



## Stage 1 Term 4, 2025 Creativity

<p><b><u>Enduring Understanding</u></b></p> <p>Through the design process people can make positive contributions to the community.</p>	<p><b><u>Faith and Character Formation</u></b></p> <ul style="list-style-type: none"><li>• Jesus was born into the world as part of God’s plan</li><li>• Jesus chose disciples to share his message</li><li>• I am designed for a purpose, and I can use my gifts to serve others</li></ul>				
<p><b><u>Knowledge</u></b></p> <p>What do we want students to know?</p>	<p><b>An inquiry into;</b></p> <ul style="list-style-type: none"><li>• Writing and following instructions (programming)</li><li>• Coding and robotics</li><li>• The properties of different materials</li><li>• Designing and building solutions to problems</li></ul>				
<p><b><u>Concepts</u></b></p> <p>What do we want students to conceptually understand?</p>	Design ~ Innovation ~ Creativity ~ Composition ~ Process ~ Imagination				
<p><b><u>Learning Habits</u></b></p> <p>What do we want students to be able to do and who we want them to become</p>	<p><b>Creative thinking</b></p> <p>I consider different possibilities and reflect on outcomes before making choices</p> <p>I explore new ways of thinking to create something original</p> <p>I push myself to think beyond the obvious, coming up with creative ways to solve problems or approach challenges</p>	<p><b>Collaboration</b></p> <p>I participate in group, and respond to others thoughtfully</p> <p>I help plan and contribute to group work by agreeing on goals, and sharing tasks</p> <p>I recognise when there is a conflict in the group and help find solutions</p>	<p><b>Resourcefulness</b></p> <p>I find different ways to use available resources to assist with my learning</p> <p>I think creatively to use resources with purpose</p> <p>I work with others and use feedback to brainstorm ideas and solve problems</p>		
<p><b><u>Action</u></b></p> <p>What might our students do now?</p>	Students will develop a curiosity about robots and programming. They will consider the purpose of different objects that they use in their everyday lives and how the objects have been designed and built. Students will strive for accuracy when they are writing and drawing and providing instructions. Students will develop an understanding for the design process.				
<p><b>Progressive Summative Assessment</b></p>		<p><b>Suggested Parent Engagement</b></p>			
Students will work collaboratively to design and build a robot using craft materials to address this need. Students will learn about the properties of different materials and identify which materials they will use to design their robot using a design process.		Discuss how God created us and what design features has he given us and why.			
		Talk about what are my character strengths?			
		What are my goals?			
		How can I use my design to serve others?			
<p><b>Links with Learning Areas</b></p>					
	English		Mathematics		Languages
	Science		HPE		Technologies (Design)
	Formation		HASS		The Arts
<p><b>Literacy Focus</b></p>			<p><b>Numeracy Focus</b></p>		
<p><b><u>Concepts</u></b></p> <ul style="list-style-type: none"><li>• Procedural writing</li><li>• Narrative writing</li><li>• Spelling</li><li>• Reading and comprehension</li><li>• Handwriting</li></ul>		<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"><li>• Planning and organising, editing and re-reading for meaning</li><li>• Forming complete sentences with correct punctuation.</li><li>• Segmenting</li><li>• Guided and independent reading</li><li>• Discussing literal and inferential understanding of text</li><li>• Correct letter formation writing on the red and blue lines</li></ul>		<p><b><u>Concepts</u></b></p> <ul style="list-style-type: none"><li>• Number</li><li>• Place Value</li><li>• Patterns</li><li>• 2D and 3D shapes</li><li>• Money</li><li>• Time</li><li>• Capacity</li><li>• Volume</li><li>• Data and statistics</li></ul>	
				<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"><li>• Addition and subtraction of single and double-digit numbers</li><li>• Counting and skip counting</li><li>• Ordering and identifying numbers up to at least 120</li><li>• Identifying, creating and adding to picture and counting patterns</li><li>• Identifying and classifying shapes</li><li>• Identifying coins and note value and counting money to make 1, 2 and 5 dollar totals</li><li>• Reading time to the half-hour and hour</li></ul>	