



## Stage 2 Term 3, 2025

### Social Justice

<p><b><u>Enduring Understanding</u></b></p> <p>Local government and groups within our community work together to create the shared values of who we are and how we live together.</p>	<p><b><u>Faith and Character Formation</u></b></p> <p>God loves us all equally and with a never-ending love.</p> <p>Jesus is the ultimate example of how to love others.</p> <p>Biblical character studies help us to see God’s unique plan and purpose for each of us.</p> <p>How can we support others and share God’s love in the community?</p> <p>God’s rules provide a blueprint for how we should live our life to the fullest.</p>		
<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>• The role local government plays and the services it provides</li><li>• The difference between rules and laws, and why we need them</li><li>• What makes up our diverse community</li><li>• How people from different groups contribute to our community</li><li>• How we can support inclusivity in our community</li></ul>		
<p><b><u>Concepts</u></b></p> <p>What do we want students to conceptually understand?</p>	<p><b>Equity vs Equality ▪ Community ▪ Rules and Laws ▪ Local Government ▪ Inclusion</b></p>		
<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>Resilience</b></p> <ul style="list-style-type: none"><li>- I manage setbacks and mistakes, showing resilience and continuing to work toward solutions</li><li>- I know my personal strengths and challenges, and take responsibility for my responses</li><li>- I seek and offer support from others to help manage challenges</li></ul>	<p><b>Collaboration</b></p> <ul style="list-style-type: none"><li>- I participate in group, and respond to others thoughtfully</li><li>- I help plan and contribute to group work by agreeing on goals, and sharing tasks</li><li>- I recognise when there is a conflict in the group and help find solutions</li></ul>	<p><b>Planning and Organisation</b></p> <ul style="list-style-type: none"><li>- I break larger tasks into smaller steps and make a plan to finish them</li><li>- I initiate deciding which tasks are most important and start with them</li><li>- I responsibly manage my time and organise my belongings</li></ul>
<p><b><u>Action</u></b></p> <p>What might our students do now?</p>	<p>Students will appreciate the differing needs of groups within in their community and the unique contributions they make. They will take action to promote a community group by the planning of a stall at the end of term Exhibition.</p>		
<p><b>Progressive Summative Assessment</b></p>		<p><b>Suggested Parent Engagement</b></p>	
<p>Students will demonstrate their understanding of key concepts through a series of tasks, including a brochure, symbol design and poster. This will culminate in a stall promoting students’ chosen community event at Expo in Week 8.</p>		<ul style="list-style-type: none"><li>- Investigate local non-for-profit organisations and see if your family can contribute in any way.</li><li>- Discuss your family’s cultural heritage and the contribution this has had.</li><li>- Visit local government buildings and look at the services provided.</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><b>Literacy Focus</b></p>		<p><b>Numeracy Focus</b></p>	
<p><b><u>Concepts</u></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><u>Skills</u></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 persuade the reader, using appropriate features.</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><u>Concepts</u></b></p> <p>Number and Place Value</p> <p>Addition, Subtraction</p> <p>Multiplication and Division</p> <p>Fractions</p> <p>Angles</p> <p>Data representation and interpretation</p> <p>Length, Measurement and Time</p>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"><li>- Solve multiplication and division problems using a range of strategies</li><li>- Identify, explore and represent fractions</li><li>- Recognise and categorise types of angles</li><li>- Determine the likelihood of events occurring</li><li>- Solve simple problems involving the duration of time and finances</li><li>- Measure and compare using appropriate units.</li></ul>