

# LEARNING AT QUEEN OF PEACE

## Term 3, 2019

Dear Parents and Carers,

17.7.19

Welcome back for Term 3. I hope everyone had an enjoyable and relaxing break from school and is ready for another busy term. We are excited for all the learning that is going to take place this term. The children in all year levels are participating in a unit of work that will build and strengthen their understanding of the natural world around us and encourage sustainable practices. All teachers from years Prep to Year 6 have planned exciting activities that will engage the children in learning about change in the environment.

### **Learning Sprints**

During Term 2, the teachers have been working to implement Learning Sprints, a professional learning process designed to be simple, relevant and manageable. A Learning Sprint is an organisational routine that examines the effectiveness of teaching practices and develops the collective efficacy of teacher teams. Learning Sprints have enabled teacher teams at QoP to focus on addressing specific challenges in student learning outcomes through short, focussed cycles of teacher inquiry and collaboration.

In Term 2, the teachers continued to focus on High Impact Teaching strategies as well as a focussed Learning Sprint on paragraphing in writing. Through a cycle of inquiry the teachers analysed the effectiveness of specific strategies in teaching paragraphing leading to improved students' writing across the school. In Term 3, Learning Sprint will continue to attend to writing with a specific focus on vocabulary development.

### **Faith Life Inquiry**

In Term 3, our whole school Faith Life Inquiry unit is *Change*. The Victorian Curriculum Learning areas that will inform this unit are Biological Science, Earth and Space Science and Ethical Capability. Through learning about science, children develop knowledge and skills to inform problem solving and decision making in many areas of life, taking into account social and ethical considerations. They develop an understanding of the practices used to develop scientific knowledge and the contribution science has in our lives.

Catholic Education Melbourne has articulated 10 desired outcomes for children in the 21st century, as a result of a Catholic science education where all children:

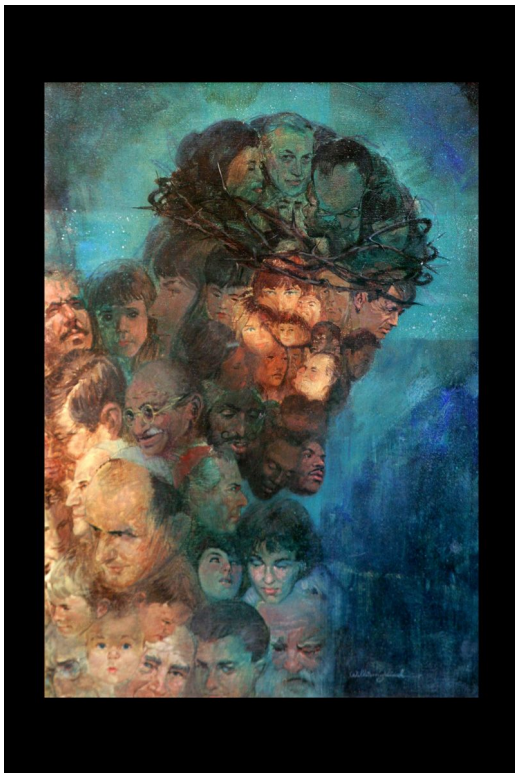
- are bold and confident participants in a continually changing landscape
- appreciate science as a way of knowing about the world
- possess a sense of awe and fascination about the world
- understand the impact of science on society
- are savvy consumers of science

- understand the nature of science and science concepts that are relevant and useful to their lives
- accept a responsibility towards the natural environment
- understand science as being value-laden
- engage with science as accessible and achievable
- see the potential for science to contribute to the common good.

*Catholic Education Melbourne - Catholic Education Melbourne.* [online] Available at: <https://www.cem.edu.au/Our-Schools/Curriculum-Learning-Programs/Science.aspx> [Accessed 25 Jun. 2019]

### **Image and Scripture**

This term our focus on religious scripture and the related image is:



Psalm 27:8  
My heart says of you, "Seek his face!"  
Your face, Lord, I will seek.

In this scripture we learn that seeking the "face" of God is to discover who God is; a loving God, a forgiving God, a sorrowful God, a joyful God. God wants us to get to know him better. He wants to be found by us all. We can find Him in the face of others. We can also find Him in the world around us when we are going about our everyday lives. God reveals himself in people through their words and actions. The children will talk about how the scripture and image are linked and explore how it is embedded in our whole school unit and how we can find God's face in the world around us.

## Queenship of Mary

This term we will also celebrate the Queenship of Mary. Pope Pius XII established this feast in 1954 however, Mary's queenship has its beginnings in Scripture. In the Old Testament the mother of the king had great influence in court and at the Annunciation, Gabriel announced that Mary's Son would receive the throne of David and rule forever.

In the fourth century Saint Ephrem called Mary *Lady* and *Queen* and these titles continued to be used. Hymns of the 11th to 13th centuries address Mary as queen; *Hail Holy Queen, Hail Queen of Heaven* and *Queen of Heaven*. Many prayers, including the Dominican rosary celebrate her queenship.

The children will celebrate the Queenship of Mary and also explore how God's face can be seen in Mary's actions as the Mother of Jesus and Mother of the Church.

## Catholic Social Teaching

In the *Change* unit the Catholic Social Teaching that the children will focus on is Care for Our Common Home. 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 our common home.

## Throughline

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 Year 6. The Throughline for the *Change* unit is:

**The earth and all life on it are part of God's creation. As stewards of Creation, it is our responsibility to care for our common home; to respect our world and the people in it. All creation 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.**

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:

- Our world is continually changing
- We can see the many faces of God in people and creation
- We can make good choices to be stewards and care for our common home
- There are differences between living and non-living things
- Living things have basic needs e.g. food, water, shelter

- The Earth's resources i.e. sun, water, air, plants are used in a variety of ways
- Living things have a habitat that meets the needs of living things
- Changes in the weather affects the environment and people

### **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:

- Our world is continually changing
- God is the creator of our common home
- Our actions can affect our common home and as stewards of creation we are called to respect our common home
- We can see God in people
- Living things have habitats where their needs are met
- Living things have unique features that help them to survive
- All living things grow, change and have offspring similar to themselves
- People use the Earth's resources in different ways
- The way we use the Earth's resources can affect other living things

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

The Year 3 and 4 children will begin the unit exploring day and night. They will develop their understanding of how the Earth spins on its axis, once every 24 hours. The Sun is always heating and lighting the Earth but only the side of the Earth facing the Sun experiences daylight. Later in the term, the children will classify animals based on observable features and explore food chains. The children will discuss the impact of human activity on the environment and explore different perspectives that influence decision making.

Understandings:

- Our world is continually changing
- Humans have changed the face of the Earth over time
- Our decisions and choices affect our relationship with others and the natural world
- Caring for our common home informs decision making
- Our own and others actions affect our common home
- Jesus is reflected in the actions of ourselves and others
- Living things can be classified according to common features
- Living things are connected and affected by changes in the environment and food chain
- Movement of the Earth on its axis is responsible for day, night and seasons

**Year 5&6:**

The Year 5 and 6 children will build their knowledge of the natural world. The children will analyse how structural and behavioural adaptations of living things enhance their survival. They will predict and describe the effect of environmental changes on individual living things. The children will investigate the effects of human impact on the natural environment and create solutions for a sustainable future.

Understandings:

- God reveals himself in humankind
- The respect people show for our common home is an expression of our relationship with God
- Changes occur to the environment naturally
- Living things adapt and change to their environment
- Ecosystems consist of both living and nonliving components that interact
- Changes can affect balance in an ecosystem
- Humans impact the environment
- Humans have a responsibility to act and care for our common home
- Ethical reasoning helps people make informed decisions

**Ethical Capability**

In Term 3, there will be a focus on the Decision Making strand of the Ethical Capability learning area in the Victorian Curriculum. The children will develop ethical understanding as they talk about ethical issues and explain reasons for acting in different ways. They will explore topics related to the human impact on the environment, select and justify their own positions, and take into account the different perspectives of others. The children will consider the reasons behind actions and decisions. You can help your child develop ethical understanding by:

- Involving your child in family decisions according to their age and ability
- Talking about ethical principles when making family decisions
- Explaining the reasons for making decisions when there is an impact on others
- Encouraging your child to explore and investigate ethical considerations that affect how other people do things, for example when watching family TV programs or films together
- Joining in community activities with your child and contributing to group decision making with others



## Mathematics

In Term Three, the year levels will begin the following units in Mathematics:

Prep	Patterns .
Year 1	Direction and Distance
Year 2	2D and 3D Shapes
Year 3	Multiplication
Year 4	Multiplication and Division
Year 5	2D and 3D shapes
Year 6	Volume and Capacity

## Number Talks

Number sense is the ability to play with numbers; to visualize problem solving, think flexibly and perform calculations quickly. Children who have strong number sense solve problems in more than one way and check that their answers make sense. This term, the children are engaging in the pedagogical strategy “number talks” to develop their number sense. Number talks are brief discussions (5–15 minutes) that focus on generating student solutions for a single, carefully chosen mental math computation problem. The children share their different mental math processes aloud while the teacher records their thinking visually on a chart or board. Other children may question, critique, or build on the strategies that are shared. The children’s thinking is then displayed on the Class Maths Wall as a visual resource for the children to refer to and apply to future learning.

Both children and staff will be engaged in many engaging learning opportunities and we look forward to another exciting term ahead. Thank you for your continued support as we work together in the education of your children.

Joanne Pearce  
Director of Learning and Teaching