



# Junior School Curriculum Newsletter Unit 5



Thursday 12th September

## Dates:

13 Sept  
F- 2 Swimming Session  
(Last session)

13 Sept  
Assembly 2.30pm

19 Sept  
Colour Explosion Run  
2.00pm

20 Sept  
Last day for Term  
(2.30pm Dismissal)

7 Oct  
Commence Term 4

18 Oct  
Taskworks Excursion

Assembly 2.30pm

25 Oct  
Foundation and Junior  
School Performing Arts  
Concert ( 2.30pm)

1 Nov  
Assembly 2.30pm

5 Nov  
MELBOURNE CUP  
HOLIDAY

15 Nov  
Assembly 2.30pm

## 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

Communicators and Balanced

#### Approaches to Learning:

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

**Self-Management:** *Fine Motor Skills*

**Thinking:** *Acquisition of Knowledge, Comprehension and Metacognition*

**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 which communicates ideas and information by writing an explanation about what they believe the image in 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

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## Literacy

In Reading we will be revising the skill Summarising. Students will need to gather information and be taught how to look for key words and important facts. Students will be encouraged to examine the difference between fact and opinion which links to our writing focus.

Following this, the skill of Synthesising will be explored where students will be required to combine what they already know with new information, building on their knowledge and understandings.

There is always a strong focus on word solving skills, maintaining fluency and monitoring and correcting and these will be revised and explicitly taught in whole class reading sessions and in guided reading groups.

### Writing

In Writing we will be exploring Informational Texts and Poetry. Students will be looking at various exemplar texts and learn about the purpose and structure of information texts and different types of poems. During this time they will experiment with writing as a class, in small groups and independently.

To link to our Unit of Inquiry, we will be constructing informational texts about famous artists, art pieces and images.

### Spelling

The following sounds and spelling rules will be explored:

The graph /a/ making the "a" sound as in ant.

The graph /i/ making the "i" sound like in tin.

The graph /o/ making the "o" sound like in frog.

The graph /u/ making the "u" sound like in bus.

The prefix re – meaning repeating or backwards.

The digraph /mb/ making the "m" sound as in lamb.

The digraph /wr/ making the "r" sound like in wrist.

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## Numeracy

For the beginning of the new unit, students will be exploring Data. We will learn about gathering data, asking appropriate questions, recording information in several kinds of graphs and interpreting our results.

We will begin to explore Division as a concept and relate this to our previous learning about multiplication. There are already some students that are noticing the link between multiplication and division and this will be made explicit by exploring 'fact families' and related facts. We will be learning the difference between dividing a set of objects into three equal groups (partition) and dividing the same set of objects into groups of three (quotient). In addition, we will be exploring the notion of equal sharing, such as a packet of sweets shared equally between a group of people using one-to-one correspondence. These will be taught and practiced through a range of games as well as targeted whole class lessons and focus groups.

We will be learning about Fractions by sharing and splitting materials into equal groups. Students will be focusing on halves as two equal parts of a whole, as well as quarters and eighths. Students will be required to recognise that sets of objects can be partitioned in different ways to demonstrate fractions.