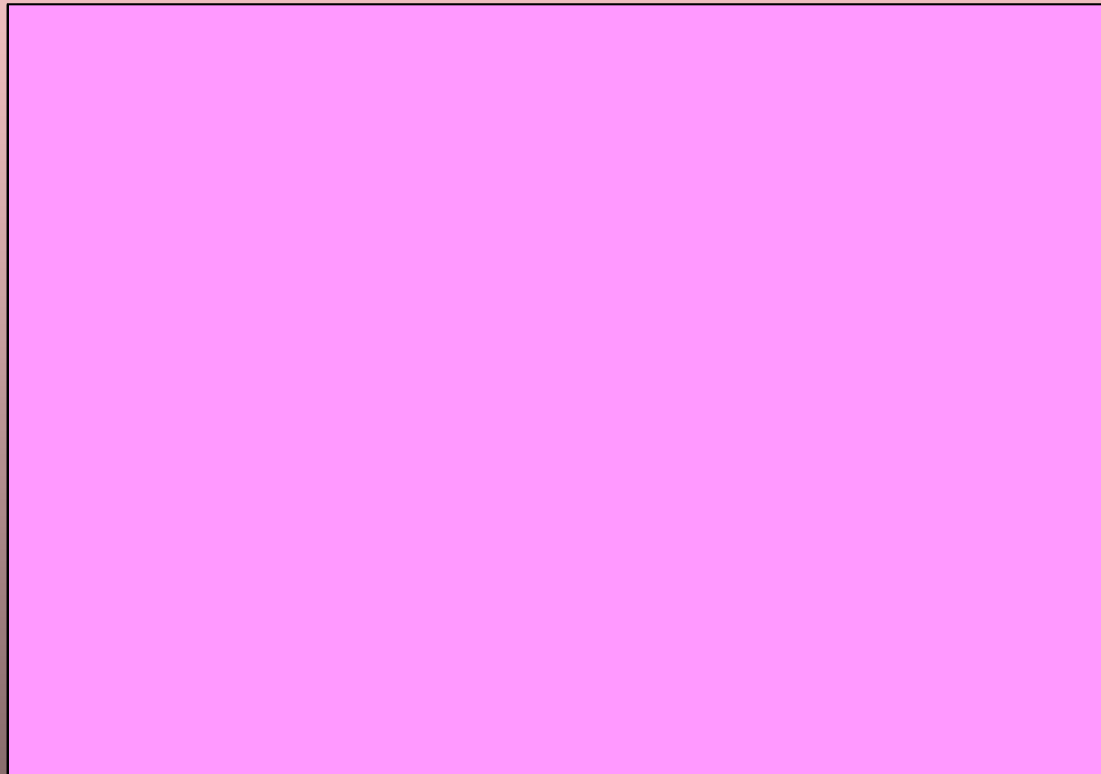


# Intellectual Quality

## Cogs/units of work



# Our journey to COGS

- ❖ Living skills profile was developed



- ❖ Focus on outcomes based learning



- ❖ Staff confidence increases -  
leads to implementation of  
outcomes within units of work

❖ Began developing a school wide scope and sequence



❖ Units of work were disjointed - no real purpose or goal



❖ Assessment was difficult

❖ What is the 'big idea' or focus question we want students to learn.



❖ Introduction to cogs



❖ Different stage groups adapted and trialled these with their classes

❖ Focus questions too big - too many activities.



❖ Can adapt activities only



❖ Can adapt focus questions

❖ Adapt cogs units to suit our classes.



❖ Examples.

Being Australian

Connected outcome group B  
stage2

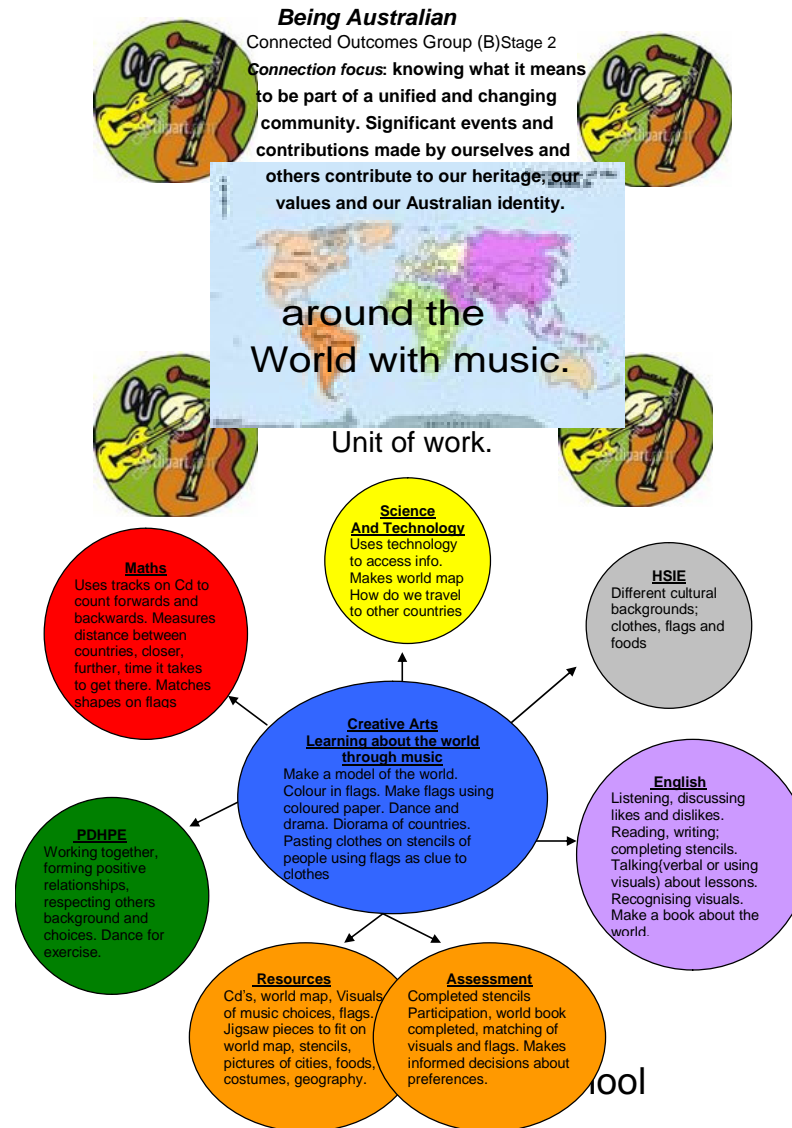
***Connection focus:***

**Knowing what it means to be part of  
a unified and changing community.**

**Significant events and contributions  
made by ourselves and others  
contribute to our heritage our  
values and our Australian identity.**

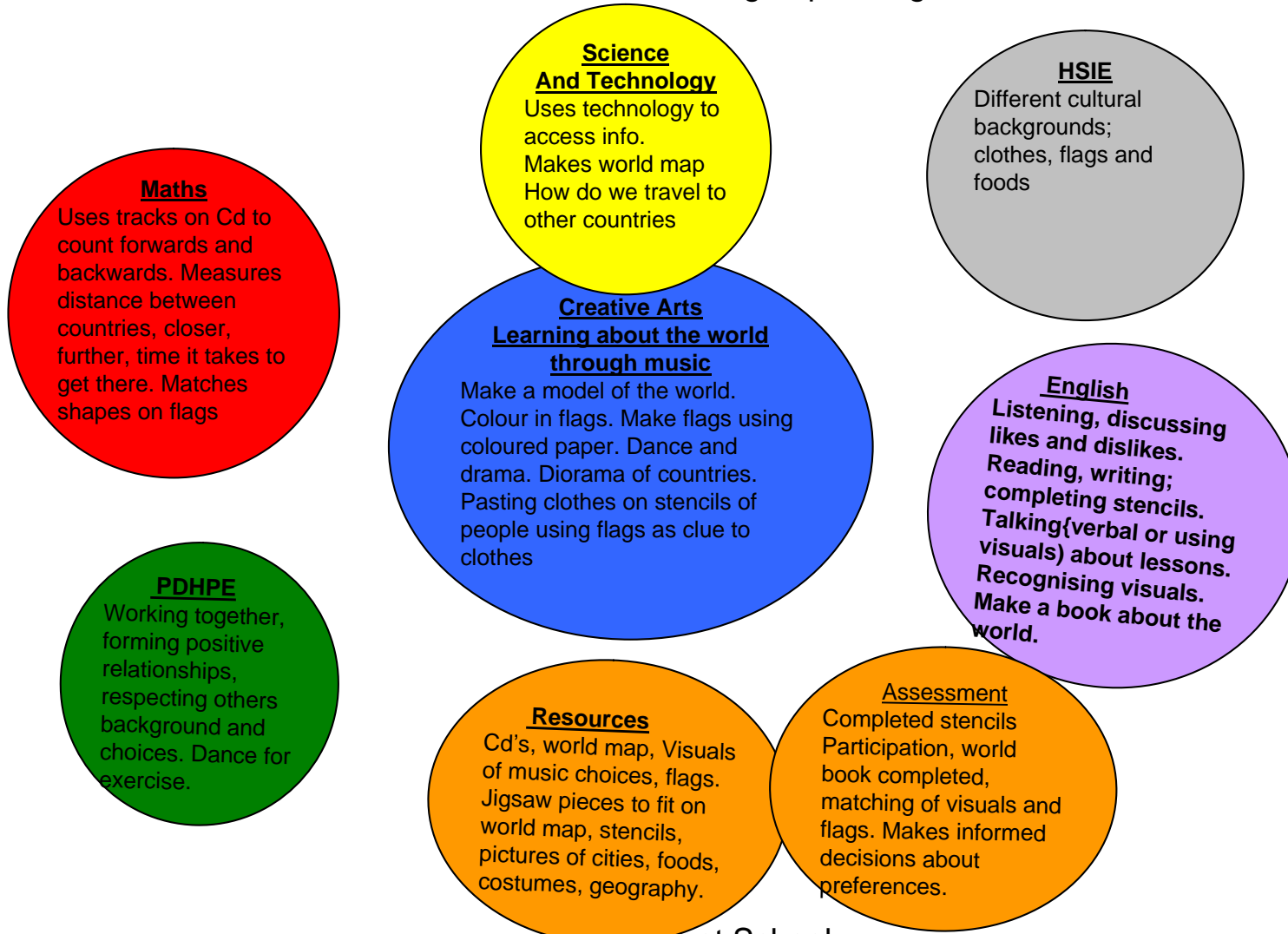
# Our way around the world with music

(I used music as the tool for this cogs unit)



# Being Australian

Connected outcome group B stage2



# Being Australian (KLA's)

Connected outcome group B stage2

**Connection focus: knowing what it means to be part of a unified and changing community. Significant events and contributions made by ourselves and others contribute to our heritage our values and our Australian identity.**

## PDHPE

Students explore their own identity through the development of values and recognition of themselves and others as unique individuals.

## Planned assessment:

observation of participation  
observation of student participation in music activities  
presentation of a mobile that reflects personal values  
assess bookwork participation in excursions.

## HSIE

Students develop an understanding of a shared Australian identity through the exploration of the roles of individuals, families and groups that contribute to maintaining, developing, strengthening and changing communities. Students research significant symbols of state and national identity and examine a range of community groups. Inquiries are inclusive of Aboriginal communities and heritage. Through these inquiries, students develop an understanding of their own identity and values related to being Australian. Cultural background, map of the world, flags of the world,

## Students will be engaged in:

investigating significant Australian events and people producing a digital presentation to showcase Australian innovation and design creating and performing music and dance sequences making a mobile and a values shield to express personal values and group responsibilities. creating a book about Australia work sheets and stencil listening to a CD with Australian music looking at power points going on excursions making a wall diorama

## Creative Arts

Students learn about how they connect to different local and national, and international groups in society through dance and music. Art work, diorama etc

## SciTech

Students use digital media to design and develop an information product such as a video clip, *PowerPoint* presentation or web site to showcase the achievements of great Australians Power point about things Australian; e.g. animals, flora **CD** with Australian music. Music of the world.

Cairnsfoot School

# Students became familiar with flags and music of different countries



**Australian music**



**Lebanese music**



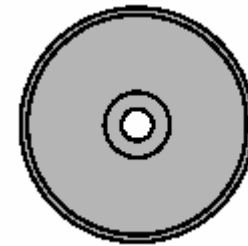
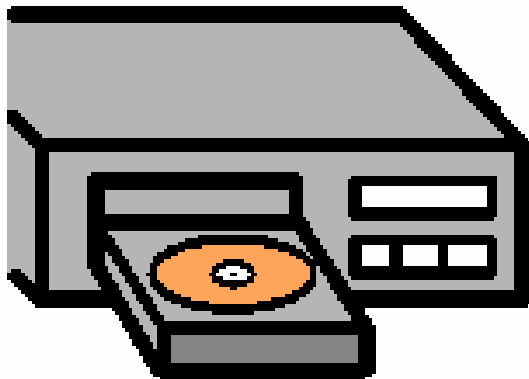
**Greek music**



**Indian music**

# KLA's

Maths; numbering tracks on CD and matching to number on visual to choose preferred song. Grouping together types of music.



# English

Matching flags and costumes  
to music/ recognising visuals

Increasing  
relevant  
vocabulary

Identifying words that  
identify cultural  
identity

Listening to music

discussing likes and dislikes.



I don't like that

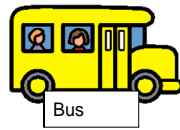
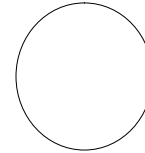
Work sheets



I like that

# Work sheets

Circle what you see.



Bus



Centrepoint Tower



Cars



Harbour Bridge



People



Buildings



Opera House



Farm

Cairnsfoot School

**Title: *Working together* –**  
***(we will explore this process through the study of a book, “The lady who swallowed a fly.” Work will be undertaken mostly as group activities except when stencils are completed. But even then, students will be encouraged to help their friends.)***

Stage 2 Connected Outcomes Group (D)

***Connection focus:* Communicating with each other and within groups.**

## HSIE

Students identify the roles and responsibilities of school and community members. Students model the use of democratic processes used in the community, in the class and at school. Students develop attitudes and values related to social justice.

## Creative Arts

The processes of play building in Drama require students to work together actively and collaboratively. Students' responsibilities as performers require negotiation and decision making skills. The arts teacher has collaborated with class teacher and the class is making a diorama of characters in the book. Students will participate in work involving drawing, producing figures and colour recognition.

## PDHPE

Students explore different types of relationships and explain how positive relationships are formed and maintained. They are able to identify and explain the differences in growth and development between individuals at different life stages. They learn to recognise situations of potential abuse or when abuse is occurring and can take appropriate actions. Child protection education concepts should not be taught as an isolated component in PDHPE. It is expected that child protection education will be taught as part of PDHPE programs in each Stage. Students will explore healthy eating.

## MATHS

Since there are a number of characters in the story they will be used to teach counting and sequencing. The old lady swallows the animals from smallest to largest. Students will learn concepts such as first, next and last, therefore understanding the concept of order. The students will explore the differences between size and volume. The animals and insects in the story increase in size as does the volume the old ladies stomach can hold. The students will learn that a number relates to a group of objects. They will understand concept of 'nothing.'

## Students will be engaged in:

dramatising the story  
listening to and answering questions about the story  
exploring roles in a class activity  
activities which are group based, eg. looking at and using the computer  
completion of stencil  
taking turns and waiting  
participating in personal development activities.  
helping friends with their work  
science and maths lessons

## SciTech

Students will become familiar with technology and how it assists one with accessing information. The class will make use of the computer, the language master and the CD player. Students will explore the differences between mammals, birds and insects. The students will investigate the functions of the human body and the healthy food pyramid.

## ENGLISH

Through the art of story telling the students will learn to work together as a group. They will listen, recount and participate in a number of activities. Will dramatize the story by participating in a number of role playing situations. Through the sentences and words in the story the students will improve their vocabulary and reading. Using phonics and a word web the students will increase word and letter knowledge. This and other books will teach students about sentence construction. The students will develop a love of reading by;

- Visiting the library
- Recreating a library in the classroom
- Following the book on the computer
- Make their own book

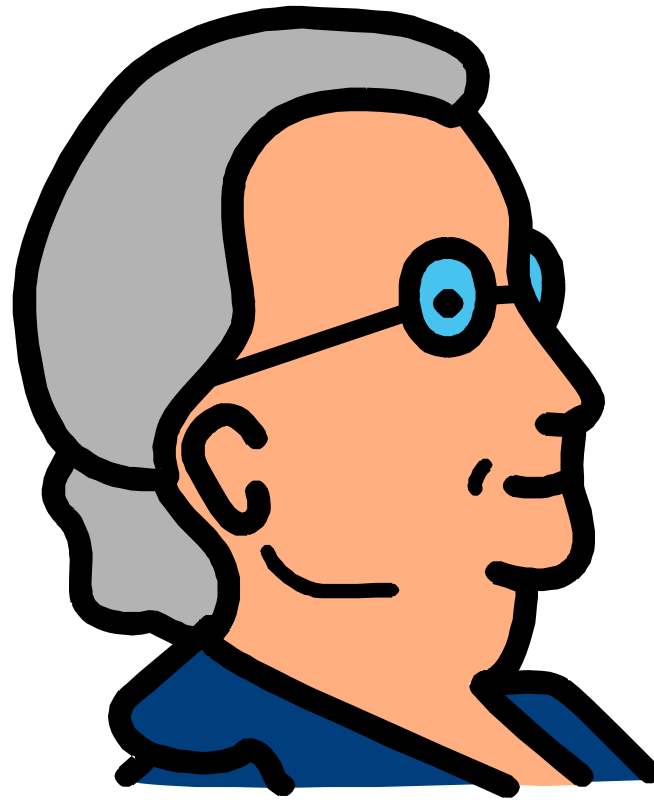
## Planned assessment:

observing development of a story in drama  
ask questions- why, who, when and record student answers and understanding of story  
reviewing group personal development  
student's completion of stencils prepared to assess understanding and on task ability  
observe student participation  
assess student recognition of letters and words observe sentence construction  
make a book

The result of using the COGs is that the students are highly motivated to learn. This change of learning behaviour has been observed in all our students including those who fall in the severe range.



There was an old lady who  
swallowed a fly. 🪰



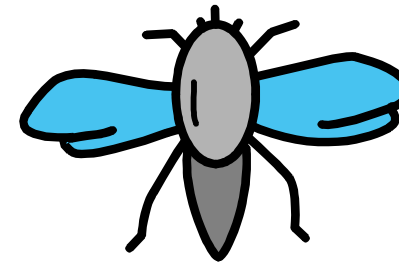
There was an old lady who swallowed a fly. 



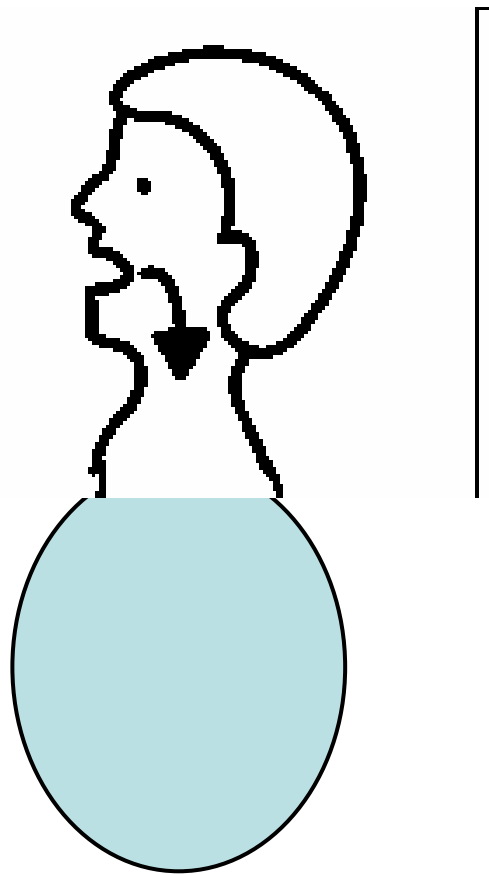
I don't know why she swallowed a fly,



perhaps she'll die.



# How many in her tummy?



1



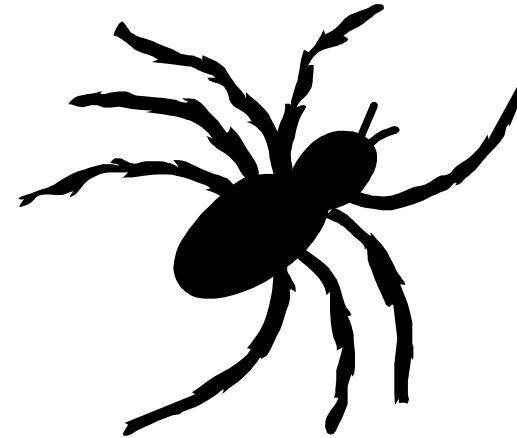
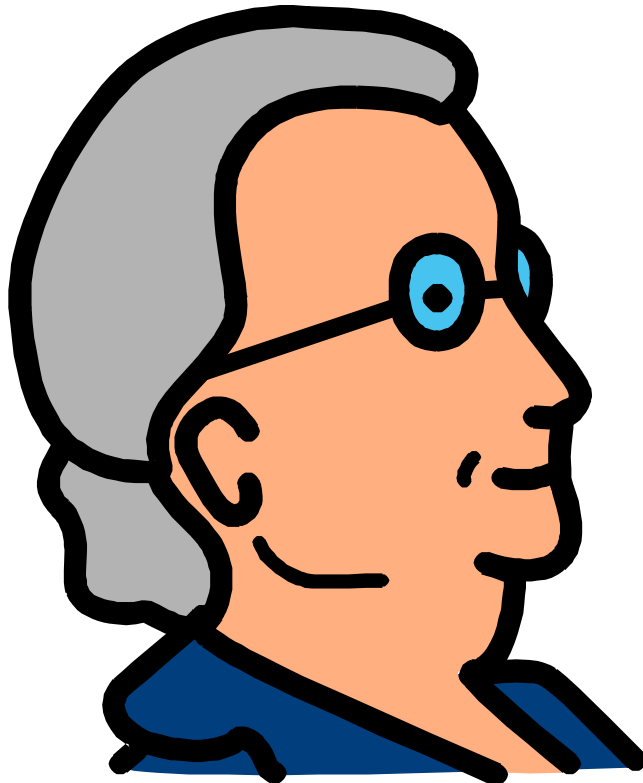
There was an old lady who swallowed a spider.  
That wriggled and jiggled inside her.



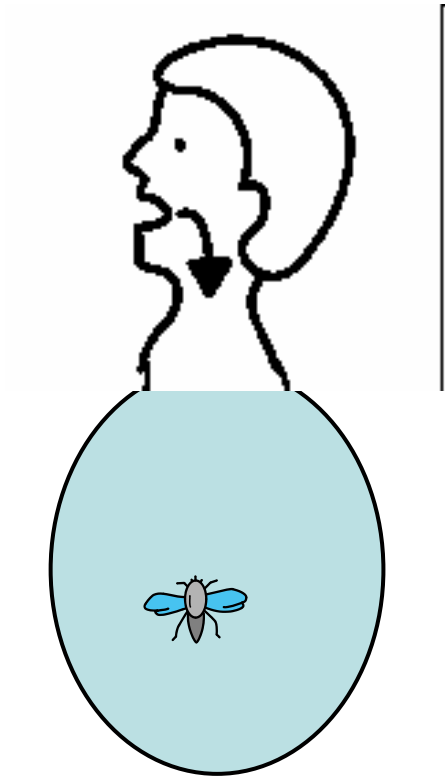
- She swallowed the spider to catch the fly.



I don't know why she swallowed the fly.  
Perhaps she'll die.



# How many are in her tummy?



2



There was an old lady who swallowed a bird.

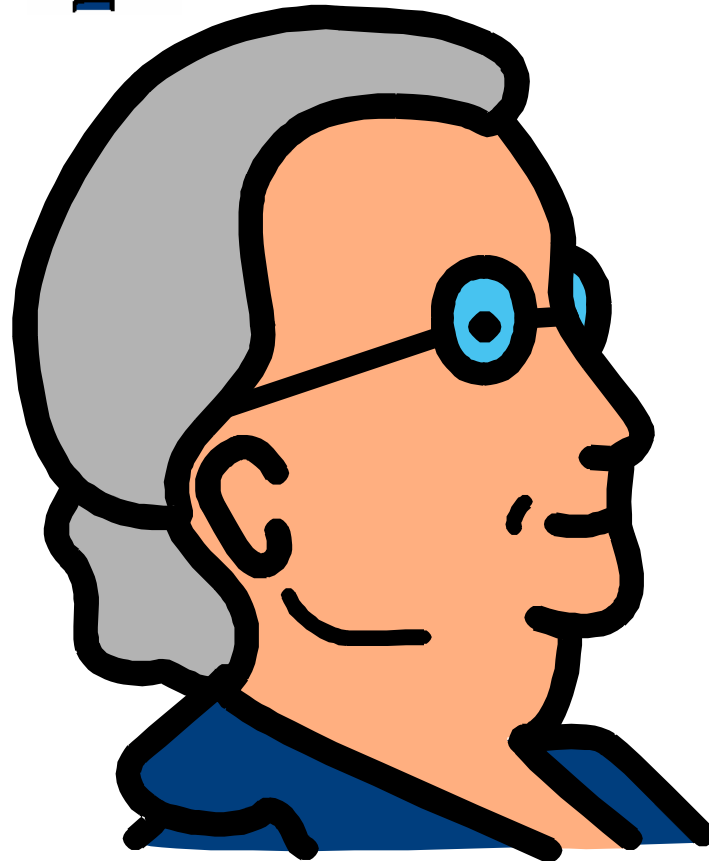


How absurd to swallow a bird!

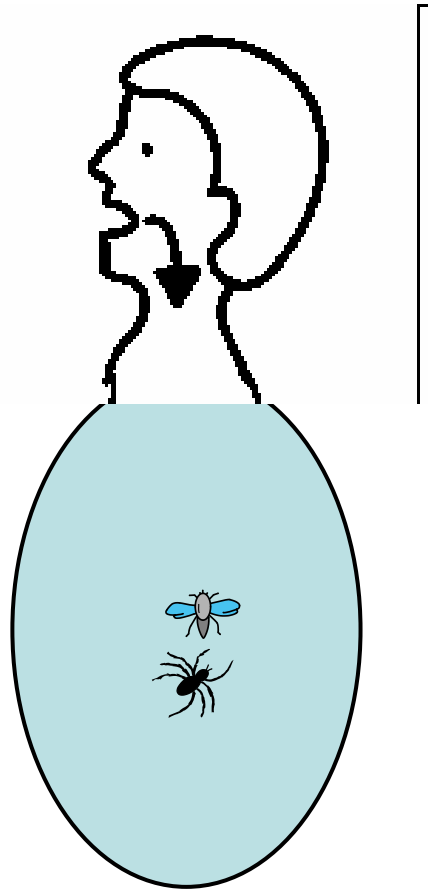
She swallowed the bird to catch the spider.



I don't know why she swallowed the fly.



# How many are in her tummy?



3



There was an old lady who swallowed a cat.



Well, fancy that, she swallowed a cat!

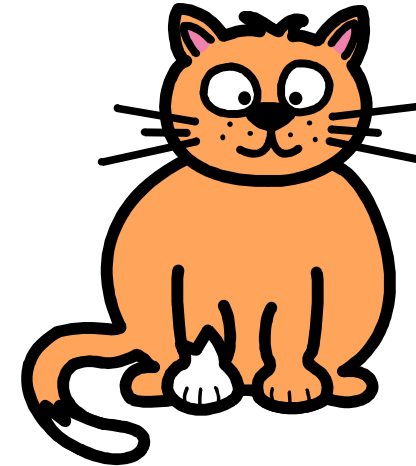
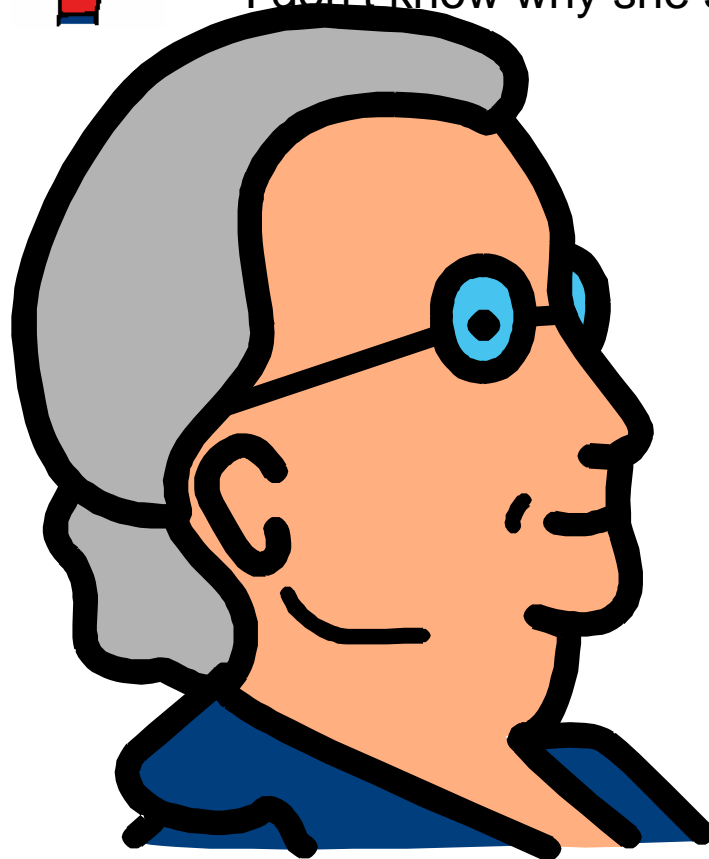
She swallowed the cat to catch the bird.



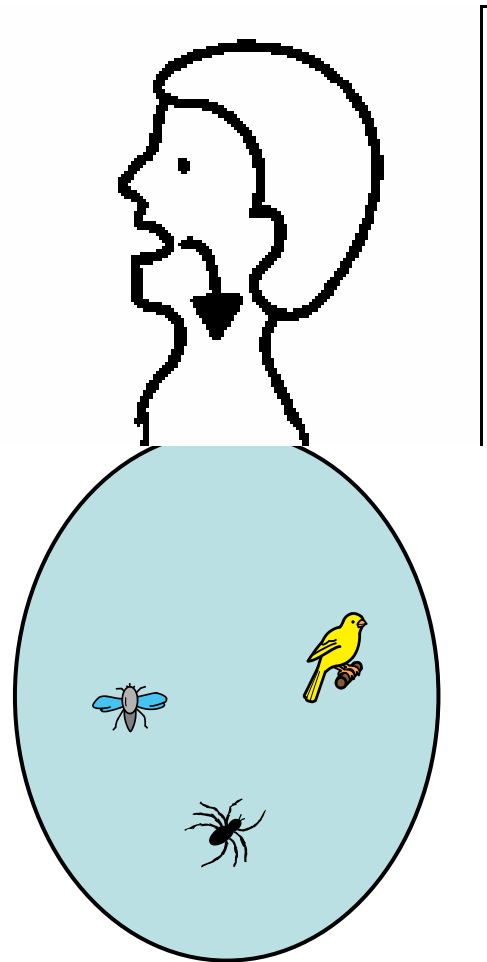
She swallowed the bird to catch the spider.



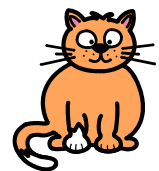
I don't know why she swallowed the fly.



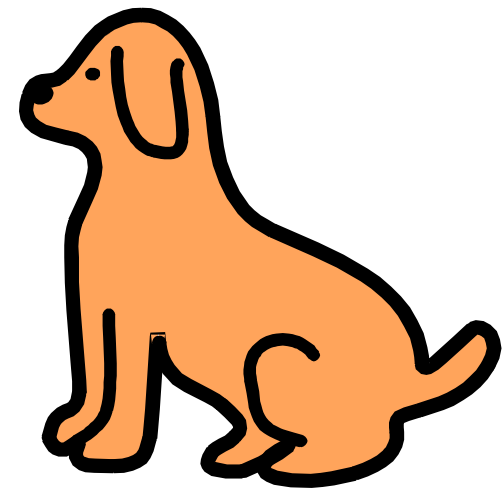
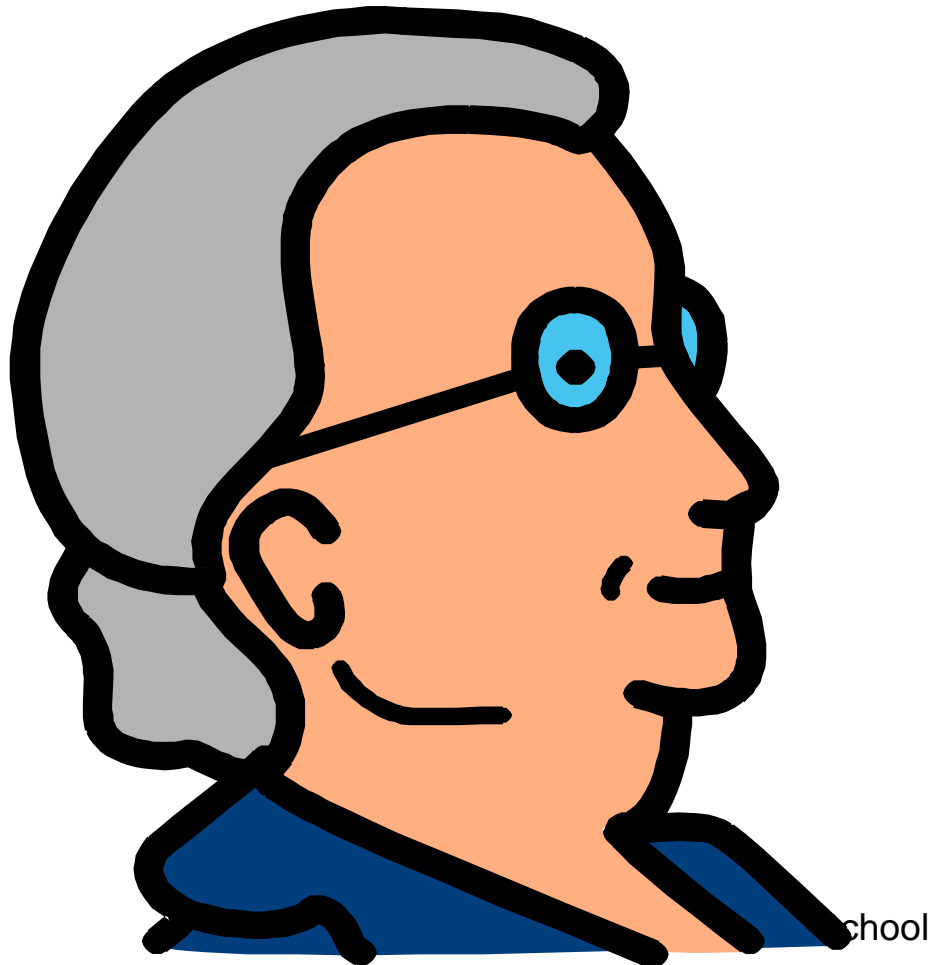
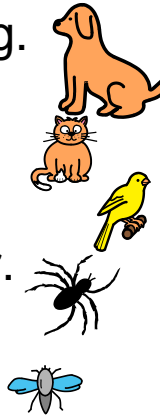
# How many are in her tummy?



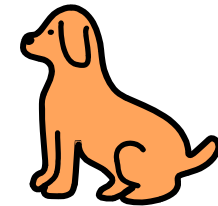
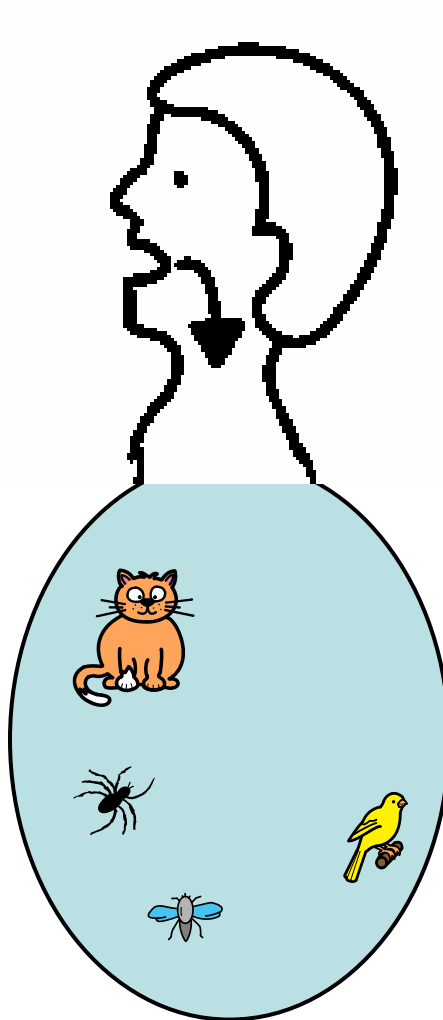
4



There was an old lady who swallowed a dog.  
What a hog to swallow a dog!  
She swallowed the dog to catch the cat.  
She swallowed the cat to catch the bird.  
She swallowed the bird to catch the spider.  
I don't know why she swallowed the fly.



# How many are in her tummy?



5



There was an old lady who swallowed a cow.



I don't know how she swallowed a cow!



She swallowed a cow to catch the dog.



She swallowed a cow to catch the cat.



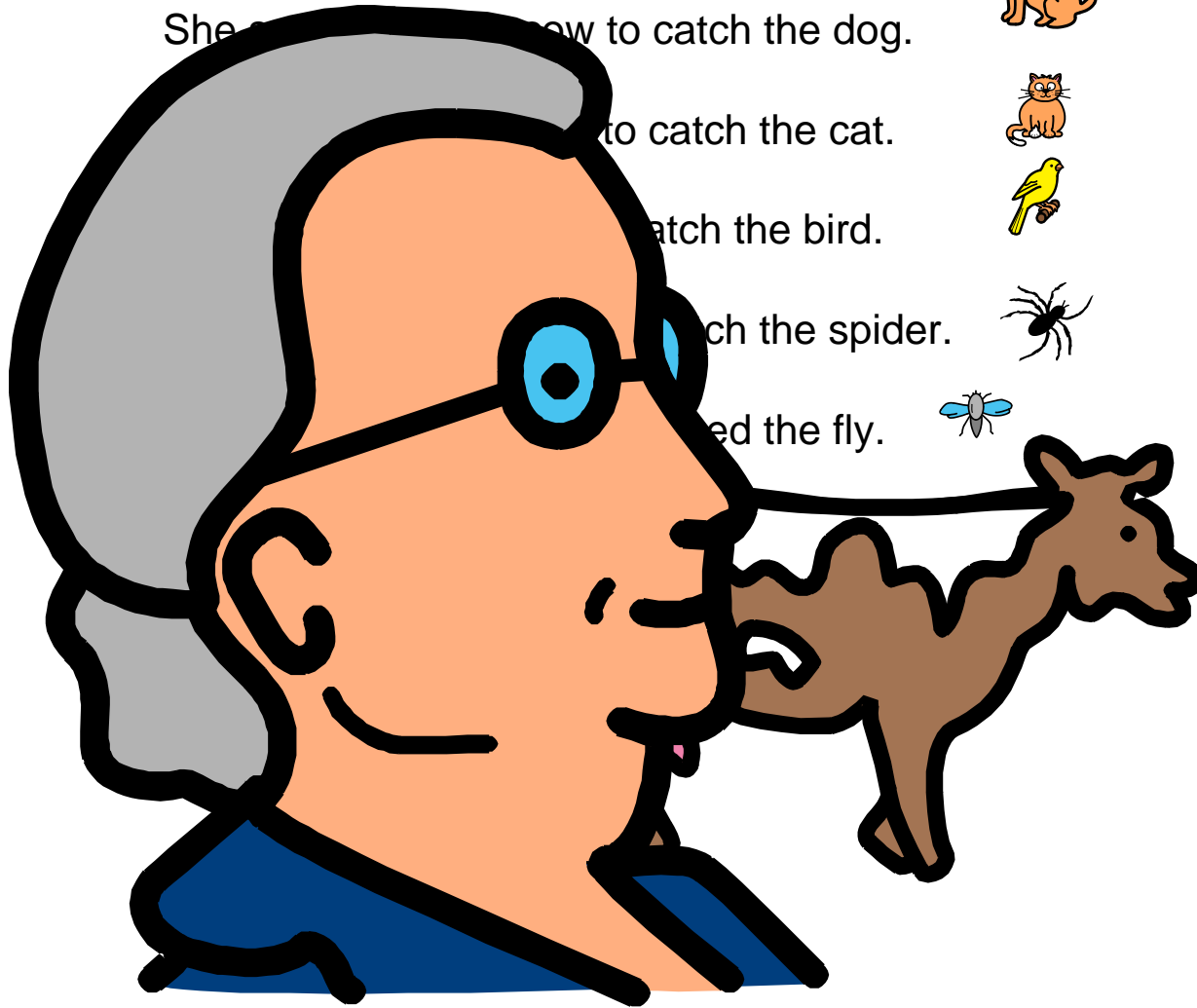
She swallowed a cow to catch the bird.



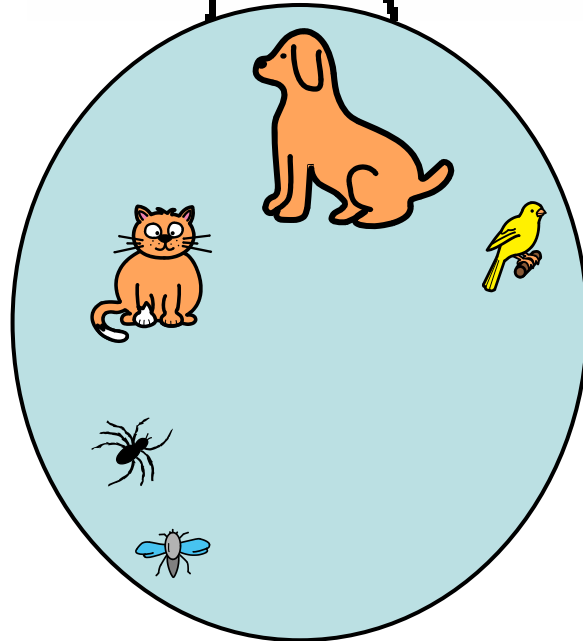
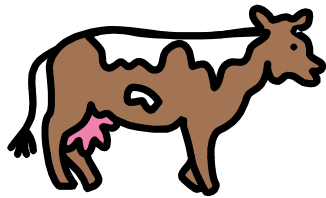
She swallowed a cow to catch the spider.



She swallowed a cow to catch the fly.



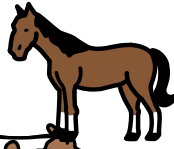
How many are in her tummy?



6



There was an old lady who swallowed a horse.



She swallowed the horse to catch the cow.



She swallowed the cow to catch the dog.



She swallowed the dog to catch the cat.



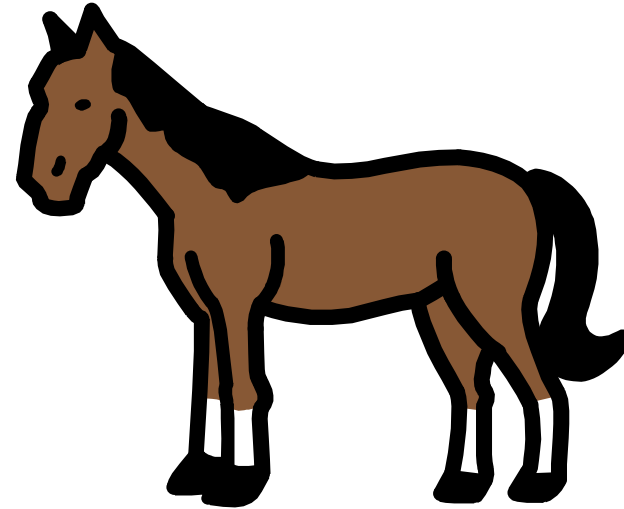
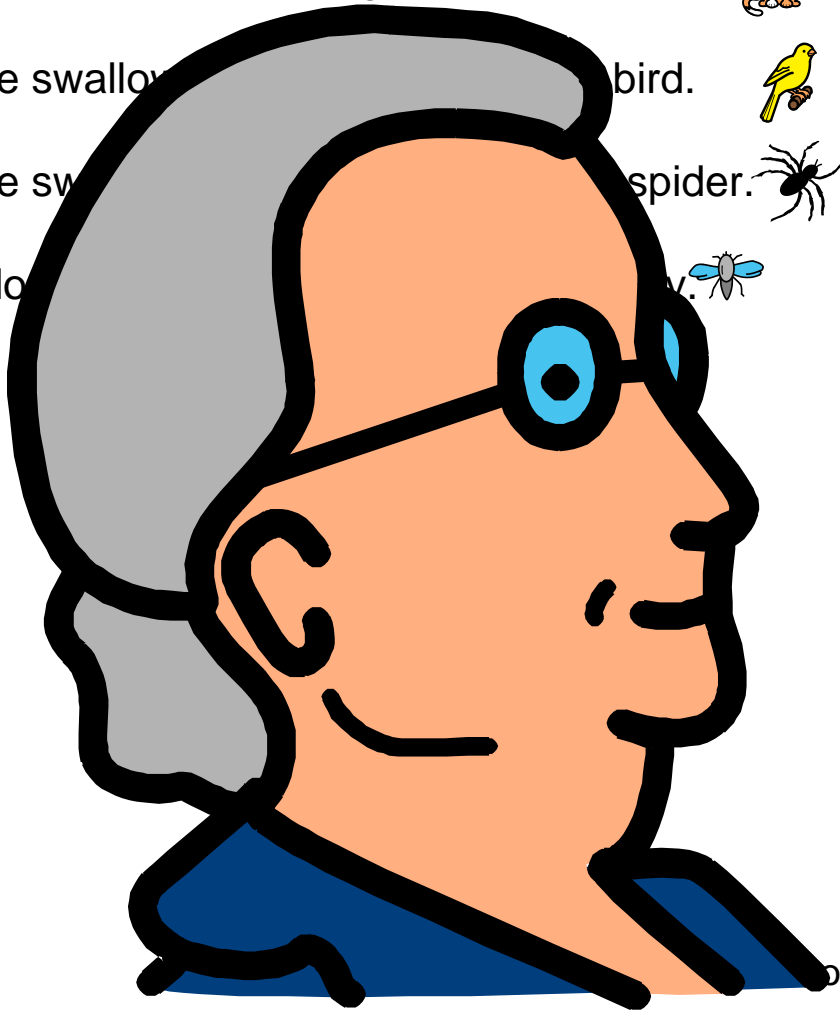
She swallowed the cat to catch the bird.



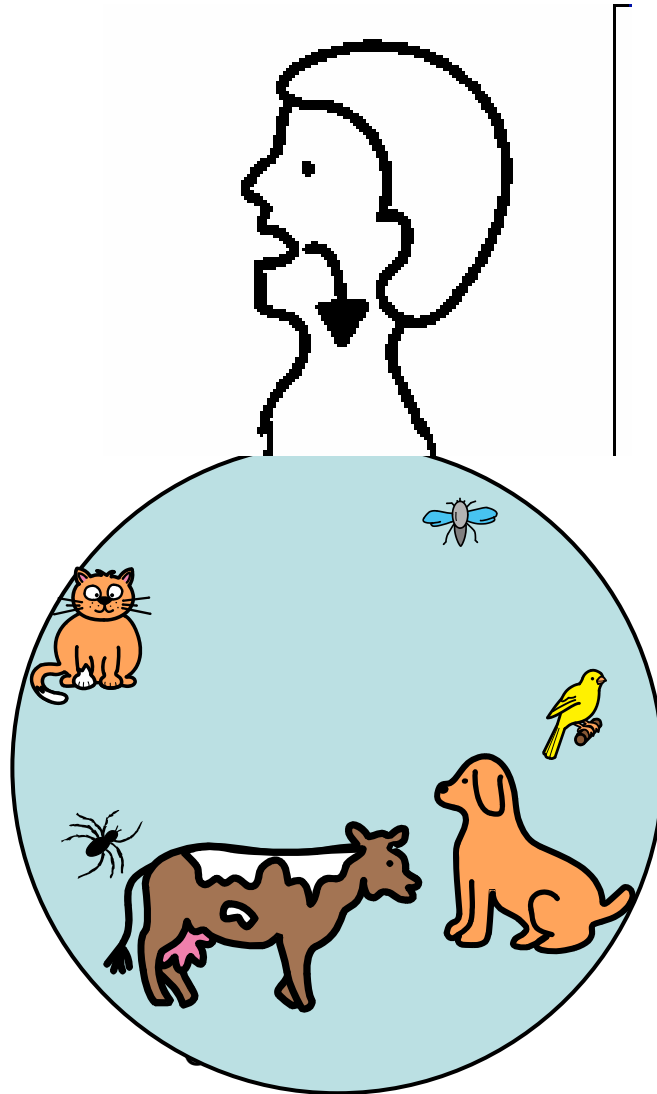
She swallowed the bird to catch the spider.



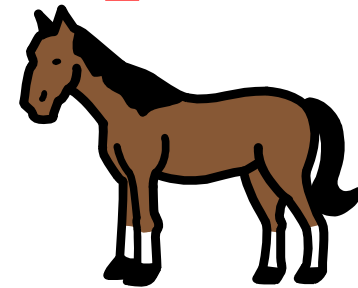
I do not know why.



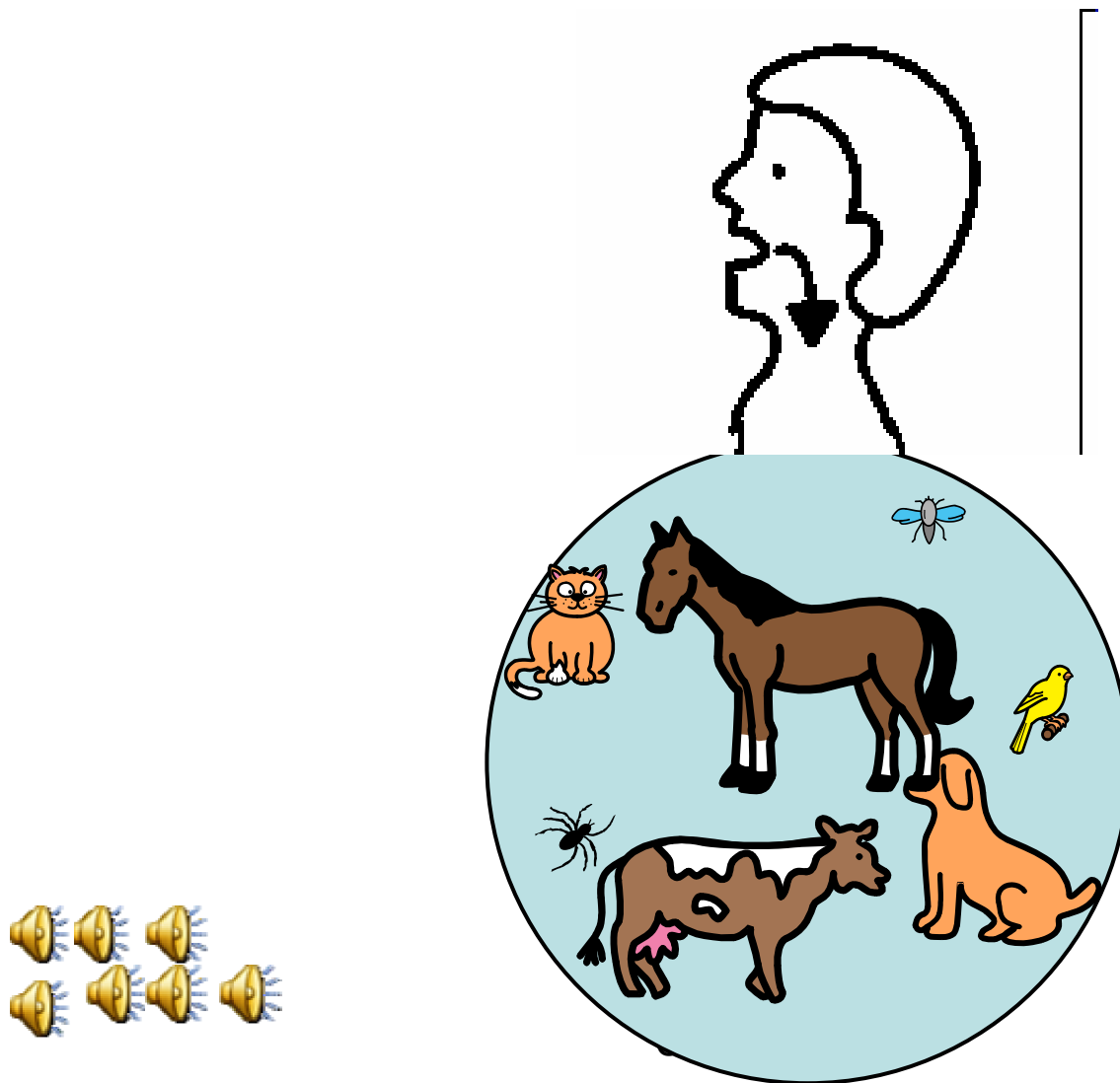
How many are in her tummy?



7



# What can you hear in her tummy?



She's dead of course

