



## Stage 1 Term 4, 2024

### Connection – Through Generations

<b>Enduring Understanding</b> We have a unique and meaningful connection to the history of our local communities and the generations that have come before us.	<b>Faith and Character Formation</b> To understand that Christianity is about grace. To understand that God calls ordinary people to follow him and to understand that the good news is for all people To understand that Jesus will return one day to make everything new.		
<b>Knowledge</b> What do we want students to know?	<b>An inquiry into:</b> <ul style="list-style-type: none"> <li>A local individual, group, place, or building and the reasons for their importance, including social, cultural or spiritual significance</li> <li>How technological developments changed people’s lives at home, and the ways they worked, travelled and communicated</li> <li>The interconnections of Australian First Nations Peoples to a local Country/Place</li> </ul>		
<b>Concepts</b> What do we want students to conceptually understand?	Connection, Perspective, Change, Technology, Communication, Transport		
<b>Learning Habits</b> Skills and dispositions we want students to grow in.	<b>Critical Thinking</b> - I can solve a problem in different ways - I can explain and justify my ideas - I pose questions to identify and clarify issues - I can organise information from several resources. <b>Communication</b> - I communicate clearly and confidently - I can listen for understanding - I can make meaning from what I view and hear - I can explain what I am learning about <b>Innovation</b> - I can make connections to new learning - I can explain how I learn new information - I can apply learning from one situation to another	<b>Reflection</b> - I can explain my thinking - I can use feedback to improve my learning - I can apply my learning in different situations <b>Resilience</b> - I persist - I learn from my mistakes - I take responsible risks when I’m learning.	
<b>Action</b> What might our students do now?	Students will carry an appreciation for different generations and how they can apply this into their future. They will respect that there are different types of family structures and recognise continuity and change between generations and how this impacts people’s lives.		
<b>Progressive Summative Assessment</b>	<b>Suggested Parent Engagement</b>		
Students will create a “Spot the difference poster” to show what they have learnt about how life has changed and how it has stayed the same. Including a focus on how technology has changed over time.	<ul style="list-style-type: none"> <li>Sharing stories and artefacts from your family’s past.</li> <li>Share and cook family recipes from the past and present.</li> <li>Play games that were played when parents or grandparents were young.</li> <li>Listen to music that was enjoyed in the past. Share special songs you remember – wedding song, favourite CD in your first car, etc</li> </ul>		
<b>Links with Key Learning Areas</b>			
English	Mathematics	Languages	
Science	HPE	Technologies (Digital)	
Christian Worldview	HASS (Economics and Business)	The Arts	

Literacy Focus		Numeracy Focus	
Concepts	Skills	Concepts	Skills
Journal writing	Planning and organising, editing and re-reading for meaning	Number	Addition and subtraction of single and double-digit numbers.
Persuasive Writing	Forming complete sentences with correct punctuation.	Fractions	Working with repeated addition and early multiplication.
Spelling	Segmenting words	Place Value	Counting and skip counting up to 1000.
Reading and Comprehension	Guided and independent reading	Patterns	Identifying halves, quarters and eighths.
	Discussing literal and inferential understanding of text	Geometry	Ordering and identifying numbers up to at least 1000.
Handwriting	Correct letter formation writing on the red and blue lines	Money	Identifying, creating and adding to picture and counting patterns.
		Time	Identifying and classifying shapes. Identifying coins and note value and counting money to make 1, 2 and 5 dollar totals.
			Reading time to the quarter, half-hour and hour.