



Stage 1 Term 3, 2025

Social Justice

<p><u>Enduring Understanding</u></p> <p>Australia has a rich and vast geography and culture, and its people and places are closely connected.</p>	<p><u>Faith and Character Formation</u></p> <ul style="list-style-type: none">• God loves all people.• God created us to be known by him.• We all make up the body of Christ.		
<p><u>Knowledge</u></p> <p>What do we want students to know?</p>	<p>An inquiry into:</p> <ul style="list-style-type: none">• Origins and cultures of people across Australia.• The differences of perspectives and daily life across the different States and Territories.• The values and stories of the first Australian culture.• The population, food, landmarks, and fauna/flora of the States and Territories.		
<p><u>Concepts</u></p> <p>What do we want students to conceptually understand?</p>	<p>Celebration, Culture, Difference, Dreamtime, Respect, Diversity, Equity, Location, Ritual, Tradition</p>		
<p><u>Learning Habits</u></p> <p>What do we want students to be able to do and who we want them to become</p>	<p>Critical Thinking</p> <p>I observe the world around me and make simple connections.</p> <p>I explore different ideas, possibilities, or ways to solve simple problems.</p> <p>I explain why I think something is true or predict using simple reasons.</p>	<p>Planning and Organisation</p> <p>I plan before starting a task.</p> <p>I can organise myself and collect what I need before starting an activity.</p> <p>I use time wisely by focusing on completing an activity before moving on to the next.</p>	<p>Investment and motivation</p> <p>I set myself small goals and feel motivated to achieve them.</p> <p>I try different ways to stay focused when it's hard.</p> <p>I celebrate my progress and effort.</p>
<p><u>Action</u></p> <p>What might our students do now?</p>	<p>With an appreciation of Australia students will embrace our culture and understand our geography. They will develop an understanding of the First Nation culture and traditions. Students will show respect for those who sound, look and act differently to themselves. They will understand that although we are all different, we all have the right to be treated fairly.</p>		
<p>Progressive Summative Assessment</p> <p>Students will research and create a portfolio about a chosen state of Australia, including:</p> <ul style="list-style-type: none">- poster displaying facts and images- informative writing piece- art piece inspired by an Australian landscape or landmark		<p>Suggested Parent Engagement</p> <ul style="list-style-type: none">- Share stories and/or photos of places around Australia that have special family connections (where relatives might live or previous family holidays)- Watch national news programs that identify different events in different states	
<p>Links with Learning Areas</p>			
	English		Mathematics
	Science		HPE
	Formation		HASS
<p>Literacy Focus</p>		<p>Numeracy Focus</p>	
<p><u>Concepts</u></p> <ul style="list-style-type: none">• Journal writing• Information Report Writing• Spelling• Reading and comprehension• Handwriting	<p><u>Skills</u></p> <ul style="list-style-type: none">• Planning and organising, editing and re-reading for meaning• Forming complete sentences with correct punctuation.• Segmenting• Guided and independent reading• Discussing literal and inferential understanding of text• Correct letter formation writing on the red and blue lines	<p><u>Concepts</u></p> <ul style="list-style-type: none">• Number• Fractions• Place Value• Patterns• 2D and 3D shapes• Money• Time	<p><u>Skills</u></p> <ul style="list-style-type: none">• Addition and subtraction of single and double-digit numbers• Counting and skip counting• Identifying half and quarter• Ordering and identifying numbers up to at least 120• Identifying, creating and adding to picture and counting patterns• Identifying and classifying shapes• Identifying coins and note value and counting money to make 1, 2 and 5 dollar totals• Reading time to the half-hour and hour