Focus for this unit - learning intention
Students:

- observe cultural, social and physical changes in their world over time
- study life cycles of plants and animals

Key Concept: Visual Literacy
Visual Representation
Positioning

Theme: Change

Stage 1

Time Frame: 6-8 weeks

Text Set

DVD - My Place
Images of well-known sites in Sydney
www.youtube.com/watch?v=1TZCP6QgRIE
(The Giving Tree)
Interactive life cycle games (Internet)
<table>
<thead>
<tr>
<th>Objective A</th>
<th>Objective B</th>
<th>Objective C</th>
<th>Objective D</th>
<th>Objective E</th>
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<tbody>
<tr>
<td><strong>Speak</strong> and <strong>Listen</strong> 1</td>
<td><strong>Write &amp; View</strong> 1</td>
<td><strong>Think</strong> Imaginatively &amp; Creatively</td>
<td><strong>Express</strong> Themselves</td>
<td><strong>Reflect</strong> on Learning</td>
</tr>
<tr>
<td>EN1-1A Communicates with a range of people in informal &amp; guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.</td>
<td>EN1-6B Recognises a range of purposes &amp; audiences for spoken language &amp; recognises organisational patterns &amp; features of predictable spoken texts</td>
<td>EN1-10C Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts.</td>
<td>EN1-11D Responds to and composes a range of texts about familiar aspects of the world and their own experiences.</td>
<td>EN1-12E Identifies and discusses aspects of their own and others learning.</td>
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<tr>
<td><strong>Read &amp; View</strong> 1</td>
<td><strong>Write</strong> &amp; <strong>Represent</strong> 2</td>
<td><strong>Develop &amp; apply contextual knowledge</strong></td>
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<td>EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies.</td>
<td>EN1-7B Identifies how language use in their own writing differs according to their purpose, audience and subject matter.</td>
<td><strong>Understand</strong> and <strong>apply knowledge</strong> of language forms and features</td>
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<td><strong>Grammar, Punctuation &amp; Vocab</strong></td>
<td><strong>Compare</strong> different kinds of images in narrative and informative texts and discuss how they contribute to meaning</td>
<td><strong>Recognise</strong> that time connectives sequence information in texts</td>
<td><strong>Composes</strong> simple print, visual and digital texts that depict aspects of their own experience</td>
<td><strong>Discuss</strong> some of the ways that story can be reflected in a variety of media, eg film, music and dance</td>
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<tr>
<td><strong>Speaking and Listening</strong> 1</td>
<td><strong>Explain</strong> personal opinions orally using supporting reasons, simple inferences and reasonable prediction</td>
<td><strong>Recognise</strong> and begin to understand how composers use creative features to engage their audience</td>
<td><strong>Predict</strong> and discuss ideas drawn from picture books and digital stories</td>
<td><strong>Develop</strong> and <strong>apply contextual knowledge</strong></td>
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<td><strong>Listen</strong> &amp; <strong>View</strong> 1</td>
<td><strong>Develop</strong> &amp; apply contextual knowledge</td>
<td><strong>Identify</strong> that different texts have different organisational patterns and features for a variety of audiences</td>
<td><strong>Recognise</strong> similarities between texts from different cultural traditions, eg representations of dragons in traditional European and Asian texts</td>
<td><strong>Understand</strong> different ways of learning, eg visual, auditory, tactile</td>
</tr>
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**Key:**
-Respond to & compose texts
-Develop & apply contextual knowledge
-Understand & apply knowledge of language forms and features
-Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning
-Recognise that time connectives sequence information in texts
-Recognise imaginary, creative, interpretive and critical aspects
-Reflect through their study of English.
Stage 1 - Overview: My Place

Objective A
Respond to and compose texts
- communicate with increasing confidence in a range of contexts
- describe in detail familiar places and things
- carry out complex instructions involving more than one step

Respond to, read and view texts
- use background knowledge of a topic to make inferences about the ideas in a text
- discuss the use of text connectives, eg sequencing ideas, indicating time
- identify the cohesive links between pronouns and people and things

Objective B
Develop and apply contextual knowledge
- understand that spoken, visual and written forms of language are different modes of communication with different features and their use according to the audience, purpose, context and cultural background

Respond to and compose texts
- explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction

Understand and apply knowledge of language forms and features
- compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning
- recognise that time connectives sequence information in texts

Objective C
Develop and apply contextual knowledge
- recognise and begin to understand how composers use creative features to engage their audience

Understand and apply knowledge of language forms and features
- identify that different texts have different organisational patterns and features for a variety of audiences

Respond to and compose texts
- predict and discuss ideas drawn from picture books and digital stories
- recognise similarities and differences between texts from different cultural traditions, eg representations of dragons in traditional European and Asian texts

Objective D
Develop and apply contextual knowledge
- respond to texts drawn from a range of cultures and experiences

Respond to and compose texts
- compose simple print, visual and digital texts that depict aspects of their own experience

Objective E
Develop and apply contextual knowledge
- recognise and begin to understand that there are different ways of learning in English

Understand and apply knowledge of language forms and features
- discuss some of the ways that story can be reflected in a variety of media, eg film, music and dance
### Stage 1 - Overview: My Place

<table>
<thead>
<tr>
<th>Text Overview</th>
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<tr>
<td>This is a picture book that depicts the history of a piece of land in Sydney from 1788 to 1988. It tells the story of various children who have lived there. The timeline traces the history of the characters in the book from the present day (1988) back to 1788 encompassing the history of Australia.</td>
</tr>
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<tr>
<th>Cross-Curriculum Priorities</th>
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</table>
| Aboriginal and Torres Strait Islander histories and cultures | • Critical and creative thinking  
• Ethical understanding  
• Literacy  
• Numeracy  
• Personal and social capability | A student uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts. | Students use phonological, graphological, syntactic and semantic cues to decode and make meaning from written texts, eg using an increasing repertoire of high-frequency and sight words, segmenting words into syllables. |
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<th>Objectives</th>
<th>Teaching / Learning Activities</th>
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| **Objective A** | A student: | Text - My Place  
Nadia Wheatley & Donna Rawlins |
| - communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.  
- draws on increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies. | - Read story and discuss format. What is happening on each page? Identify that each page is a separate story. Have teacher / student read out a page and consider the way it is written, the expressions used etc;  
- Describe in detail familiar places and things. After reading text children describe their "place" to a partner following format - Who they live with, Something special they do.  
- Issue copies of one of the maps from the book, or another map that you have designed for each child. Orally give instructions for children to find given places on the map.  
- As a variation to the above activity the students make up their own set of instructions for a partner to find key places on the map.  
- Identify differences / similarities in maps / houses / illustrations etc from one decade to another.  
- Study illustrations for objects, clothing etc that depict the era, eg the Hills hoist patented in 1958.  
- Sequence maps from earliest time until the present day. Ask children to justify their selections - what things have changed? | - Maps copied from text  
Text - My Place  
Nadia Wheatley & Donna Rawlins  
Copies of maps  
Worksheet |
| **Objective B** | A student: | Art paper  
Symbols  
Maps constructed in previous activity |
| - recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts.  
- identifies how language use in their own writing differs according to their purpose, | - Study keys and illustrations used in maps that convey meaning to the viewer. Make a map of our school and use symbols to identify different areas.  
- Share maps with other students and use as barrier games to reinforce symbols etc used to represent key areas within the school.  
- Use maps from different decades of the story and make up some instructions for barrier games to be played with partners. | - Set of cards for each student  
Copies of maps |
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<td>thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts.</td>
<td>• Using the above activity, students discuss how technology has impacted on our lives. Highlight positive changes and detrimental changes. Discuss how we can overcome these detrimental changes.</td>
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| responds to and composes a range of texts about familiar aspects of the world and their own experiences. | • Compare and contrast the complexity / simplicity of maps from one decade to the previous decade. Students should recognise that maps from previous decade have less detail.  
• After viewing the DVD of "My Place", discuss the social issues that were evident from any given decade, eg: multi-cultural Australia in the 1950s, poverty in 1930s. |

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<th>Objective E</th>
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<td>identifies and discusses aspects of their own and others’ learning.</td>
<td>• Share ideas about how to interpret maps and illustrations. By studying details students discuss what they have learnt from given periods of time in the book. Select two or three decades to compare and contrast information.</td>
</tr>
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| Art paper Symbols |

| Text - My Place  
Nadia Wheatley & Donna Rawlins  
DVD - My Place |

| Random page selections from text |
Stage 1 - Overview: Sunflower Life Cycle

Objective A
Respond to and compose texts
- compose texts supported by visual information (e.g., diagrams and maps) on familiar topics

Develop and apply contextual knowledge
- understand that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively

Respond to, read and view texts
- use background knowledge of a topic to make inference about the ideas in a text

Objective B
Respond to and compose texts
- explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction

Understand and apply knowledge of language forms and features
- compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning
- understand that paragraphs are used to organise ideas
- recognise that time connectives sequence information in texts

Objective C
Understand and apply knowledge of language forms and features
- identify that different texts have different organisational patterns and features for a variety of audiences

Respond to and compose texts
- predict and discuss ideas drawn from picture books and digital forms of communication

Objective D
Respond to and compose texts
- respond to a range of texts, e.g., short films, documentaries and digital texts, that include issues about their world, including home life and the wider community

Objective E
Respond to and compose texts
- jointly develop criteria for assessing their own and others’ presentations or compositions with teacher guidance

Theme:
Changes
Key Concept:
Visual Representation
## Stage 1 - Overview: Sunflower Life Cycle

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• Ethical understanding  
• Literacy  
• Numeracy  
• Personal and social capability | A student uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts. | Students use phonological, graphological, syntactic and semantic cues to decode and make meaning from written texts, eg using an increasing repertoire of high-frequency and sight words, segmenting words into syllables. |
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<td>- communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.</td>
<td>- Study cover and ask children to predict text type and what they think they might discover.</td>
<td>Text Sunflower Life Cycle</td>
</tr>
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<td>- plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers.</td>
<td>- Brainstorm prior knowledge of sunflowers. What do we already know? What do we want to find out? Read text. Research further sources if information required is unavailable.</td>
<td>Wall chart / notebook</td>
</tr>
<tr>
<td>- Composes texts using letters of consistent size and slope and uses digital technologies.</td>
<td>- Read text and confirm predictions. Discuss the different stages of the life cycle of the sunflower and ask children to make a labelled diagram of the cycle.</td>
<td>Books / paper</td>
</tr>
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<td>- draws on increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies.</td>
<td>- Select some technical language from the text and put in alphabetical order. Use the glossary at the back of the book to find out what the words mean.</td>
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<td>- Uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words.</td>
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| **Objective B**  
A student:  
- recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts.  
- uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text and when responding to and composing texts. |  
- Write an explanation about why bees are so important to plants and their life cycles.  
- After reading text, students discuss the language features of the text. Identify how information is organised into chapters, headings, sub-headings, glossary and index. Discuss also how these texts are read. Study other information texts to compare. | Range of simple texts about life cycles |
| **Objective C**  
A student:  
- thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts. |  
- Look at Van Gogh – Sunflower picture. Students will then draw / paint their own version of a sunflower. |
| **Objective D**  
A student:  
- responds to and composes a range of texts about familiar aspects of the world and their own experiences. |  
- Assessment task – Students research a life cycle of an animal / plant and present information on a poster or powerpoint presentation. The students will need to ensure that they have labelled diagrams and have used their own words for the explanation. This information will then be presented to the class for appraisal. |
| **Objective E**  
A student:  
- identifies and discusses aspects of their own and others’ learning. |  
- With teacher guidance, class develops criteria for assessing oral presentations of projects. |
Stage 1 - Overview: The Giving Tree

Objective A
Respond to and compose texts
- communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.

Respond to, read and review texts
- draws on increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies.

Objective B
Develop and apply contextual knowledge
- explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction

Theme:
Changes
Key Concept:
Positioning

Objective C
- thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts.

Objective D
- responds to and composes a range of texts about familiar aspects of the world and their own experiences.

Objective E
- identifies and discusses aspects of their own and others' learning.
Stage 1 - Overview: The Giving Tree

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- communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations.  
- draws on increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies. |  
- Study the social aspects of the story from different perspectives. Students discuss position of the boy through different stages of his life. Compare with the tree and how it has endured the treatment from the boy throughout his life.  
- Prior to reading text, predict what you think the story will be about. Write a sentence / couple of sentences of what you think the story will be about.  
- Class discuss what the tree / boy is like. Complete a word wall of describing words for the tree / boy. How were they different / the same? | Text "The Giving Tree" Wall chart |
| **Objective B**<br>A student:  
- recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter. |  
- Read text and discuss predictions made earlier.  
- Role play different aspects of the story using various points of view. | |
| **Objective C**<br>A student:  
- thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts. |  
- Identify 5 key stages in the story. Draw pictures to illustrate these stages in sequence. Using their own words, write about each of the stages. | Copies of key illustrations in the story (optional) |
| **Objective D**<br>A student:  
- responds to and composes a range of texts about familiar aspects of the world and their own experiences. |  
- Discuss how the tree / boy could react differently in the story. Write an alternative ending to the story. | |
| **Objective E**<br>A student:  
- identifies and discusses aspects of their own and others’ learning. |  
- Discuss how the greed of the boy and unconditional love from the tree has influenced our feelings in the story. | |
**Assessment / Collecting Evidence**

<table>
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<tr>
<th>Possible Links to Other KLA’s</th>
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<tbody>
<tr>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td><em>Multiplication/Fractions: uses seeds to show rows or groups or part of a group</em></td>
</tr>
<tr>
<td><em>Counting to 100, on and off the decade by 10s, 2s, 5s</em></td>
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<tr>
<td><strong>History</strong></td>
</tr>
<tr>
<td><em>Display a timeline across the room 1788 – 100+ yrs</em></td>
</tr>
<tr>
<td><em>Comment/view changes in Australian dwellings 1788 to 1988 to present. Research collect illustrations to display</em></td>
</tr>
<tr>
<td><strong>Science &amp; Technology</strong></td>
</tr>
<tr>
<td><em>Plant life cycle: Predict, observe, record &amp; reflect – watch a seed grow in a clear cup with cotton wool. Which seed type will grow faster?</em></td>
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