

# LEARNING AT QUEEN OF PEACE

## Term 3, 2017

Dear Parents and Carers,

18.7.17



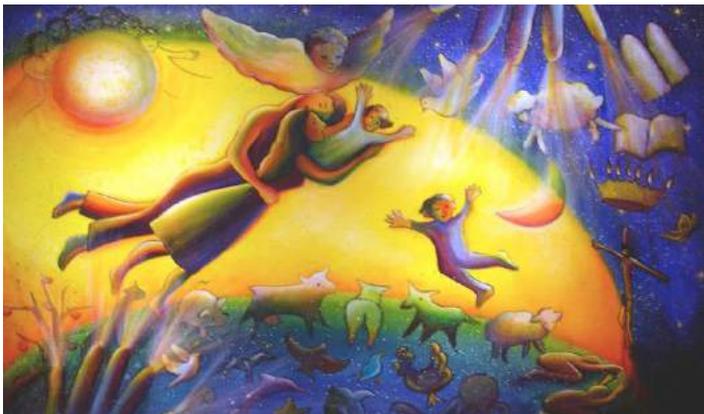
Welcome to Term 3 at QoP. Hopefully, everyone has had a chance to have a break and you are well rested after a very busy first semester. This term is shaping up to be another busy term. The children in all year levels are participating in a unit of work about the environment that will build and strengthen their understanding of the natural world. Many exciting learning

experiences have been planned that will engage the children in learning about the world we live in.

### Faith Life Inquiry

In term three, our whole school Faith Life Inquiry unit is ‘Learning about The Environment.’ Our focus on religious scripture and the related image is:

### Image and Scripture



#### Genesis 2:15

**The Lord God placed the man in the Garden of Eden to tend and take care of it.**

In this reading, God commanded the “man” to work in the garden and take care of it. The word “tend” means to care and preserve. God told Adam and Eve that the garden, our world, needed great care and this would require much work. God intended for

people to make use of the earth's resources but to act responsibly and not waste them. God compels all people to act and care for the world we live in. The children will talk about how the scripture and image are linked and explore how it is embedded in our whole school unit of "Learning About The Environment."

In the "Learning About the Environment" unit the Catholic Social Teaching that the children will focus on is Stewardship of Creation. Stewardship is the careful and responsible management of something entrusted to one's care. The children will explore the idea that everything in creation is good, especially the human person who is given the responsibility to be Stewards of Creation and care for God's world. In the creation story God entrusts human beings with the care and wellbeing of all creation.

For each Faith Life Inquiry Unit there is a 'Throughline.' A 'Throughline' is a central theme, concept or idea that is developed across the school from Prep to Grade 6. The Throughline for the Learning about the Environment unit is:

*It is our responsibility as stewards of the Earth to respect our world and the gifts God has created. The environment is made of living and nonliving things that interact, adapt and change across systems and is evident through processes in the world and cosmos. Curiosity about how our universe works and changes leads to scientific inquiry. The environment affects our decisions about where and how we live.*

In each level, the children will explore the following understandings:

**Prep:**

The year prep children will generate and investigate ideas about living and nonliving things. They will use their senses to investigate and gather information in order to explore and develop understandings about habitats and the basic needs of all living things. The children will also look at how the seasons and weather impact on living and nonliving things.

Understandings:

- It is important to take care of the gifts God has created by being Stewards of the Earth.
- There are living and nonliving things.
- Living things have different habitats.
- Living things have needs including food, water and shelter.
- Living things depend on each other.
- Curiosity helps us discover new things.

**Year 1&2:**

The Year 1 and 2 children will extend their understanding of the basic needs of living things and how living things have observable features that help them live in their environment. The children will develop their knowledge and understanding of cycles in the natural world and the ways changes in the environment can affect these cycles. The children will use the scientific process to conduct an inquiry about life cycles.

Understandings:

- Life and creation are signs of God's beauty and goodness; we are called to be stewards to care for His work.
- God created the world so that living things have habitats where the needs of living things are met.
- God created all living things to be unique with features that help them survive.
- God created all living things to grow, change and have offspring similar to themselves.
- God created our great universe with cycles that affect life.

#### **Year 3&4:**

The Year 3 and 4 children will begin the unit exploring the natural world through the the Creation Story. The children will then participate in a series of workshops of their choice, to deepen their knowledge of cycles and processes in the natural world including, day and night, weather cycles and erosion. The children will also participate in workshops to build their knowledge of the local waterways before participating in a field investigation at Skeleton Creek later in the term.

Understandings:

- As Stewards of Creation our decisions have consequences and it is our responsibility to respect the world.
- There are systems in our universe.
- Systems are interconnected and depend on each other.
- The environment changes over time through natural and human influences.
- People are curious and use a scientific process that leads to discovery.

#### **Year 5&6:**

The Year 5 and 6 children will build their knowledge of how animals adapt to survive in their environment. The children will make links between the needs of animals to survive in the environment and how this survival can be impacted by both environmental and human influences.

Understandings:

- As Stewards of Creation we have a responsibility to care for our fragile natural world.

- Living things within and across systems depend on each other to survive.
- Structural and behavioural adaptations of living things enhance their survival.
- Environmental and human influences have an impact on living and nonliving things and the natural world.

## **Capabilities in the Victorian Curriculum**

In a fast-changing world, young people need to leave school with a set of essential capabilities as well as knowledge and skills. The Melbourne Declaration on Educational Goals for Young Australians describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels. The Victorian Curriculum identifies four discrete capabilities which address these skills, that can be explicitly taught and in which the children are expected to demonstrate achievement in. These capabilities include; Personal and Social capability, Critical and Creative Thinking; Intercultural capability and Ethical capability. These capabilities are taught within and through the learning areas. At the end of Semester Two, the teachers will be reporting on the Capabilities. These capabilities focus on:

### **Personal and Social Capability**

- developing a personal identity
- reflecting and planning goals
- understanding rights and responsibilities
- participating responsibly in learning and in school, work and community life
- establishing and managing relationships in personal and community life, work and learning
- developing empathy for and understanding of others
- working effectively in teams and handling challenging situations
- building links with others, locally, nationally and globally

### **Critical and Creative Thinking**

- thinking critically, logically, ethically and reflectively
- understanding thinking processes and managing and applying these
- developing skills and learning dispositions that support logical, flexible and adventurous thinking

- understanding the place of creativity and innovation in learning, the workplace and community life
- learning and applying new knowledge and skills in a range of familiar and unfamiliar contexts.

### **Intercultural Capability**

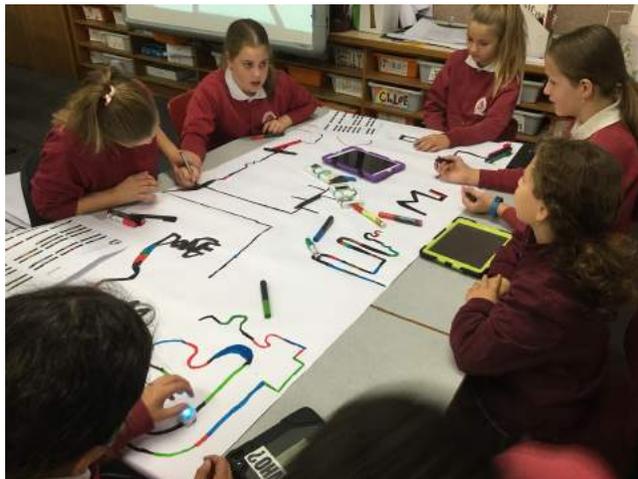
- appreciating traditions, values, religious beliefs, ways of thinking of own cultural identities and those of others
- recognising that there are differences within all cultural, linguistic and religious groups
- learning about and engaging with diverse cultures in ways that cultivate mutual respect
- developing skills to relate to and move between cultures
- recognising the challenges of living in a culturally diverse society

### **Ethical Capability**

- exploring ideas, rights, responsibilities and ethical concepts
- reflecting on personal ethics and honesty in decision-making
- identifying ethical issues, selecting and justifying an ethical position and understanding the viewpoints of others
- applying ethical principles in a range of situations
- taking into consideration the scripture and teachings of Jesus for the leading of a good life

## **WESTEM Update**

In Term 2, the children explored Community Identity as part of their Faith Life Inquiry. The children in Years 5 and 6 were involved in the WESTEM Project, a collaboration between Museums Victoria and the Catholic Education Commission of Victoria (CECV) As part of this cross curricular project, the children used all the elements of STEM to investigate the past, present and future of Melbourne.



As the initiating event the children participated in an excursion to the City of Melbourne

by train. They identified various aspects of the Melbourne 'Identity' and the current, real world challenges the city faces.



Back at school, the children built a scale model of a quadrant of the central business district of the City of Melbourne. They worked collaboratively, including peer workshops, to develop solutions to potential challenges for the city of Melbourne. These challenges included traffic flow, rubbish disposal and planning for tourism. Throughout the project, the children used computational thinking and digital technologies to help form solutions

to these challenges.

The WESTEM project has been supported throughout the school. The Year Prep children designed a house for the future that reflected their family and their family identity. The children then used their designs to create a 3D house. After going on an excursion to explore the local community Identity, the children in Years 1 and 2 designed a new building or modified an existing building that would meet the needs of the community in the future. The children in Years 3 and 4 focussed on the Australian Identity at the time of settlement. After researching and discussing the different perspectives of Indigenous Australians, convicts and free settlers at time of settlement and how they have contributed to Australia's identity, the children designed and built a 'shelter' for a free settler using materials that were available at the time. The children then tested for durability against wind and rain.



The children have been involved in engaging learning opportunities and we look forward to this term ahead being another exciting time for learning.

Joanne Pearce  
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