Maronite College of the Holy Family



**Term 4**

**Curriculum Notes: Learning Centre**

**Miss Roumanus**

***2017***

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| **Year** | **Outcomes** | **Overview** |
| **Kindergarten** | GEe-1identifies places and develops an understanding of the importance of places to people GEe-2communicates geographical information and uses geographical tools  | **Geography: People live in places**Students will explore how the location of places can be represented. Students will be drawing their own maps and partake in a group and partnered treasure hunts in the school playground following instructions on a pictorial map. Students will be drawing familiar and local places. |
| **1** | ST1-11LWdescribes ways that different places in the environment provide for the needs of living thingsST1-4WSinvestigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others knowMA1-2WM uses objects, diagrams and technology to explore mathematical problemsMA1-7NA represents and models halves, quarters and eighthsST1-8ESdescribes some observable changes that occur in the sky and landscapeST1-4WSinvestigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know | **Science: Living World** The focus of this unit is for students to engage in the skills and processes of Working Scientifically in order to develop their scientific understanding about the importance of the environment for the survival of living things. They will take a school tour looking at the positioning of our gardens and create a herb garden which they will maintain each week.Each week students will record the growth of their herb garden in a given table. **Science: Earth and Space**Students will explore natural disasters and the effects they have on landscapes. Students will also construct a tornado.Students will use their model of a tornado and research to discuss the impact of a tornado on the surrounding landscape. |
| **2** | ST1-14BEdescribes a range of places and spaces in the local environment and how their purposes influence their designST1-4WSinvestigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others knowST1-5WTuses a structured design process, everyday tools, materials, equipment and techniques to produce solutions that respond to identified needs and wantsST1-16Pdescribes a range of manufactured products in the local environment and how their different purposes influence their designST1-4WSinvestigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others knowST1-5WTuses a structured design process, everyday tools, materials, equipment and techniques to produce solutions that respond to identified needs and wants | **Science: Built Environments**Students will explore a range of places and spaces in our school environment and how they are specifically designed to meet the needs of the nuns, teachers, students and community members.Students will be creating a proposal to put forth that redesigns the grass area for it to be utilized. Students will present 1-minute presentation discussing their proposal and will explain the strengths and limitations of what they did and what could have been done differently to improve the solution.**Science: Products**Students will explore a variety of products and how they have evolved over time. Students will then reinvent a familiar product taking into account its current design and use.Students will present to each other a 3D model of their reinvention. |
| **3** | ST2-14BEdescribes how people interact within built environments and the factors considered in their design and constructionST2-5WTapplies a design process and uses a range of tools, equipment, materials and techniques to produce solutions that address specific design criteriaST2-4WSinvestigates their questions and predictions by analysing collected data, suggesting explanations for their findings, and communicating and reflecting on the processes undertaken | **Science: Built Environments**Students will be exploring different spaces in MCHF and how they are used. Students will identify the aesthetic and environmental considerations that went into the space and how it meets its needs (purpose) for the communityStudents will create a design brief and make a 3D model for a student garden in MCHF. They will investigate the space, draw their design and present their findings to a panel of judges. Students present their Student Garden design brief and 3 dimensional model in a **presentation.** |
| **4** | ST2-9ESdescribes how relationships between the sun and the Earth cause regular changesST2-4WS investigates their questions and predictions by analysing collected data, suggesting explanations for their findings, and communicating and reflecting on the processes undertaken | **Science: Earth and Space**During this term, students will identify the Earth’s rotation on its axis and how it causes regular changes, including night and day. Students will construct sundials and investigate how they work and model the relative sizes and movement of the sun, Earth and moon. |
| **5** | GE3-3compares and contrasts influences on the management of places and environmentsGE3-4acquires, processes and communicates geographical information using geographical tools for inquiry | **Geography: Factors that shape places**During this unit, students will investigate the influence of the environment on the human characteristics of a place by comparing how people have responded to climatic conditions in similar and different places. Students will exam the effects of landforms on the location and characteristics of places.Students will design a home using influences of the features of the natural environment. Students’ designs will convey their understandings of the inquiry questions and put forward arguments and opinions about why they have chosen the material, shape and place where they will build.  |
| **6** | ST3-13MWdescribes how the properties of materials determine their use for specific purposesST3-5WTplans and implements a design process, selecting a range of tools, equipment, materials and techniques to produce solutions that address the design criteria and identified constraints | **Science: Material World**This material world unit provides opportunities for students to develop an understanding of the properties of materials and how they relate to use. Through investigations, students will explore how to test the properties of materials fairly and how to use this knowledge to choose materials wisely. |