Giant Steps Core Program

Overview

Key Learning Area/Subject: English, Science & Geography	Semester: 1			Year: 2019
Unit of Work Title: **Blue Planet**	**Duration/Timing:** 20 weeks Stage 4/5: 40 hours English, 50 hours Science, 15 hours Geography Stage 6: 30 hours English, 20 hours HSIE			**Stage:** **4/5**
Program: Secondary (Senior School)	**Class:**			**Author:** **Krystal Lee**
	Student Name	**Grade & Stage**	**Initials**	

Description:
Blue Planet is an integrated unit of work across the key learning areas of English, Science and Geography and will focus around three texts: Finding Nemo, Finding Dory and David Attenborough's Blue Planet series. Students will view fiction and non-fiction informative texts to learn about living and non-living things in the ocean, compare their differences, their environmental needs, reproduction and their requirements for growth, change and survival. Students will learn about particular habitats in the ocean and ways in which plants and animals have evolved to adapt to their environment. They will learn about the behaviours and characteristics animals and plants have developed to survive. Students will investigate both positive and negative ways in which science and technology has an impact on these habitats and the effects this has had on animals' and plants' survival. Students will explore and implement ways in which we can support the survival of living things in the ocean.
Additional multimodal texts to support student understanding and learning will include maps, charts, books, graphs, informational posters and magazines. Students will engage in project-based work and learn the process of creating and publishing an informative text, some of which may include posters, dioramas and basic reports. The exploration of these issues through fictional animated films will support students' engagement with these issues, as well as providing a familiar starting point.

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Outcomes, Content and Activity Bank

Stage 4/5 English

Outcome Code	Outcome	Key Guiding Question
ENLS-1A	Listens and responds in familiar contexts	Does the student respond to instructions and/or comments, at their edge of learning, to complete an action or activity?
ENLS-2A	Communicates for a variety of purposes, audiences and contexts	Does the student communicate information about a topic?
ENLS-3A	Selects and uses language to communicate according to purpose, audience and context	Does the student identify and create texts for different purposes and audiences using a variety of appropriate media (e.g. letters, journals, emails, posters, personal books)?
ENLS-4A	Views and responds to a range of visual texts, media and multimedia	Does the student respond to imaginative and creative multimodal texts to share an experience or story
ENLS-5A	Recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts	Does the student interpret key ideas presented in a range of visual texts, such as maps, tables, diagrams, animations and procedures?
ENLS-7A	Uses strategies to obtain meaning from and interpret a range of texts	Does the student use text structures and features such as key words, images, speech, diagrams, and animation to gain meaning from a range of texts?
ENLS-8A	Writes short texts for everyday purposes	Does the student create fiction and non-fiction multimodal texts for different purposes?
ENLS-9A	Composes texts for a variety of purposes and audiences	Does the student compose short emails/text to communicate information to others?
ENLS-12C	Responds to texts in ways that are imaginative and interpretive	Does the student categorise texts into fact and story?
ENLS-13C	Engages critically with texts using personal experiences	Does the student draw on personal experiences to communicate points of view in relation to texts (e.g. 'I like/don't like that character because…')?
ENLS-15D	Responds to and composes texts that explore personal, social and world issues	Does the student use a range of multimodal texts to share ideas and points of view related to issues presented in a text?
ENLS-17E	Uses individual and collaborative skills in the learning process	Does the student participate in individual and collaborative group tasks?

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Stage 4/5 Science

Outcome Code	Outcome	Key Guiding Question
SCLS – 1VA	Recognises the role of science in personal, social and global issues relating to everyday life.	Can the student identify ways in which we can contribute to reduce the negative effects science has had on habitats?
SCLS – 6WS	Participates in an investigation by following a sequence	Does the student sequence a set of instructions from beginning to end?
SCLS – 17LW	Recognises features of living and non-living things	Can the student identify/explore some of the essential factors living things need to survive?
SCLS – 20LW	Explores the interactions of living things with each other and the environment	Does the student recognise a simple food chain?
SCLS – 21LW	Investigates the effect of science and technology on the environment.	Can the student recognise the effects of some types of waste on our ecosystem

Stage 4/5 Geography

Outcome Code	Outcome	Key Guiding Question
GELS-1	Recognises features and characteristics of places and environments	Does the student identify features of seas and oceans
GELS-2	Demonstrates an understanding that places and environments change	Does the student demonstrate that the seas and oceans have changed over time?
GELS-3	Explores interactions and connections between people, places and environments	Does the student explore the relationship Indigenous Australians have with the ocean?

Stage 6 English

Outcome Code	Outcome	Key Guiding Question
ENLS6-1	communicates in a range of everyday contexts for familiar audiences and purposes	Does the student communicate information about a topic?
ENLS6-2	reads, views and responds to texts in familiar contexts	Does the student respond to imaginative and creative multimodal texts to share an experience or story
ENLS6-5	accesses information to communicate for different purposes and in different contexts	Does the student engage with both fiction and non-fiction texts?

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Stage 6 HSIE Geography

Outcome Code	Outcome	Key Guiding Question
GLS1	Explores the features of a range of environments	Does the students identify plant and animal features of places/environment?
GLS4	explores the interrelationships between people, activities and physical environments	Does the student identify the unique characteristics of Australian fauna and flora?
GLS9	researches an ecosystem at risk	Does the student research the Great Barrier Reef?

Content (stage 4/5)

English

ENLS-1A

Engage personally with texts

- Respond to auditory cues through body language, eg turn head, nod, smile, reach out
- Respond to familiar auditory cues and signals, eg turn to teacher's voice, smile in response to favourite music

Develop and apply contextual knowledge

- recognise non-verbal indicators associated with listening, eg eye contact, nodding, smiling, gesturing 🏃
- recognise and demonstrate appropriate listening behaviours, eg listen to peer presentation without interrupting, listen to a musical or dramatic performance and applaud at appropriate times 🏃

Respond to and compose texts

- respond to commands involving a single step, eg 'turn the page', 'log on to the computer'
- respond to commands involving more than one step, eg 'Take out your workbook and open it at a new page', 'Have a look at that picture and tell me what you see' ✦

ENLS-2A

Develop and apply contextual knowledge

- recognise a variety of ways people communicate with each other, eg speech, gesture, sign, telephone, SMS, letter, email, social media 💻 ✣
- recognise different forms of communication technologies 💻 ✣

Understand and apply knowledge of language forms and features

- recognise the role and purpose of non-verbal indicators in communication, eg a nod for agreement, a frown for displeasure
- communicate personal needs, eg need for assistance
- indicate a preference, eg for a book or film, choice of partner for an activity, item on a menu

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Respond to and compose texts

- use recognised conventions when communicating in a range of contexts, eg use eye gaze/gesture to select an activity, put hand up in class to answer a question, use appropriate gesture to attract attention 👥

- contribute to class discussions using a range of skills, including turn-taking, questioning, rephrasing for clarification 👥

- respond to questions during an interaction to indicate understanding, eg during class discussions, after listening to a presentation by a guest speaker

ENLS-3A

Develop and apply contextual knowledge

- identify and communicate key ideas and information from aural texts, eg a presentation by a guest speaker 👥

- use appropriate interaction skills across a range of contexts, eg group work 👥

- use digital communication responsibly 👥 ⚖

- identify the purposes of communication, eg explaining, describing, discussing, recounting, arguing, informing, persuading, entertaining

- identify different audiences for communication, eg peers, familiar and unfamiliar adults, guests, school audiences, employers

Respond to and compose texts

- select and use language forms and features such as intonation, tone and vocabulary to communicate for a variety of purposes, eg making an apology, acting the part of a character in a play, requesting a refund 👥

- adjust communication to suit purpose and audience, eg select appropriate vocabulary and tone 👥

- transfer communication skills effectively across a range of new and different contexts

ENLS-4A

Engage personally with texts

- recognise photographs, pictures or symbols as representations of familiar people, objects, venues 💻

- view and respond to a range of visual texts, media and multimedia for enjoyment, eg age-appropriate books, photographs, magazines, television programs, video games, DVDs 💻

Develop and apply contextual knowledge

- recognise the variety of formats in which visual texts, media and multimedia may be presented 💻

- recognise different uses of visual texts, media and multimedia, including the internet, eg browsing the web to locate information, using the internet to communicate socially or professionally, watching a documentary to gain knowledge and/or pleasure 💻

Respond to and compose texts

- predict meaning from visual texts, media and multimedia, eg cover of a novel, video, DVD, poster, advertisement

- view and respond to their preferred visual texts in a range of contexts, eg select book/DVD in a community library 💻 👥

- create simple visual texts to convey a message, eg poster, cartoon, pictorial advertisement 💻

- respond to texts using a range of visual texts, eg pictures of costumes used in a Shakespearean play ⚙ 💻

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- view and respond to graphs, charts and maps in everyday contexts ▦

ENLS-5A

Engage personally with texts

- express a point of view in relation to the content or presentation of visual texts, media or multimedia, eg plot, genre, characters, setting of a film, purpose of an advertisement ⚙ 🖥

Develop and apply contextual knowledge

- recognise how technology is used for different purposes and audiences in film, websites and other multimedia texts 🖥

Understand and apply knowledge of language forms and features

- identify different ways information is conveyed in visual texts, media and multimedia 🖥
- identify the forms and features used in visual texts, media and multimedia to create meaning for a range of purposes and audiences, eg colour, size, layout, framing, lighting, music, camera angles 🖥
- recognise the effect of elements of multimedia, eg film techniques, animation, voice-overs, sound effects, framing 🖥

Respond to and compose texts

- use photographs, pictures, symbols and visual aids for a variety of purposes, eg to respond to questions about a movie clip, to indicate sequencing and narrative flow 🖥 ▦
- use visual texts to communicate with a variety of audiences, eg feelings chart, map 🖥 ▦
- interpret different forms of visual information, eg maps, diagrams, animations and images 🖥 ▦
- identify the key ideas presented in an increasingly wide range of visual texts, including maps, tables, diagrams and animation ▦ 🖥

ENLS-7A

Engage personally with texts

- develop a point of view in relation to an argument or issue presented in a text, eg an environmental issue ⚙ 🌱
- use prior knowledge to gain meaning from and interpret texts

Develop and apply contextual knowledge

- identify intended audiences for imaginative, informative and persuasive texts
- identify visual, aural, written and digital elements of multimodal and multimedia texts 🖥
- identify common features of narrative texts, eg characters, events, setting
- recognise genres, eg science fiction, horror, romance, tragedy, comedy, fantasy, myths and legends
- recognise different language forms, features and structures used for different types of texts, eg narrative (orientation/complication/climax), report (introduction/description)
- explore how the structure of narrative texts is used to shape meaning, eg the orientation introduces the characters and setting, the conflict is used to sustain the responder's attention ⚙

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Understand and apply knowledge of language forms and features

- use a dictionary to find the meaning of a word
- adjust reading strategies according to the type of text and its purpose, eg look for keys or symbols when reading a diagram, examine pictures and text when reading a picture book
- recognise language forms, features and structures of print, visual and digital texts appropriate to a range of purposes ✿
- recognise ways in which language can create different responses to characters, setting, issues and ideas ✿

ENLS-8A

Understand and apply knowledge of language forms and features

- recognise the range of conventions used in written texts, eg capital letters, full stops
- write short texts using correct conventions, eg punctuation, sentence structure and grammar
- write short texts, eg notes, cards, lists, SMS, entry in electronic diary
- write about familiar topics for everyday purposes, eg email a friend about holidays, special events, sport, music

ENLS-9A

Engage personally with texts

- compose short texts, drawing on personal experiences, using simple textual features appropriate to purpose and audience ✿

Develop and apply contextual knowledge

- recognise the structures of different types of texts, eg narrative, report, procedure

Understand and apply knowledge of language forms and features

- explore how the structures of different types of texts create meaning, eg how narrative text uses setting, character, conflict, resolution

Respond to and compose texts

- recognise the various stages involved when composing texts, eg planning, drafting, editing, publishing/presenting
- use various strategies to plan ideas for composing texts, eg headings, graphic organisers, questions and mind maps ▦

ENLS-12C

Engage personally with texts

- read and view a variety of texts for pleasure
- share their responses to texts they have read in a variety of relevant contexts, including digital and face-to-face contexts ▭
- recognise the connections between their own experiences and the world of texts ✿
- respond with empathy to characters, situations and issues in texts, eg imagine how they would react if they were the hero in the story ♟

Develop and apply contextual knowledge

- identify different kinds of imaginative and informative texts and their purposes

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- explore real and imagined worlds through texts

Understand and apply knowledge of language forms and features

- recognise the difference between fact and opinion, reality and fantasy
- appreciate the ways in which storytelling makes use of imaginative language

Respond to and compose texts

- respond imaginatively to a range of visual texts, media and multimedia, eg compose a poem in response to a visual text, compose the script for an alternative ending to a film, draw or create an additional scene/slide in a film or multimedia presentation

ENLS-13C

Engage personally with texts

- draw on personal experiences to communicate points of view in relation to texts, eg 'Everyone likes that character but I don't'
- justify a point of view, drawing on personal experience, eg 'I like that character because he's just like my friend'

Respond to and compose texts

- compare, discuss and justify different interpretations of texts

ENLS-15D

Engage personally with texts

- reflect on the ways their own personal experience affects their responses to texts

Develop and apply contextual knowledge

- recognise that texts represent people, places and events

Understand and apply knowledge of language forms and features

- recognise the ways in which ideas and points of view can be expressed in a range of spoken, written, visual and multimedia texts

Respond to and compose texts

- compare personal experiences to those explored in a range of texts
- compose a response to an issue presented in a text

ENLS-17E

Engage personally with texts

- ask questions to assist learning, eg to clarify understanding, to seek direction
- review and reflect on their learning, eg pleasures, difficulties, successes, challenges

Respond to and compose texts

- recognise the steps involved in achieving the task
- find, select and use information from a variety of sources, eg books, internet, multimedia

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- use a variety of research techniques 🖥
- use a variety of strategies to structure and present ideas and information ⚙
- participate in partner, small-group and whole-class tasks 👥 ✳
- identify learning strategies that have been helpful during speaking, listening, reading, writing and/or viewing and representing activities, eg scaffolds, cue cards, graphic organisers ▦

HSIE Geography

Students:

- investigate sources of water in the world eg the local environment, Australia and other countries **M ST** 🖥
- examine the water cycle **VR**
- explore how water is a renewable resource 🌱
- compare the availability of water as a resource in different places eg the local environment, Australia and/or other countries **GS** 🎓▦
- recognise how landscapes and landforms are created by different forces of nature eg mountains created by volcanoes, rivers carved out by water, coastal headlands shaped by water and wind **F** 🎓
- recognise the ways people alter landscapes eg damming rivers, deforestation, mining, farming, tourism **ST VR**
- identify the impact of human actions on ONE landscape eg visitors to beaches may trample the vegetation on the sand dunes **F**
- investigate the importance of water in sustaining life eg watering a plant, drinking water for animals 🌱👥
- explore different ways in which water is used eg at home, for recreation, for transport, in factories, businesses or in farming **GS VR** 🖥🎓✳
- explore the cultural value of water to different cultures across the world **VR** ⓐ🌐✚
- investigate the economic value of water eg cost of using water within the home, the effect of drought on a farmer **GS** ▦✳
- explore the spiritual value of water eg water in Dreaming stories, water in Chinese gardens **VR** ✋ⓐ🌐
- identify different types of biomes in Australia and around the world eg deserts, grasslands **VR** 🖥
- identify the location and distribution of biomes around the world **M**
- examine differences in the climate of biomes **M**
- explore the distinctive vegetation and animals found in different biomes **VR** 🖥

Science
Use a range of techniques including practical experience to collect digital information using digital technologies where appropriate.

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Select and use appropriate equipment, measuring tools and methods to make accurate observations and measurements.

Work individually and/or collaboratively to participate in an investigation.

Make adjustments when necessary to a planned method for an investigation.

Follow safety rules when using equipment or tools.

Record observations and measurements using appropriate units and abbreviations.

Group things according to whether they are living or non-living

Recognise the two main groups of living things (animals and plants)

Identify a variety of plants and animals in the local environment

Describe characteristics of living things, eg living things grow and change, use food, use water and air, respond to changes and reproduce

Compare the similarities and differences in the needs of living things, eg plants need sunlight and water, animals need food and water

Identify some external features of animals and/or plants

Classify a variety of living things according to their observable features, eg vertebrates (mammals, reptiles, fish, birds) and invertebrates (insects, spiders, snails)

Participate in and/or investigate ways to care for an identified living thing

Explore ways that Aboriginal and Torres Strait Islander peoples classify plants or animals

Recognise that living things need food

Recognise that food is a source of energy for animals

Recognise that sunlight is a source of energy for plants

Explore the ways in which plants use sunlight to make their own food

Investigate the needs of living things as they grow, eg the effect of light and water on plants

Describe a simple food chain, eg plant is food for caterpillar which is food for magpie

Represent simple food chains in a variety of ways, such as a pictorial representation or flowchart, eg plant → caterpillar → magpie

Recognise an ecosystem in the local environment

Identify how a particular habitat in the local environment is used by plants and animals

Identify the features of a variety of living things that make them suited to their environment, eg nocturnal behaviour or webbed feet for swimming

Recognise waste, including personal and school waste or waste in the local community

Engage with an ecosystem to recognise the effects of particular waste, eg plastic bags and bottles in the school environment, fishing lines and hair ties in rivers and streams, and oil and grease in drains

Respond to ways to reduce the effect of waste on an ecosystem, eg putting rubbish in the bin, using biodegradable detergents and plastics, and exploring alternatives to dumping oil and grease into drains that feed rivers and streams

Explore positive and negative changes to the environment as a result of human activity, eg building cities, farms and roads, fishing or pollution

Participate in an investigation to reduce the effect of human activity on an environment, eg tree planting in the school or local environment

Participate in and/or investigate caring for an ecosystem, eg planting trees or constructing fences to protect the habitat

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- https://littlebinsforlittlehands.com/make-ocean-slime-summer-science-activity/

  Make ocean slime – add animals/plants that belong in the ocean by sorting images or items (animals, plants, rubbish, other items).

  Participate in an investigation to record what is in the slime – animals/plants/colour of items/

  Measure ingredients – glitter/glue/water/objects using appropriate measurements.

- https://littlebinsforlittlehands.com/beach-discovery-bottle-for-kids/

  Beach in a bottle – complete investigation about what is found at the beach, record information about type/colour of shells, animals, plants.

  Sort items into beach/not beach.

  Measure ingredients – sand/water/objects using appropriate measurements.

- https://littlebinsforlittlehands.com/ocean-discovery-bottle-summer-activity/

  Ocean discovery bottle – complete investigation about what is found in the ocean, record information about type/colour of shells, animals, plants.

  Sort items into ocean / not ocean (include rubbish and discuss pollution)

  Measure ingredients – sand/water/objects using appropriate measurements.

- See for more experiment ideas
    - https://littlebinsforlittlehands.com/6-awesome-ocean-science-activities-kids/
- Finding Nemo & Finding Dory activities https://www.kidssoup.com/craft-and-resource/finding-dory-and-nemo-preschool-activities-and-crafts http://www.arcadespot.com/game/finding-nemo/
- David Attenborough activities https://eden.uktv.co.uk/education/inspired-attenborough/ https://kidworldcitizen.org/incredible-nature-documentaries-kids/
- Finding Nemo, Finding Dory eBook, films
- Matching Nemo and Dory characters to different species
- Explore ocean biomes (reefs, open ocean, harbours etc) and match to environments in Nemo and Dory
- Create posters about water cycle, biomes etc
- Explore water cycle, geographical points of interest (e.g. Mariana Trench, underwater volcanos), tides (water to Banjo to photograph and identify tides), tide tables and charts
- pH kit to test acidity of water around Gladesville
- Aboriginal Dreaming stories about the ocean http://dreamtime.net.au/thukeri/
- Fishing
- Worksheets about features of ocean species (whales, turtles, sharks, fish etc)

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• How the oceans have changed over time (Pangea, Gondwanaland etc).

Learning Across the Curriculum Codes:		
The cross-curriculum priorities are: Aboriginal and Torres Strait Islander histories and cultures ✋ Asia and Australia's engagement with Asia 🀄 Sustainability 🌱	**The general capabilities are:** Critical and creative thinking ⚙️ Ethical understanding ⚖️ Literacy 📖 Intercultural understanding 🌐 Information and communication technology capability 💻 Numeracy 🧮 Personal and social capability 👫	**Areas of Importance:** Civics and citizenship 🦘 Difference and diversity ‡ Work and enterprise ✳️

Outcome and Goals

Outcomes:		Learning Goals	Students
ENLS-1A	Listens and responds in familiar contexts	• Answers basic 'who/what/where' questions related to the present context • Answering who, what and where questions regarding motivating routine future/past events without support from a visual • Answer who/what questions about routine past events • Reference an object/person in response to a "where" question • ……. will consistently respond to simple who/what questions by using their talker with no additional support.	

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		• To complete 2 part routine, referent present, sequential actions within the context of a classroom environment (i.e. with distractors) • To respond to 2-part non-routine instructions where he can see what is being referred to, completing both parts without repetition or additional supports • To follow 1-part, routine instructions in which he cannot see the referent. • To respond to 2-part routine, referent absent instructions without additional cues or gesture from an adult	
ENLS-2A	Communicates for a variety of purposes, audiences and contexts	Produces simple sentence describing a picture prompt (e.g. the boy is jumping) Takes an active role in retelling one component of a story by reading aloud one line in an ebook Identifies core vocabulary when presented with interactive ebooks and activities Produces simple sentence describing a picture prompt (e.g. the boy is jumping) Identifies core vocabulary when presented with interactive ebooks and activities • Takes an active role in retelling one component of a story by reading aloud one line in an ebook •	
ENLS-3A	Selects and uses language to communicate according to purpose, audience and context	• Identifies different types of spoken language (e.g. question, answer) • Identifies different types of spoken language (e.g. question, answer) • Follows a verbal question with a written answer • Follows a verbal question with a text response	

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		• Use different methods of writing to share information.	
		• Use different methods of writing to share information including written, email and text	
ENLS-4A	Views and responds to a range of visual texts, media and multimedia	• speaks and presents clearly with consistent and appropriate volume	
		• speaks and presents clearly with consistent and appropriate volume	
		• speaks and presents clearly with consistent and appropriate volume	
		• Answers open-ended questions using a prompt card, e.g. "The fish is _____ (eating)"	
		• Uses a written prompt card to write out a full sentence response, e.g. "The _____ is _____"	
		• Uses a written prompt card to write out a full sentence response, e.g. "The _____ is _____"	
ENLS-8A	Writes short texts for everyday purposes	• Writes consistently with appropriate letter spacing, formation and pressure when writing texts	
		• Writes consistently with appropriate letter spacing, formation and pressure when writing texts	
		• Writes 1 topic related word clearly using correct letter formation following an adult model	
		• Writes 1 topic related word clearly using correct letter formation following an adult model	

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		• Writes consistently with appropriate letter spacing, formation and pressure when writing texts • Writes a sentence using appropriate letter and word spacing	
ENLS-17E	Uses individual and collaborative skills in the learning process	• Works alongside one other person at a work station, including one shared step (e.g. shared dice then individual worksheet) • Turn-takes with minimal prompting, i.e. natural cue • Participate in a collaborative group/partner task using extended eye gaze for 10 minutes. • Participate in a collaborative group/partner task using extended eye gaze for 10 minutes. • Turn-takes with minimal prompting, i.e. natural cue • Participate in a collaborative group task for 10 minutes	
SCLS – 1VA	Recognises the role of science in personal, social and global issues relating to everyday life.	Correctly categorises 'needs' and 'wants' in everyday life Correctly categorises 'needs' and 'wants' in everyday life Name two things produced by the Earth that they need to survive Name two things produced by the Earth that they need to survive Name two things produced by the Earth that they need to survive. Name two things produced by the Earth that they need to survive	
SCLS – 6WS	Participates in an investigation by following a sequence	Uses a graph to record items in the environment Uses a graph to record items in the environment	

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		Uses a graph to record items in the environment	
		Uses a graph to record items in the environment	
		Uses a tally graph to record the quantities of 4 items in the environment	
		Uses a template to record 3 features of the weather of a given day	
SCLS – 17LW	Recognises features of living and non-living things	Labels features of living and non-living things using a visual template and text prompts	
		Labels features of living and non-living things using a visual template and text prompts	
		Labels features of living and non-living things using a visual template and text prompts	
		Labels features of living and non-living things using a visual template and text prompts	
		Labels features of living and non-living things using text prompts	
		Labels features of living and non-living things using text prompts	
SCLS – 20LW	Explores the interactions of living things with each other and the environment	Labels a simple food chain	
		Labels a simple food chain	
		Labels a simple food chain	
		Labels a simple food chain	
		Labels a simple food chain	
		Labels a simple food chain	

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GELS-1	Recognises features and characteristics of places and environments	Puts together a visual map of a familiar area using features provided Chooses a correct response to a 'where' question when the answer is out of view Chooses a correct response to a 'where' question when the answer is out of view Chooses a correct response to a 'where' question when the answer is out of view Puts together a visual map of a familiar area using features provided Name 5 features of 3 different environments – bushwalk trail, beach, swimming pool.	
GELS-2	Demonstrates an understanding that places and environments change	Compares features in the same environment 2 days in row, i.e. weather, quantities of cars, people Compares features in the same environment 2 days in row, i.e. weather, quantities of cars, people Compares features in the same environment 2 days in row, i.e. weather, quantities of cars, people Compares features in the same environment 2 days in row, i.e. weather, quantities of cars, people Compares features over a week period i.e. weather, quantities of cars, people Compares features over a week period i.e. weather, quantities of cars, people	
GELS-3	Explores interactions and connections between people, places and environments	Categorises where people and animals belong, either same or different Categorises where people and animals belong, either same or different Categorises where people and animals belong, either same or different	

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		Behaves in 'safe' ways with the environment by referencing a visual forewarning	
		Categorises where people and animals belong, either same or different	
		Categorises where people and animals belong, either same or different	

Assessment

Assessment Overview – Semester 1 Only Units of Work		
Pre-Assessment	**Progressive**	**Post**
Term 1 – Weeks 1-5 Pre-assessment and learning goal development. Pre-assessment can be performed via one or more of the following forms: • Anecdotal observations • Checklists • Task analysis checklists • Work samples • Photos • Videos Assessment to be carried out by the class team (teachers, therapists and educators)	**Term 1 – Weeks 6--10** **Term 2 – Weeks 1-8** To be carried out at least twice and can be performed via one or more of the following forms: • Anecdotal observations • Checklists • Task analysis checklists • Work samples • Photo • Videos Assessment to be carried out by the class team (teachers, therapists and educators)	**Term 2 – Week 9-10** To be carried out at least twice and can be performed via one or more of the following forms: • Anecdotal observations • Checklists • Task analysis checklists • Work samples • Photo • Videos Assessment to be carried out by the class team (teachers, therapists and educators) **Assessments to then be summarised in the following reports** **Term 2 – Week 9** Semester 1 IP and Curriculum Report

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Teaching and Learning Sequence

Term	Week	Focus	Content	Teaching and Learning Sequence (including differentiation)	Resources	Completed (insert ✓, date and initial)
One	1-2					
	3-4					
	5-6					
	7-8					
	9-10					
Two	1-2					
	3-4					
	5-6					
	7-8					
	9-10					

Evaluations (completed twice per term)

Date:

Programming/Outcomes	Yes	No
Were teaching and learning experiences effective?		
Were students engaged in the content/theme of the unit?		
Were students engaged for the duration of lessons?		
Did the unit support student development of identified outcomes?		

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Giant Steps Core Program

	Yes	No
Did this unit support individual development of learning goals?		
Teaching strategies	**Yes**	**No**
Were teaching strategies effective?		
Were staff consistent in their implementing effective teaching support?		
Differentiating	**Yes**	**No**
Were the activities relevant and appropriate to the needs of the individual the students?		
Were individual learning supports effective?		
Assessment	**Yes**	**No**
Were there enough opportunities to assess students?		
Was there a need to adjust tasks in order to adequately assess students learning?		
Resources	**Yes**	**No**
Were all resources/activities prepared and set up before the commencement of a lesson?		
Comments		
What was successful?		
What would you do differently next time?		
Sign-off:		

Program Approval:

Date	Member of Leadership Team	Signature

Created by: XXXX