



Junior School Curriculum Newsletter Unit 3

Thursday 25th May 2017

Dates:

12th June: Queen's Birthday Holiday

27th and 29 June: Three Way Conferences

30th June: End of Term 2.30pm Dismissal

Homework

Please help your child practice the spelling words that will come home in their Homework Books.

Transdisciplinary Theme

How We Express Ourselves

An inquiry in to the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Central Idea

Images communicate ideas and information.

Key Concepts:

Function, Connection, Perspective

Lines of inquiry:

- ✓ The use of still and moving images in different mediums
- ✓ How design elements of images support communication
- ✓ How we interpret and respond to images

Learner Profiles

Inquirers

Approaches to Learning:

During this unit, we will be working on developing the following skills

Self-Management: *Fine Motor Skills*

Research: *Observing*

Thinking: *Acquisition of Knowledge*

Communication: *Nonverbal communication and Viewing*

Summative Task: By the end of the unit, the Junior school students will be able to respond to an image that communicates ideas and information by writing an explanation about what they believe the image is communicating.

Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners are:

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

Literacy

Our main writing focus is narratives. We will be looking at the structure of a narrative. Students will be writing their own stories focusing on adding interesting characters and settings. Adjectives will be incorporated as we learn how to make our stories exciting for the reader. We will look at example texts including fables and fairytales and discuss how narratives include a problem and a solution. The last few weeks will see students experimenting with different styles of poetry including cinquain, limericks, acrostic and colour poems. Students will produce their own poetry book with works written by themselves.

Spelling sounds include:

h as in house

j, g ,ge, dge as in jellyfish, barge, giraffe and bridge

l, ll as in lizard and bell

m, mm, mb as in moon, hammer and thumb

n, nn, kn as in net, winner, and knife

Our reading focus will include adjusting. This involves thinking within the text, looking at the punctuation and reading with expression when appropriate. We will look at the different styles of expression used when reading fiction and non-fiction books. During Guided Reading sessions, students will perform reader's theatre for the class.

We will analyse texts and look at how the author and illustrator use pictures to help tell a story. The students will make connections between texts that are similar e.g. Fairytales - good versus evil, fables that have a moral at the end.

Numeracy

Topics we will be covering this unit include;

Subtraction: Students will be exposed to various mental strategies to assist them with solving problems such as counting on and counting back methods. Concrete materials will be used as students become more familiar with mental strategies. We will discuss what the difference between numbers means. Our tens facts from addition will be converted into tens facts for subtraction. Subtracting 10 from numbers will also be covered.

We will start to look at money and what coins are equal to other coins.

We will add and subtract simple sets of coins and look at counting small groups of money. Location and reading maps will be incorporated into our Inquiry unit as we look at how symbols on maps and around us in the world help us identify location and follow directions. Language used will include, in front, behind, next to, left, right and backwards. Students will experiment with mass and heft objects to determine what is heavier. They will use balance scales to determine whether items are heavier or lighter.

THANKS to those parents who assisted on the Taskworks excursion. Your help was greatly appreciated and the students all appeared to have a fantastic time.

