



**Stage 2, Term 2 2025**  
**Sustainability**

<p>Taking care of Earth's natural resources is key to keeping the planet healthy for all living things.</p>	<p align="center"><b>Faith and Character Formation</b></p> <ul style="list-style-type: none"> <li>To understand, see and know that God is in control of everything.</li> <li>God is miraculous, He is faithful and uses us to serve Him and others.</li> <li>God's Word guides our choices and actions.</li> </ul>		
<p align="center"><b>Knowledge</b> What do we want students to know?</p>	<p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>The process of the Water Cycle</li> <li>Why soils, rocks, minerals and other natural resources are important</li> <li>How we can be good stewards of the earth</li> <li>The ways that humans have had an impact on our planet and how we can make sustainable choices</li> </ul>		
<p align="center"><b>Concepts</b> What do we want students to conceptually understand?</p>	<p align="center"><b>Natural Resources ▪ Water ▪ Responsibility ▪ Cause and Effect ▪ Rocks and Minerals ▪ Stewardship and Sustainability</b></p>		
<p align="center"><b>Learning Habits</b> What do we want students to be able to do and who we want them to become</p>	<p><b>Innovation</b></p> <ul style="list-style-type: none"> <li>- I can use my prior knowledge to make connections to new information</li> <li>- I can use what I have experienced to solve a problem or learn new information</li> <li>- I can apply information in one setting to enrich another</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- I can communicate my ideas to others through various forms</li> <li>- I can listen and respond to show my understanding</li> <li>- I make meaning by engaging in multiple forms of communication</li> <li>- I share information about my learning</li> </ul>	<p><b>Resourcefulness</b></p> <ul style="list-style-type: none"> <li>- I can independently find information and resources to assist with my learning</li> <li>- I utilise use materials with purpose independently</li> <li>- I use strategies to complete work independently but seek assistance when I need it</li> </ul>
<p align="center"><b>Action</b> What might our students do now?</p>	<p>In learning about the Earth's natural resources, students will understand their importance and the impact human choices and natural events can have on the environment. Students will empathise with how precious natural resources are for themselves and future generations and feel empowered to take action to use them more sustainably.</p>		
<p align="center"><b>Progressive Summative Assessment</b></p>		<p align="center"><b>Suggested Parent Engagement</b></p>	
<p>Students will complete a series of tasks to demonstrate their understanding including:</p> <ul style="list-style-type: none"> <li>- Artwork comparing God's creation vs the planet now, after human impact</li> <li>- Have advocacy and choice in selecting the mode of presentation of a research task into a natural resource</li> </ul>		<ul style="list-style-type: none"> <li>- Visit a national park to observe and appreciate the diversity of animals and plants in it.</li> <li>- Watch nature documentaries together and discuss what is shown</li> <li>- Observe and discuss unit-related concepts in everyday life (ie when it rains, discuss the Water Cycle)</li> <li>- Make a family sustainability action plan</li> </ul>	
<p><b>Links with Learning Areas</b></p>			
<p>English</p>		<p>Mathematics</p>	<p>Languages</p>
<p>Science</p>		<p>HPE</p>	<p>Technologies (Digital)</p>
<p>Christian Worldview</p>		<p>HASS</p>	<p>The Arts</p>
<p align="center"><b>Literacy Focus</b></p>		<p align="center"><b>Numeracy Focus</b></p>	
<p><b>Concepts</b></p> <p>Text structure and organisation</p> <p>Creating texts</p> <p>Expressing and developing ideas</p> <p>Phonics and word knowledge</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Understand different uses of language and vocabulary for different purposes and audiences.</li> <li>- Create texts that entertain the reader.</li> <li>- Identify and apply appropriate text structure, vocabulary, grammar and punctuation in a variety of written samples.</li> <li>- Apply spelling generalisations, prefixes and suffixes to spell familiar and unfamiliar words.</li> </ul>	<p><b>Concepts</b></p> <p>Number and Place Value</p> <p>Addition, subtraction</p> <p>Multiplication and division</p> <p>Fractions</p> <p>Data representation and interpretation</p> <p>Length, measurement and time</p> <p>Number patterns</p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Represent and manipulate place value</li> <li>- Solve multiplication and division problems using a range of strategies</li> <li>- Identify, explore and represent fractions</li> <li>- Gather and represent data, construct graphs to display.</li> <li>- Solve simple problems involving the duration of time</li> <li>- Measure and compare using appropriate units.</li> <li>- Identify and investigate number patterns.</li> </ul>