

Suggested Murdoch and Hornsby framework 'What's happening in my community.... What about my school....What do I know?  
Leith Hogan April 2018

## Week 1

Tuning in:

Preparing to find out:

### What do we know about our community?

What is happening?

What do you know about?

My community display table or display board: Photos, objects, letter boxes, street lights, pavement, street name signs, stop/ give way signs etc.,

What do they see/ hear? What makes up their community? Define community for the students

Then: Mind map everything that the children can think about the organisations in their community:

- Church
- Sport
- Shopping
- Library
- Garage
- Fast food
- Park?
- Hospital
- SCHOOL
- More??



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What do you want the students to know deeply about their community at the end of this inquiry?

One of the outcomes you do want them to know deeply about at the end of this inquiry is just what school is and what it means in their lives...

Teacher: \_\_\_\_\_ Year: \_\_\_\_\_

CURRICULUM YEARLY OVERVIEW – Pre Primary (Foundation)									
GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES									
GENERAL CAPABILITIES	Liberty LIT	Numeracy NUM	ICT Competence ICT	Critical and Creative Thinking CCT	Ethical Behaviour ETH	Personal and Social Competence PSC	Intercultural Understanding ICU	General capabilities are represented within and across the learning areas to different degrees. Potential connections (as outlined below) are only suggestions.	
CROSS-CURRICULUM PRIORITIES	Aboriginal and Torres Strait Islander histories & cultures ATSI		Asia & Australia's engagement with Asia ASA		Sustainability SUS		Cross curriculum priorities are embedded in all learning areas. They will have a strong but varying presence depending on their relevance to the learning area. Potential connections (as outlined below) are only suggestions.		
ENGLISH - AUSTRALIAN CURRICULUM									
LANGUAGE	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classrooms and community  Explore the different contribution of words and images to meaning in stories and informative texts	Explore how language is used differently at home and school depending on the relationships between people  Understand the use of vocabulary in familiar contexts relevant to everyday experiences, personal interests and topics being taught at school	Understand that language can be used to explore ways of expressing needs, likes and dislikes  Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words	Understand that texts can take many forms, can be very short (for example an ad sign) or quite long (for example an information book or a film) and that stories and information texts have different purposes  Know how to use onset and rime to spell words	Understand that some language in written texts is unlike everyday spoken language  Recognise rhymes, syllables and sounds (phonemes) in spoken words	Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences  Recognise the letters of the alphabet and know there are lower and upper case letters	Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality  Retail familiar literary texts through performance, use of illustrations and images	Recognise that sentences are key units for expressing ideas	Recognise that texts are made up of words and groups of words that make meaning
LITERATURE	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences	Respond to texts, identifying favourite stories, authors and illustrators	Share feelings and thoughts about the events and characters in texts	Identify some features of texts including events and characters and related events from a text	Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhymes in poetry	Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures	Retell familiar literary texts through performance, use of illustrations and images		
LITERACY	Identify some familiar texts and the contexts in which they are used  Produce some lower case and upper case letters using learned letter formations	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations  Construct texts using software including word processing programs	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact  Deliver short oral presentations to peers	Identify some differences between imaginative and informative texts	Identify some differences between imaginative and informative texts	Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonics knowledge	Use comprehension strategies to understand and discuss texts independently	Create short texts to explore, record and report ideas and events using familiar words and phrases and beginning writing knowledge	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops
MATHEMATICS - AUSTRALIAN CURRICULUM									
PROFICIENCY STRANDS	Understanding Includes connecting names, numerals and quantities.		Fluency Includes readily counting numbers in sequences, continuing patterns, and comparing the lengths of objects.		Problem Solving Includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, and discussing the reasonableness of the answer.		Reasoning Includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length.		The proficiency strands are an integral part of mathematics content across the three strands. They reinforce the significance of working mathematically within the content and describe how the content is explored and developed. Educators should aim to embed each proficiency strand in every content description whenever possible.
NUMBER & ALGEBRA	Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point	Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond	Subitize small collections of objects	Represent practical situations to model addition and sharing	Compare, order and make correspondences between collections, initially to 20, and explain reasoning	Sort and classify familiar objects and explain the basis for these classifications.	Copy, continue and create patterns with objects and drawings		
MEASUREMENT & GEOMETRY	Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language	Compare and order the duration of events using the everyday language of time	Connect days of the week to familiar events and actions	Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment	Describe position and movement	STATISTICS & PROBABILITY	Answer yes/no questions to collect information		
SCIENCE - AUSTRALIAN CURRICULUM									
OVERARCHING IDEAS	Patterns, order and organization	Form and function	Stability and change	Scale and Measurement	Matter and energy	Systems			
SCIENCE UNDERSTANDING	Living things have basic needs, including food and water	Objects are made of materials that have observable properties	Daily and seasonal changes in our environment, including the weather, affect everyday life	The way objects move depends on a variety of factors, including their size and shape	SCIENCE AS A HUMAN ENDEAVOUR	Science involves exploring and observing the world using the senses			
SCIENCE INQUIRY SKILLS	Respond to questions about familiar objects and events	Explore and make observations by using the senses	Engage in discussions about observations and use methods such as drawing to represent ideas	Share observations and ideas					
HISTORY - AUSTRALIAN CURRICULUM - Personal and family histories									
KEY INQUIRY QUESTIONS	How has family life changed or remained the same over time?		How can we show that the present is different from or similar to the past?		How do we describe the sequence of time?				
HISTORICAL KNOWLEDGE & UNDERSTANDING	Who the people in their family are, where they were born and raised and how they are related to each other	The different structures of families and family groups today and what they have in common	How they, their family and friends commemorate past events that are important to them	How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media and museums	KEY CONCEPTS		Continuity & Change		Cause and Effect
HISTORICAL SKILLS PP – Y1 2	Sequence familiar objects and events	Distinguish between the past, present and future	Pose questions about the past using sources provided	Explore a range of sources about the past	Identify and compare features of objects from the past and present	Perspectives	Empathy	Significance	
						Explore a point of view	Develop a narrative about the past	Use a range of communication forms (oral, graphic, written, role play) and digital technologies	

Check curriculum imperatives for the appropriate year: {Kindy/Pre-primary}

Highlight the curriculum focus and the assessment process in the curriculum documents: What will be your focus in each area?

- Maths
- Science
- History
- Geography
- PE
- English Language



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Literacy

Literature

- Art/ Design:
- ICT

Set up scrapbook or workbook focussed upon 'My community' or 'My school' to collect all the work the students do.



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Class discussion:

What do we know about our school? What do we know about schools everywhere?

What is a school?





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Let's walk around it. Where will we start?  
Let's look at our school carefully.  
Let's look at where everything is.  
What about our classroom?  
Let's draw the school...

Find out their thoughts.  
Look at the student's drawings. What are they noticing? What are they curious about?



Create some interest or curiosity about school.... work hard at this..  
Ask some interesting questions...



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Read some texts about school: Lots and lots of them.

**Top 10 Diversity Starting School Picture Books**  
PragmaticMom

Back to School Books Kindergarten

great list of **BOOKS** about school for kids

Kindergarten ROCKS!

Pete the Cat  
Rocking in My School Shoes!

Kindergarten Countdown

Off to Kindergarten

I am TOO absolutely small for school

ON THE WAY TO KINDERGARTEN

Welcome to Kindergarten

Kindergarten Diary

Kindergarten ROCKS!

How do Dinosaurs Go to School?

I Don't Want to go to School!

MR. PRESIDENT Goes to School!

David Goes to School.

NAME

Kindergarten Diary

NAME, DON'T GET WORRIED WILL!

Kindergarten ROCKS!

The King of the Hill

THE PIRATE OF KINDERGARTEN

JAKE STARTS SCHOOL

Love School!

THE BORNSTEIN BEARS Go to School

SCHOOL BUS

Kindergarten ROCKS!

Kindergarten ROCKS!

Kindergarten ROCKS!

Kindergarten ROCKS!

Get the children to read them too.  
Ask them which ones are their favourite?  
Build an understanding of the context of school.



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List some statements to be challenged. e.g .

Our school is..

Our school has

Our school does

Our school will

Our school could....

More.. more.. more

Have fun with this!

Write up lots of big questions that the students just can't answer immediately..... create a little bit of tension  
Use BLANK Level 1,2 and maybe 3 questions

Small group discussions about statements yesterday:

Then:

What is the purpose of  
Community?

- Towns?
- Churches?
- Shops?
- Library
- Garage?
- Doctor
- Hospital
- Fast food
- Park?

Now the Inquiry question could be:

**What is the purpose of Schools?**

**Why do we have school?**

OR

The students could choose one of the other parts of community to explore

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KWL

What do the students want to know about school?

What do they want to know about school?

Exploring sheet:

Task sheet with images of the school. [matching activity]

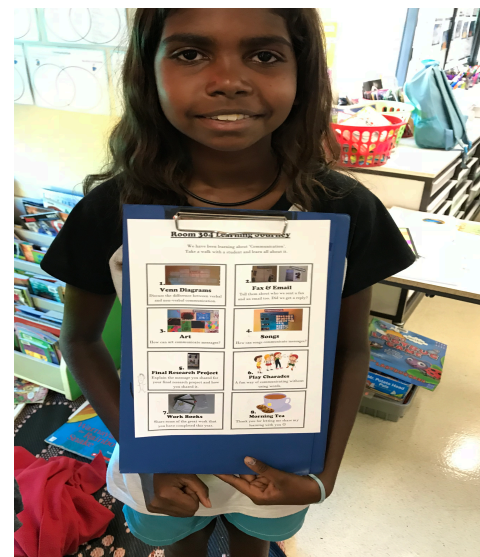
Find these.....

Students tick them off when they find the match....

Talk about positional language:

In on under beside, behind, next to, inside, outside etc.,

Key ideas about school....sticky notes...



**Finding out:**

**What do the students want to know??**

Get the students to start to try to answer some of their own questions by looking at some photographs of the school surroundings .

Have a gallery of school images for them to look at.

Sort them.

Categorize: look for familiar/ unfamiliar.

Where are the images?

- In the playground?
- In the classroom?
- In the library?
- On the oval?
- In the canteen?

Get students to identify two places that they want to see in the school ..... build their curiosity

Make a master list of places to visit. Think about creating a simple map with the students that they will follow to visit these places.

Then: Students each choose one of those parts of the school to draw: They will need to do two drawings.

A great big scene and then a small detailed black pen drawing.....keep these small of something within the scene.

Perhaps the students could create their small focus drawing inside a milk bottle lid? Maybe use an iphone microscope with the students to help them look carefully

Teach students to pay attention to particular detail... so the pattern on bricks or the grass stalks or lavender flowers or the shiny surface of the climbing frame



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Collect them and have a little, little school display then photograph these for the student's final presentation / portfolio

Venn diagram of the classroom and the playground

Similarities and differences.

What happens where?

What is the same?

What is different?

How many students go to this school?

How many teachers?

Same process as above

What do you want to know??

Get the students to start to try to answer some of their own questions by looking at some photographs of the school students or staff or get them to observe at assembly or sport. Have a gallery of school staff and classrooms for them to look at.

Sort them.

Categorize, look for familiar/ unfamiliar.

Get students to identify two teachers and perhaps two students that they want to talk to or visit in the school ...build, build build their curiosity

Make a list of these people:

Invite guest speakers into the classroom. Students create portraits of them.

Visit other classrooms

Set up a moving timetable for one afternoon.

Upskill the students with questions to ask ...What do they want to know?

Keep the questions to BLANK 1,2 and 3

If a student asks a why question then that is a big celebration!

Painting portraits or making paper bag puppets:

Create a gallery of the people at the school.

The people in my school

Put a frame around them as if they were hanging in the foyer of the school...



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perhaps get the students to create a display

Viewing task: Video or series of images about a day in the life of a student at school

Encourage students to focus upon the sequence ready to create a recount either speaking, writing, painting or.... :

Steps in the recount:

Intro, main ideas and conclusion.

Getting ready for school... what do they need in their bag? What clothes do they need? What do they do first ....then then then?

Then get the students to create a simple script and work with others to play the narrative in a drama... maybe in the home corner?

Video these !!

Labelling summarising:

Key ideas that represent the places in the school

What are they? Label them.

The activity might be:

On the oval we...

At the canteen we

In the library we...

At sport we..

At story time we....

Viewing images of students through a timeline from Kindergarten to year 6 and beyond

Make sure that images are multicultural and represent cultural differences

Categorizing which student fits where....

How do they decide? Age? Sex? Culture?

Sequencing and sorting

**Survey of the school:**

**Walking through the playground counting...** measuring, collecting data





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Hm buildings?

Trees

Playgrounds

Paths

People?

Collating a graph or data table of what they have noticed. How many trees? How many buildings? People?

### Sorting out:

Geography:

Mapping the school or the playground.

Where are the trees? Where are the classrooms/ buildings/ canteen/ assembly area / sports shed?

Where are the paths?

What is here?

Where is the shed?

What is behind here?

Where are the bike paths? etc.,

Constructing/ designing/ shape:

Making a model of the school with cardboard /boxes/ etc., or in the sand tray or.....

Making sure that they are following their own planning map

Design/ make /appraise.

PE: Following another student's map of the playground for a walk.

Giving feedback about what worked and what didn't when they tried to follow the map?

Graphing data related to inquiry question:

What was it they wanted to know?

Do they know about their school?

Do they know why they come to school?

Can they tell you?

Going further: The wider community:



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Excursion planning outside the school to the local community?

Walking the block.

What can you see?

What are the students looking at?

To see what?

Take the ipads.

Get the students to take photos...Classifying images

Exhibition:

Speaking and listening training students for Oral presentation to share what they know about school:

- Speaking clearly
- Looking at the audience
- Knowing what you are going to say.....rehearsing

Consider presentation options:

Parents?

Grandparents?

Setting up individual displays:

Here's my school box/ bag..

Here is what I know about school:

