Learning Overview
Schoolwide Global Concept: Imagination and Innovation
Term 2, Week 6 - Term 3, 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 and project based 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 1, Week 6 - Term 2, Week 5) at Evelyn Scott School we will have a school wide focus on the global concept 'Imagination and Innovation'.

Year Level	Essential Question	Learning Intentions	
Preschool	**How do we express ourselves?**	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 **Imagination and Innovation**. 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	**What can I do with an idea?** **Herding Questions:** • What is an idea? • Who has ideas? • Where do ideas come from? • How can we be creative? • How have you been creative? • How does it feel to be creative? • How can we turn our ideas into creations? • Which great ideas have people in the past had? • How could you communicate your	Learners identify and describe likes and dislikes about familiar texts, objects, characters and events. Learners understand that there are different types of texts and that these can have similar characteristics. When writing, learners use familiar words and phrases and images to convey ideas.	Learners group objects based on common characteristics and sort shapes and objects. Learners answer simple questions to collect information and make simple inferences. Learners connect events and the days of the week.

	ideas?		
Year Level	**Essential Question**	**Literacy Learning Intentions**	**Numeracy Learning Intentions**
Year 1/2	**How do we express ourselves through The Arts?** **Herding Questions:** • What is The Arts? • Where have you seen The Arts? • Where have you experienced The Arts? • What arts have you created? • What stories does The Arts tell? • Where do you see The Arts in different communities? • Where do you see The Arts in different cultures? • How does your culture communicate stories through The Arts? • Why do people have different expressions of The Arts?	Learners include topic-specific vocabulary and features of voice when writing. Learners use text structures to organise and link ideas for a purpose. Learners accurately spell high-frequency words and words with regular spelling patterns.	Learners identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts. Learners use uniform informal units to measure and compare shapes and objects. Learners use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies.
Year Level	**Essential Question**	**Literacy Learning Intentions**	**Numeracy Learning Intentions**
Year 3/4	**How do ideas improve our world?** **Herding Questions:** • What is innovation? • What is the best thing that has ever been invented and why do you think that? • How do we evaluate an idea, object, design?	Learners contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. Learners make presentations and contribute actively to class and group discussions, varying language according to context.	Learners interpret and compare data displays. Learners use scaled instruments to measure temperatures, lengths, shapes and objects Learners compare areas of regular and irregular shapes using informal units Learners create symmetrical shapes and patterns

	• What do we need from our inventions? Filling a void. • What is the difference between a need and a want? • How has technology improved our lives? • How has technology made our lives harder? • Are all designs or inventions good?	Learners use language features to create coherence and add detail to texts Learners re-read and edit writing, checking work for appropriate vocabulary, structure and meaning	Learners make models of three-dimensional objects Learners recognise angles in real situations
Year Level	**Essential Question**	**Literacy Learning Intentions**	**Numeracy Learning Intentions**
Year 5/6	**How can innovation bring about change?** **Herding Questions:** • What is collaboration? • What is science? • When would you call something 'scientific'? • How does science impact us? • What caused new discoveries? • What leads to the development of new products? • What innovation can you contribute to the advancement to humankind/ animal kind/ life?	Learners use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice. Learners explain how language features including literary devices, and visual features contribute to the effect and meaning of a text. Learners create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts.	Learners order and represent, add and subtract fractions with the same or related denominators. Learners represent common percentages and connect them to their fraction and decimal equivalents. Learners estimate, construct and measure angles in degrees. Learners solve problems involving finding a fraction, decimal or percentage of a quantity and use estimation to find approximate solutions to problems involving rational numbers and percentages.
Year Level	**Essential Question**	**Literacy Learning Intentions**	**Numeracy Learning Intentions**
Year 7/8	**Year 7** **What does the world need more of?** **Year 8** **Why innovate?** **What inspires innovation?** **Herding Questions:**	**Year 7** Learners explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning Learners understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view	**Year 7** Learners identify issues involving the collection of continuous data Learners use fractions, decimals and percentages, and their equivalences **Year 8**

	• What is innovation? • Who benefits from innovation? • Who might be harmed by innovation? • How are opportunities for innovation identified? • What is imagination? • Is innovating the same as creating? • What are some examples of innovation throughout history? • How can science be used in both imagination and innovation? • Must technology be used to innovate?	**Year 8** Learners interpret texts, questioning the reliability of sources of ideas and information Learners create texts for different purposes, selecting language to influence audience response	Learners explain issues related to the collection of data and the effect of outliers on means and medians in that data Learners choose appropriate language to describe events and experiments
		Science Learning Intentions	
		Year 7 Learners describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem Learners explain possible implications of the solution for different groups in society **Yr 8** Learners explain how evidence has led to an improved understanding of a scientific idea and describes situations in which scientists collaborated to generate solutions to contemporary problems Learners reflect on implications of these solutions for different groups in society	
Year Level	**Essential Question**	**Literacy Learning Intentions**	**Numeracy Learning Intentions**
Year 9/10	**Year 9** **How does innovation solve problems?** **Year 10** **Is innovation always positive?** **Herding Questions:** • How do we define innovation? • Does there have to be a problem to spark innovation? • Are imagination and innovation linked? • What are some examples of innovation which have had a	**Year 9** Learners evaluate and integrate ideas and information from texts to form own interpretations Learners create texts that respond to issues, interpreting and integrating ideas from other texts **Year 10** Learners develop and justify their own interpretations of texts Learners explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments	**Year 9** Learners compare techniques for collecting data from primary and secondary sources **Year 10** Learners evaluate statistical reports Learners apply problem-solving skills and mathematical techniques to solve problems

	significant impact on society? Why were they impactful? • What is the role of science in innovation? • What is the role of technology in innovation? • How can we learn from the past to improve our success in innovation?	**Science Learning Intentions** **Year 9** Learners describe social and technological factors that have influenced scientific developments and predicts how future applications of science and technology may affect people's lives Learners design questions that can be investigated using a range of inquiry skills **Year 10** Learners evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited Learners construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes

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?