



# Junior School Curriculum Newsletter Unit 6



Wednesday 6<sup>th</sup> November

## Dates:

**4 Nov:** MELBOURNE CUP  
HOLIDAY

**5 Nov:** 12.10pm  
Count Us In

**15 Nov:** School Assembly

**26 Nov:** Parent &  
Volunteers Morning Tea

**29 Nov:** School Assembly

**6 Dec:** Whole School  
House Athletics

**11 Dec:** HPPS Christmas  
Concert

**13 Dec:** School Assembly

**19 Dec:** Grade Parties

**20 Dec:** 9.00am  
Final Assembly

**20 Dec:** Last Day of the  
Year **1.30pm (Dismissal)**

## Transdisciplinary Theme

### How We Organise Ourselves

*An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on human kind and the environment.*

#### Central Idea

Communities require on systems to function.

#### Key Concepts:

Function, Causation, Connection

#### An inquiry into:

- Types of systems
- Why systems are needed
- How systems are interconnected

#### Learner Profiles

Thinkers

#### Approaches to Learning:

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

#### Research Skills:

Presenting Research Findings

#### Self-Management:

Organization and Time Management

#### Social Skills:

Group Decision Making and Cooperating

**Summative Task:** By the end of the unit, Junior students will be able construct a system which exists within a community that connects people and places. Explain the type of system, how it works and how it connects people and places.

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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

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## Literacy

### Reading

During this Unit of Inquiry our Reading foci are Synthesising, Analysing and Inferring.

When synthesising, students are required to think about and express how their ideas may have changed after reading a text.

When analysing, students are required to notice aspects of the writer's craft, including the text structure. Students will be explicitly taught to analyse and will be encouraged to share their analysis of various texts.

Inferring continues to be a strong focus and a point of difficulty for many students. Inferring whilst reading requires students to 'read between the lines' and use evidence to make judgements. Children are encouraged to explain why they made their inference by citing evidence from the text. For example, the boy felt sad because in the picture I can see a tear in his eye. During home reading, this is always a great area to focus on with your child.

### Writing

In Writing, we will be exploring the text types Poetry, Narrative and Explanation.

Students will look at various exemplar texts and learn about the purpose and structures of these text types. During this time they will experiment with writing different poems, Narratives and Explanations as a class, in small groups and independently.

Students will use Word Processing to publish their favourite poems, learning basic formatting and typing skills.

When exploring Narratives, students will be encouraged to write creatively using rich texts as exemplars. We will work to develop the authorial voice and craft of the writers'.

Explanation writing links well to our Unit of Inquiry as children will be asked to explain a system in our community, for example a transport system. They will be encouraged to use images, flow charts as well as sentences to explain what they know.

Spelling: Focusing on the graphs and digraphs: kn, ay, f, i\_e, and s

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## Numeracy

We will revise our learning about telling time on clocks, moving on to solving duration problems.

We will revise our learning from earlier in the year about three dimensional shapes. Students will be required to draw, identify and describe the features of 3D shapes.

We will be learning about volume and capacity and exploring practical activities and everyday events that relate. Students will be comparing and ordering several shapes and objects based on volume and capacity, using appropriate uniform informal units. Following this measurement focus, we will begin to explore Area, linking it to Multiplication.

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.