



Middle School Curriculum Newsletter Unit 2



Thursday 14 March 2019

Dates:

22 March: Whole School Harmony Day Incursion

25 March: 9.00am Celebration of Learning Assembly 9am Middle

29 March: 9.00am Whole School House Cross Country

4 April: Easter Raffle Free Dress Day

5 April : End of Term **2.30pm Dismissal**

23 April: Term 2 Curriculum Day (Student Free Day)

24 April : Term Two Commences for students

25 April: ANZAC Day Public Holiday

26 April: ANZAC Ceremony 2.30pm

9 May: District Athletics

13 May – 24 May NAPLAN Year 3 and Year 5

Transdisciplinary Theme

Sharing the Planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Central Idea

Children worldwide encounter a range of challenges, risks and opportunity

Key Concepts:

Form, Perspective, Responsibility

Lines of Inquiry

- Challenges, risks and opportunities that children encounter (local and global)
- How children respond to challenges, risks and opportunities
- Ways in which individuals and organisations work to protect children from risk

Learner Profile

Caring, Reflective

Approaches to Learning:

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

Thinking: Evaluation, Application

Communication: Viewing

Self-Management: Safety, Informed Choices

Summative Task:

Students will investigate and compare the difference challenge, risk or opportunities encountered by children world-wide through the use of a graphic organizer.

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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

Writing

Students will be focusing on writing narrative texts. We will look at what makes a good narrative and look at features such as sizzling starts, exciting endings, dialogue and banning boring bits. Students will have plenty of opportunities to write their own narratives.

Spelling

Our focus sounds are
J as in jellyfish, bridge
O as in orange
K as in quick,
H as in house, hole
Ar as in hard

Reading

We will continue to focus on aspects of the Fountas and Pinnell reading wheel including,

Summarising Identify important ideas in a text and report them in an organised way by finding information about events, objects, animals, and people. The information is usually about an object, character, or event that is connected to the main idea of a paragraph or book. Improving student's skills to be able to summarise longer narrative texts in writing and orally

Inferring Infer character's feelings and motivations through reading their dialogue and what other characters say about them. Infer cause and effect in influencing characters' feelings or motives throughout a text

Analysing Identify point of view from facts and opinions stated in a text. Students will continue developing skills in identifying the difference between fact and opinion. This involves recognising the difference between something that is true - a fact - and something that someone thinks or believes - an opinion. Opinions are often introduced by signal words such as think, know, believe, seem, sure, maybe, and perhaps. Exclamations and strong adjectives are also often used to identify opinions.

Solving words

Understand figurative use of words
Understand connotative meaning of words

Numeracy

In Numeracy we will be working on effective strategies to solve addition and subtraction problems. We will look at the link between the two processes. Number Talks form a focus here as students discuss the strategies they use to solve different problems. Students will be familiar with the terms jump strategy, doubles, near doubles, making ten and compensation.

The Middle School will also complete a unit on time. Time to the quarter hour will be revised and students will be exposed to time to the nearest 5 minutes as well as solving worded problems that involve lapsed time.