

Learning Overview for On-line Units of Work on Butterflies

By Jackie Miers

- Butterfly Appearance
- Butterfly Body Parts
- Butterfly Lifecycle

BAND

Primary Years

LEARNING AREAS	STRANDS
Science	Life systems
English	Texts and contexts Language Strategies
Mathematics	Exploring, analysing and modelling data
The Arts	Arts practice Arts analysis and response
Health and P.E.	Personal and social development

KEY IDEAS

Science

Life systems

- Students pose questions and seek explanations about the internal and external features of butterflies in order to better understand the supports of life in particular environments. [In] [T] [C] [KC6]
- Students construct and explain their ideas about the diversity of butterflies and how they reproduce and grow. They identify and communicate the importance of maintaining diversity of living things in order to sustain life on earth. [F] [C] [KC2]

English

Texts and contexts

- Students compose a range of written texts which contain some interrelated ideas and information about butterflies. They understand that certain text types are associated with particular purposes and audiences and adjust writing accordingly. [T] [C] [KC2]

Language

- Students plan and compose with increasing independence a range of texts about butterflies. They demonstrate knowledge about and increasing control of language choices. [Id] [T] [C] [KC3]

Strategies

- Students integrate several reading/viewing strategies to locate and compare information on butterflies and identify resources. [Id] [T] [C] [KC1]

Mathematics

Exploring, analysing and modelling data

- Students generate and analyse data from a diverse range of sources (including online) and perspectives to investigate situations drawn from their personal lives and the world around them. They use this data to explore patterns and relationships, and to inform their choices and actions. [Id] [T] [C] [KC1]
- Students draw conclusions from data they collect from diverse sources and perspectives, using descriptions of the spread of the data and of relationships within it. They make predictions and informal inferences for larger populations or similar situations, and communicate their conclusions and predictions to a variety of audiences. [F] [Id] [T] [C] [KC1] [KC2] [KC6]

The Arts

Arts practice

- Students explore, change and transfer methods of presentation for particular audiences/viewers by working cooperatively or in teams in production and performing groups with a focus on personal and group identity. [In] [C] [KC2] [KC4] [KC6]

Arts analysis and response

- Students learn through experience as audience/viewers to respond to and evaluate performances and/or presentations in each arts form and communicate their responses through verbal and non-verbal means. [T] [C] [KC1]

Health and P.E.

Personal and Social Development

- Students enhance their understandings of relationships and group dynamics through developing knowledge and skills in collaborating with others and working in teams. [Id] [In] [C] [KC4]

LEADING TOWARDS OUTCOMES

Science

Life systems

- 2.5 Explores relationships between living things by posing investigable questions about features and functions of butterflies. [In] [T] [KC6]
- 2.6 Communicates understandings of life cycles and the importance of diversity for the future. [F] [T] [C] [KC2]

English

Texts and contexts

- 2.4 Composes a range of texts that include interrelated ideas and information about butterflies and shows an awareness of different audiences, purposes and contexts. [T] [C] [KC2]

Language

- 2.8 Uses aspects of language when planning and composing a range of well-structured texts about butterflies. [Id] [T] [C] [KC3]

Strategies

- 2.11 Uses strategies for identifying resources, locating information and for reading, viewing and critically interpreting information about butterflies from various written and visual texts. [Id] [T] [C] [KC1]

Mathematics

Exploring, analysing and modelling data

- 2.1 Poses questions, explores patterns, and collects relevant data. Records and represents the data, and also uses data presented by others. [T] [C] [KC1] [KC2]
- 2.2 Describes key features of data and draws conclusions from similar data from different groups. Makes general predictions based on results. [F] [T] [C] [KC1] [KC2] [KC6]

The Arts

Arts practice

- 2.3 Presents/performs arts works within each arts form to engage and influence a range of audiences/viewers, using sources of information beyond personal experience as inspiration. [In] [T] [C] [KC2]

Arts analysis and response

- 2.4 Demonstrates an understanding of the different messages and meanings communicated through performance/ presentation across each arts form, and uses specific arts terminology to communicate interpretations of their own arts works and those of others. [Id] [T] [C] [KC2]

Health and P.E.

Personal and Social Development

- 2.5 Understands different relationships and, through a variety of experiences, develops co-operative work and social skills. [Id] [In] [C] [KC1]

ESSENTIAL LEARNINGS

Futures [F]

- Learners develop an understanding of patterns and connections within systems
- Learners acquire skills that will enable them to thrive in a fast changing world rather than becoming casualties of such change.

Identity [Id]

- Learners develop the capacity to relate effectively to others

Interdependence [In]

- Learners come to an understanding of what is needed for sustainable physical environments.
- Learners cooperate to achieve agreed outcomes.

Thinking [T]

- Learners use a wide range of thinking modes.

Communication [C]

- Learners have an understanding of how communication works.
- Learners have the ability to make effective use of language, mathematical information and the tools of information and communications technology.
- Learners are able to effectively use communication in a range of modes.

LITERACY, NUMERACY AND ICT

▪ Literacy

Students understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communication in different contexts.

Students read, listen to and view a range of texts to identify specific information about butterflies. They plan and compose structured texts, recognising that all texts represent particular versions of events and experiences.

▪ ICT

Learners develop and use operational skills in information and communication technologies to critically design and construct texts, search for and sort information, and communicate with others. Students develop skills and use ICT tools to enhance their knowledge and understanding.

EQUITY AND CROSS CURRICULUM PERSPECTIVES

- Gender equity has been taken into consideration in unit design
- Units of work are culturally inclusive
- Accessibility in remote and isolated areas provided recipients have internet access
- Differentiated curriculum employed to cater for SHIP and other students with special needs

ENTERPRISE AND VOCATIONAL EDUCATION

Key Competencies

- KC1: collecting, analysing and organising information
- KC2: communicating ideas and information
- KC3: planning and organising activities
- KC4: working with others and in teams
- KC6: solving problems
- KC7: using technology

LINKS TO THE DEVELOPMENT OF INFORMATION LITERACY IN THE PRIMARY YEARS

(with reference to ILPO (Information Literacy planning Overview by Jenny Ryan and Steph Capra)

Defining

- Draws on prior knowledge to brainstorm and cluster ideas

Locating

- Participates in on-line projects and activities to locate and gather information
- Uses navigation arrows and buttons in a web browser
- Identifies and uses links on a web page
- Copies and pastes from a web page to a document

Selecting

- Records relevant information by
 - listing key words under main ideas
 - arranging ideas, events and facts in sequence from pictorial and written sources
 - writing sentences using identified key words

Organising/Synthesising

- Categorises information into list format
- Makes notes e.g. written bulleted points, note-taking template
- Makes notes directly from the screen

Creating /Presenting

- Creates presentations which:
 - use information appropriate to the task and the audience
 - organise ideas and information logically, eg time sequence
 - are simple oral and written descriptions
 - are drawings
 - are constructions such as models or displays
- Begins to construct multimedia presentations, adding video and sound

Evaluation

- Assesses the his/her own involvement with the topic or problem
- Reflects on how well the process was worked through
- Identifies which skills are needed to make the task easier next time
- Considers the appropriateness of the presentation in relationship to the original task
- Responds to assessment by teachers