



Junior School Curriculum Newsletter Unit 2



Friday 19 March 2021

Dates:

22- 26 March:

Harmony Week activities
(wear Orange on
Monday 22 March)

25 March: Easter Raffle
Free Dress Day

30 March: School
Photos (rescheduled
date)

4 April: Easter Raffle
Free Dress Day

1 April: 9.15am Whole
School House Cross
Country

1 April : End of Term
2.30pm Dismissal

TERM 2

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

20 April : Term Two
Commences for
students

23 April: ANZAC Day
Commemorative
Assembly

30 April: School
Assembly

14 May: School
Assembly

Transdisciplinary Theme

Where We Are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations; from local and global perspectives.

Central Idea

The history of the local area may be revealed through the historical sites of cultural and spiritual significances. .

Key Concepts:

Function
Connection

Lines of Inquiry:

What historical sites tell us about the past
The importance of the past and the local community
The indigenous people of the local area before colonisation

Learner Profile:

Inquirer
Reflective
Knowledgeable

Approaches to Learning:

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

Thinking Skills:

- Information Transfer (using skills and knowledge in multiple contexts)

Communication Skills:

- Exchanging information (Listening, interpreting and speaking)

Research Skills:

- Information Literacy (Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and 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.

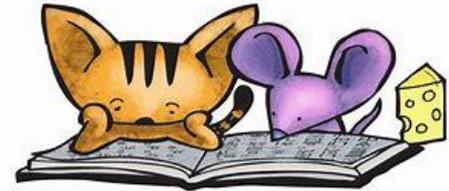
IB learners are:

Inquirers
 Knowledgeable
 Thinkers
 Communicators
 Principled
 Open-minded
 Caring
 Risk-takers
 Balanced
 Reflective

Literacy

Reading

In reading, we will be focusing on non-fiction texts. Students will learn how to use the various features of a non-fiction text such as the contents page, glossary and index. Every visit to the library will include a viewing of the different topics of non-fiction books available and students will be encouraged to choose books of their interest for the classroom library and to be brought home. When reading non-fiction texts, students will explore how they bring their own prior knowledge to reading about topics, and how new knowledge can be gained after reading the text. Another area of focus is for to set up and learn how to use a reading response notebook. The purpose of the notebook initially starts as a place for students to personalise with information about themselves and their interests. After that, there will be an emphasis on teaching students how to use the notebook to record their thinking and learning from fiction books and non-fiction books. The notebook will also serve as a place where students really delve deep into a genre and the different features found within.



Writing

In writing, students will explore and analyse the structure and features of information reports. They will learn how to construct one which includes the title, classification, subheadings, description and a concluding statement. To demonstrate their research skills, students will include a bibliography to show where they obtained their information from. There will be a focus on identifying the difference between a fact and opinion. Students will also focus on poetry where they will explore different types of poems such as acrostic, shape and rhyme which involves them using many descriptive and rhyming words.

In spelling, over the coming weeks we will continue to use the SMART spelling system to learn about words that contain the following sounds:

- I as in tin
- as in frog

- u as in bus
- y as in pony
- kn as in knee
- ay as in tray

In class, students will use a variety of activities to learn the spelling patterns as well as continue to bring their weekly homework for practice.

Numeracy

In Maths, we will be learning more about addition and subtraction strategies. Using a variety of hands-on materials and games, students will learn about strategies such as bridging to the next 10, adding and subtracting 9. Students will continue to work on skip counting and place value.

We will also explore concepts in time such as elapsed time, seasons and how to read a calendar.



Progressive Assessment

As we are wrapping up our first unit of inquiry 'Who we Are' you will receive a progressive report for the first 8 weeks of learning based on writing, numeracy and the unit of inquiry. This will be released via Compass on the 1st April.