

## 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		
<b>Preschool</b>	<p><b>Essential Question: Who am I?</b></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 <b>Identity</b>. 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><a href="#">Early Years Learning Framework:</a></u></p> <ol style="list-style-type: none"> <li>1. <b>Children have a strong sense of identity</b></li> <li>2. <b>Children are connected with and contribute to their world</b></li> <li>3. <b>Children have a strong sense of wellbeing</b></li> <li>4. <b>Children are confident and involved learners</b></li> <li>5. <b>Children are effective communicators</b></li> </ol>		
Year Level	Essential Question	Literacy Learning Intention	Numeracy Learning Intention
<b>Kindergarten</b>	<p><b>How can we best express our identity?</b></p> <p><b>Herding Questions:</b></p> <ul style="list-style-type: none"> <li>● What does it mean to be unique?</li> <li>● How can we share our thoughts and ideas?</li> <li>● What is wellbeing and the hand/brain model?</li> <li>● What are different ways we can express ourselves through art, dance and drama?</li> </ul>	<p><b>Learning Intentions:</b></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><b>Learning Intentions:</b></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
<b>Year 1</b>	<p style="text-align: center;"><b>Who am I?</b></p> <p><b>Herding Questions:</b></p> <ul style="list-style-type: none"> <li>● What makes us us?</li> <li>● How are we the same? How are we different?</li> <li>● How can we share our thoughts and ideas?</li> <li>● Why is it important to have your own ideas?</li> <li>● What am I good at?</li> <li>● What is special about me?</li> <li>● What have I achieved?</li> <li>● What is achievement?</li> <li>● How do our brains work in different ways; emotion, thinking, reactive?</li> <li>● How does it feel to be different?</li> <li>● Why don't we all create things that are exactly the same?</li> </ul>	<p><b>Learning Intentions:</b></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><b>Learning Intentions:</b></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
<b>Year 2</b>	<p style="text-align: center;"><b>How do I see me?</b></p> <p><b>Herding Questions:</b></p> <ul style="list-style-type: none"> <li>● What do I know about myself?</li> <li>● What does Identity mean to me?</li> <li>● Who am I?</li> <li>● What makes me me?</li> <li>● How do I interact with others?</li> <li>● What are my strengths?</li> <li>● What are my goals?</li> <li>● How do my background life experiences impact my identity?</li> <li>● How does my culture impact my identity?</li> </ul>	<p><b>Learning Intentions:</b></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><b>Learning Intentions:</b></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>

Year Level	Essential Question	Literacy Learning Intention	Numeracy Learning Intention
Year 3/4	<p><b><i>How best can we express who we are?</i></b></p> <p><b>Herding Questions:</b></p> <ul style="list-style-type: none"> <li>• What makes us unique?</li> <li>• What makes us the same?</li> <li>• Is it brave to share your ideas? Why?</li> <li>• What is wellbeing?</li> <li>• What kinds of things might make us feel well?</li> <li>• Why do we create things?</li> <li>• How do we come up with creative ideas?</li> <li>• Do paintings, drawings and dramatic play tell stories?</li> </ul>	<p><b>Learning Intentions:</b></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><b>Learning Intentions:</b></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><b><i>How do we form an identity that remains true and authentic?</i></b></p> <p><b>Herding Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the different elements of my identity?</li> <li>• What am I connected to?</li> <li>• Where did my values come from?</li> <li>• How do the images I see influence me?</li> <li>• What has influenced me?</li> <li>• How can I express myself?</li> </ul>	<p><b>Learning Intentions:</b></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><b>Learning Intentions:</b></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](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](http://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>