

YEAR 1

Gold Coast Landmarks

Gold Coast Landmarks Education Program - Teacher Overview

Introducing the program

This self directed program allows students to develop a greater appreciation of the Gold Coast's historic and geographical environment and its place within South East Queensland's landscape. Students embark on an exciting exploration of fact finding fun – learning about the construction of the Q1 building and its importance as an identifiable landmark within the Gold Coast area.

Optional unit plan

To assist with the implementation of QDeck's Gold Coast Landmarks program an optional unit plan has been designed to strengthen and contextualise the learning outcomes. The program aligns with the Queensland Studies Authority Learning Statements. It encompasses learning outcomes that fall within the Mathematics strand, but also provides opportunities to link with most early learning areas including Language Learning and Communication.

Activity booklet

The student activity booklet includes pre and post learning activities and excursion tasks. The booklet has been designed to allow the students to collate information gathered throughout the unit and reflect on the learning acquired.

Overview of Learning Statements covered

Main Focus Space (Mathematics strand)

Children build knowledge, understanding and skills to:

- identify the shape and number of faces and corners (vertices) of 3D shapes and the number of sides and corners of 2D shapes
- identify common 3D shapes (cubes, cylinders, spheres, cones) in everyday environments and non-typical representations of triangles and rectangles including squares
- classify common shapes and objects using one defining geometric feature
- describe the position of an object or location in two different ways, and two pathways to get to it using positional language

Early Learning Area	Specific Focus	Learning Statement	Experience/s
Early Mathematical Understandings	<ul style="list-style-type: none"> -Numbers -Patterns and Algebra -Measurement -Space -Chance and data 	<ul style="list-style-type: none"> -work out basic facts and mental strategies to combine, add, take away or find the difference required in everyday situations and explain the process used -create adding and taking away stories using drawings or actions to represent number expressions (2+3) -identify the repeating pattern and make the same pattern using different materials, actions and colours -directly compare measurable attributes of objects and describe the relationship (longer/shorter, bigger/smaller, holds more/less, heavier/lighter) -identify common 3D shapes (cubes, cylinders, spheres, cones) in everyday environments and non-typical representations of triangles and rectangles including spheres -organise collected data into broad categories for data displays 	<ul style="list-style-type: none"> -Count objects -Illustrate and write a number story relating to the objects seen from QDeck -Draw different patterns identified in the environment from QDeck -Identify and record objects that are longer/shorter, bigger/smaller, heavier/lighter from QDeck -Identify shapes and draw objects with different attributes -collect information in a tally graph
Language Learning & Communication	<ul style="list-style-type: none"> -Speaking and Listening -Reading and Viewing -Writing and Designing 	<ul style="list-style-type: none"> -participate in conversations and discussions in one-on-one, small and large group situations -use active listening strategies and agreed conventions for speaking to participate in conversations and discussions -understand supportive texts by recalling and locating information directly stated in the text, retelling events in appropriate sequence to summarise, and drawing simple inferences from visual and print information contained in the text -plan and organise own writing using models, drawings, discussions and other activities -select vocabulary that relates to the topic and maintains the meaning of the text 	<ul style="list-style-type: none"> -ask and answer questions, share ideas in class discussions, small and large group activities -use visual displays at QDeck to complete activities -Illustrate and record ideas while at QDeck -Draw and recount visit to QDeck using appropriate adjectives to describe the main features of the visit -Draw and write ideas about how the Gold Coast will change over the next few years
Active Learning Process	Social and Environmental inquiry	<ul style="list-style-type: none"> -explore sustainable practises to conserve a natural feature of their local environment 	<ul style="list-style-type: none"> -Choose one natural feature of the environment and discuss ways to care for and protect the feature
Social & Personal Learning	Sense of self and others	<ul style="list-style-type: none"> -respond positively to changes in learning environments and other school contexts -persevere with new learning experiences 	<ul style="list-style-type: none"> -participate in QDeck visit
Health & Physical Learning	Health	<ul style="list-style-type: none"> -plan and use safe behaviours when interacting with people in a variety of school contexts 	<ul style="list-style-type: none"> -participate in class discussion and demonstrate appropriate behaviour while visiting QDeck

SUGGESTED LEARNING ACTIVITIES

MOTIVATION

1. Students talk about and illustrate their favourite places.
2. Students discuss in small groups what makes the places so special.
3. Share with the whole class.
4. Group students who have chosen the same special places. In groups students discuss why that particular place is special, and the activities that can be carried out there.
5. Students draw and record the activities that people do there.
6. Display the students' work.

SPECIFIC LEARNING

1. Teacher introduces the word 'LANDMARK' and asks students to share their ideas of what this word means.
2. Tell students a LANDMARK is a large prominent or well-known object in a particular landscape and that there is only one of these objects.
3. Identify some Gold Coast Landmarks.
4. What makes these landmarks special? (There is only one and it may have meaning eg. memorial).
5. What can you do at these places? (Exercise, relax, play sports etc.).
6. Whole class looks at a map of Gold Coast and identify where these landmarks are.
7. Ongoing – Monday morning make a class graph of the places students visited over the weekend. Talk about the results. Students make weekly predictions of where they think class members may have been.
8. Before the QDeck visit, talk about the significance of Q1 and the impact it has on the Gold Coast.
9. Whole class discusses the people who visit Q1 and the different reasons for their visit (tourists to see the city, students to research the city etc.).
10. In small groups student record questions/information they'd like to find out during their visit to QDeck.
11. Discussion about appropriate behaviour.

QDECK VISIT

In small groups students collect information about Gold Coast landmarks as required by the teacher.

Activity 1 - Students draw four landmarks they can see

Activity 2 – Students circle the objects they can see and record how many in a tally sheet

Activity 3 – Students identify 3D shapes and draw objects

Activity 4 – Students identify and draw patterns and compare objects

FOLLOW UP AT SCHOOL

1. Whole class discusses the QDeck visit.
 - What did we learn?
 - What were the good things we did?
 - What did we see?
 - How did we feel?
 - What made it a great experience?
2. Students illustrate and write a recount of the visit (**Activity 5**).
3. Whole class discuss results of counting objects and students make a pictograph using the information students collected (refer **Activity 2**).
4. Whole class look at and discuss the digital photographs take. Teacher makes a display.
5. Whole class talks about the activities people like to do at particular places and environments.
 - What would happen if people were unable to go to these places?
 - Could they still participate in their activities?
 - Would the activities change?
6. Whole class talk about what Gold Coast will be like when they grow up.
 - Would the Q1 Tower still be there?
 - Why might there be changes? (More people, more inventions)
 - How will these changes affect people living in Gold Coast?
(More choices, faster pace)
7. Students draw ideas (More towers, buildings, different cars) - see **activity sheet 6**.