of strategies.</p> <p>Learners create and transform shapes into symmetrical designs and patterns.</p> <p>Learners classifying, measuring and constructing angles.</p>

Learning at home

- Parents' 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>
<https://www.education.wa.edu.au/never-stop-reading>
www.getepic.com/students
- 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>