



# Middle School Curriculum Newsletter Unit 6



Wednesday 6<sup>th</sup> November

## Dates:

**4 Nov:** MELBOURNE CUP  
HOLIDAY

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

**15 Nov:** School Assembly

**18 Nov:** Forces in Motion  
Incursion

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

**28 Nov:** Movie Night  
Performance

**29 Nov:** School Assembly

**6 Dec:** Whole School  
House Athletics

**11 Dec:** 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 the World Works

*An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.*

#### Central Idea:

People apply their understanding of forces and energy to invent and create.

#### Key Concepts:

Form, Function, Causation

#### An inquiry into:

- Inventions that impact peoples' lives
- How circumstances lead to the creation of important inventions
- How understanding forces and energy helps inventors

**Learner Profile:** Knowledgeable

#### Approaches to Learning:

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

**Thinking Skills:** Analysing, Synthesising Application and Evaluating

**Self-Management Skills:** Fine motor skills and Time Management

**Summative Task:** By the end of the unit, Middle School students will be able to create a simple machine to complete an everyday task. They will be able to explain the types of forces and energy used by their machine to help it function.

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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

## **Writing**

Students will be focusing on writing information reports with a specific focus on language features; Common nouns , relating verbs , pronouns , action verbs and subject-specific technical vocabulary

Our second focus will be on procedure texts. Their purpose is to explain how to do something, go somewhere or for explaining rules

Students will also complete a short unit on poetry with a focus on appreciation of the sound and imagery in the genre, and to become aware of the many diversities of poetry.

## **Spelling**

Sounds we will be looking at include:

- Trigraph 'ure' - as in measure
- Consonant Suffix - ness
- The graph /y/ making the sound "y" as in yawn
- The graph /i/ making the sound "y" as in onion

## **Reading**

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

### **Thinking within the text**

- **Predicting** – justify predictions using evidence. Make a range of predictions based on personal experiences and knowledge

### **About the Text**

- **Analysing** – Notice aspects of the writer/illustrator's style. Identify elements such as setting, plot resolution and conflict and how they can enhance the text

### **Thinking Beyond the Text**

- **Inferring** – take perspectives that may be unfamiliar in interpreting characters' motives, causes for action or themes (what evidence is there to support your perspective)

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# Numeracy

In Numeracy students will be working on

**Number and Algebra** Multiplicative thinking –this is indicated by a capacity to work flexibly with the concepts, strategies and representations of multiplication (and division) as they occur in a wide range of contexts and move away from using repeated addition.

**Measurement and Geometry** Students will be revising how to interpret data in various formats including picture graphs, tables etc

They will also be looking at the components of different 3d shapes. This includes identifying nets and using the language of vertices, sides and edges.