



Junior School Curriculum Newsletter Unit 3



Friday 11th May 2018

Dates:

25 May – Junior School Celebrations of Learning Assembly 2.45pm

11 June – Queens Birthday Holiday

12 June – Curriculum Day (Pupil Free Day)

22 June – Junior School Story Telling Presentation to families

Semester 1 Reports published on Compass

26 June – Three Ways conferences 3.45pm – 7.15pm

28 June – Three Ways conferences 3.45pm – 7.15pm

29 June – End of Term 2 (2.30pm dismissal)

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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

Storytelling allows people to express ideas, feelings and messages in different ways

Key Concepts:

Form, Connection, Perspective

An inquiry to:

- ✓ How different stories are constructed and communicated.
- ✓ Common themes in stories that connect cultures.
- ✓ Feelings and emotions stories evoke.

Learner Profile

Communicators and Caring

Approaches to Learning:

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

Social Skills:

Respecting others and Cooperating

Self-Management:

Time Management and Organisation

Communication Skills:

Speaking, Reading, Writing, Presenting and Non Verbal

Summative Task: By the end of the unit, the Junior school students will create and present a story which expresses an idea, feeling or message to show their understanding of how storytelling allows people to express ideas, feelings and messages in different ways.

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

Reading

During this Unit of Inquiry there is a strong link to the importance of reading. We will be spending time exploring adjusting and maintaining fluency – two skills that are essential when reading aloud. Through guided reading and readers' theatre, the children will be able to experiment with using expression, practising correct phrasing and changing their voice to suit the audience and text they are reading.

We will also be exploring aspects of author's craft and the text structure through the reading skill analysing. Later in the unit, students will be encouraged to make connections and critique the texts they are reading.

Writing

In Writing, we are exploring two text types – Narrative and Response/Review. For each text type we will look at exemplar texts, understand the purpose, learn the structure they follow and experiment with writing them as a class and independently.

When learning about narratives, a big focus will be on descriptive writing, writing with an audience in mind and communicating a message, feeling or idea through a story.

The summative task will allow students to plan, craft and perform their own narrative, demonstrating their learning in this area.

Word Study

We continue to have a daily focus on phonological awareness - listening to and manipulating sounds, segmenting words, hearing syllables and blending sounds.

We are focusing on vowel sounds by distinguishing between short and long vowels and the silent e spelling pattern (kite, date, tube etc.). We are also learning to recognise and use two consonant letters that represent a single sound (ch, ph, sh, th, wh).

There also continues to be a strong focus on handwriting, especially letter formation, sizing and placement on the line.

Numeracy

For the coming weeks we will explore a range of concepts and ideas in Numeracy, commencing with subtraction and relating this to our previous learning about addition. Many students are already noticing the link between addition and subtraction and this will be made explicit by exploring 'fact families' and related facts. We are learning subtraction mental strategies including making 10, count back and count on. These will be taught and practised through a range of games as well as targeted whole class lessons and focus groups. Again, these mental strategies relate to those we have learnt through addition.

We will be learning about Money through counting and ordering collections of notes and coins. Students will also be required to solve simple problems involving amounts of money.

We are exploring 2D shapes and spending time to describing, naming and drawing them.

Finally, we will be learning about chance and exploring practical activities and everyday events that involve chance. Students will be encouraged to describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' as well as being encouraged to use a range of other chance words that we will brainstorm as a class.