



# Junior School Curriculum Newsletter Unit 3

Thursday 16<sup>th</sup> May, 2019

## Dates:

**20 May:**  
CERES Incursion

**22 May:**  
BBC Incursion

**28 May:** 2.30pm  
Math's Afternoon

**10 June:**  
Queens Birthday  
Public Holiday

**11 June:**  
Curriculum Day  
(Student Free day)

**25 and 27 June:**  
Three Way  
Conferences

**28 June:**  
Last day of term.  
2:30pm dismissal

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## 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

Humans make choices that have an impact on the environment.

#### Key Concepts:

Form, Responsibility, Change

#### An inquiry into:

- Characteristics of different habitats
- Human impact on natural habitats
- How living things respond to changing environmental conditions.

**Learner Profiles:** Knowledgeable and Caring

#### Approaches to Learning:

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

**Research Skills:** Collecting, recording, organizing and interpreting data.

**Self-Management Skills:** : Informed Choices:

**Social Skills:** Presenting

**Summative Task:** By the end of the unit, Junior students will be able to create a habitat and explain its features. Investigate the positive and negative impacts on the environment and explain actions which they could take in response to their findings.

## 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

For our where we are in place and time unit, the text types we will be exploring are narratives and descriptions texts. Students will learn about the purpose and structure of these text types. Co-constructing, experimenting and publishing their own pieces of writing. For the summative task, students will be writing a description of a chosen environment they build and it's positive / negative human impact.

### Word Study

For this Unit of Inquiry the junior school have a strong focus on phonological awareness. Our main focus is manipulating sounds, including changing, deleting and adding phonemes to make new words, and using cued articulation to solve words.

A weekly focus sound will be explored in class, and students will be given a wordlist to select 5-10 words from for their homework and classroom learning.

The sounds students will be learning about during this unit are:

Week 4: The digraph /ea/ making the "e" sound like in bread.

Week 5: The digraph /ey/ making the "ee" sound, as in key.

Week 6: The digraph /ea/ making the "e" sound as in beach.

Week 7: The digraph /er/ making the "eh" sound like in teacher.

Week 8: The digraph /oi/ making the "oi" sound like in coin

Week 9: The graph /u/ making the "oo" sound like in bull

Week10: The digraph /or/ making the "or" sound like in fork

### Reading

During reading we will be concentrating on the skills of maintaining fluency (reading at a good rate, pausing using intonation and stress), adjusting ( adjusting their reading in response to the text and understanding to solve the text) and summarizing ( remembering important information and carrying it forward) from Thinking within the text. Also inferring (thinking about what the writer means but has not written) and synthessing (adjusting present understanding to accommodate new understanding) from Thinking beyond the text.

## Numeracy

We will be learning about:

### Chance

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.

### Subtraction

Subtraction as a concept as well as 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, number talks as well as targeted whole class lessons and focus groups. These mental strategies relate to those we have learnt through addition.

### Mass

We will be exploring the concept of mass. Students will have the opportunity to practise estimating, comparing, ordering and measuring the mass of various objects. Finally, at this time of year there will be several Maths assessments completed. Classes will be revising misconceptions that arise from these assessments and ensuring students have the best possible understanding of the concepts covered this year.