



# Senior School Curriculum Newsletter Unit 2



Friday 19 March, 2021

## Dates:

### 22- 26 March:

Harmony Week activities  
( wear Orange on  
Monday 22 March)

**22 March:** Bike  
Education – on Road  
Test

**24 March:** ACMI  
Excursion

**25 March:** Easter Raffle  
Free Dress Day

**29 March:** Bike  
Education- Fun ride to  
Jells Park

**30 March:** School  
Photos ( rescheduled  
date)

**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

## Transdisciplinary Theme

### Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human

#### Central Idea

Peoples' spiritual and religious beliefs contribute to the diversity of society.

**Key Concepts:** Form, Perspective, Causation

#### Lines of inquiry

- The different spiritual and religious beliefs that are held in society
- How people's spiritual and religious beliefs influence their values and behaviours
- The importance of understanding your own and others people's beliefs

#### Learner Profile

Open-Minded, Caring and Balanced

#### Approaches to Learning:

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

#### Research Skills:

- Information Literacy ( Formulating and planning, data gathering and recording, synthesising and interpreting, evaluating and communicating)

#### Thinking Skills:

- Reflection and Metacognition (using thinking skills to reflect on the process of learning)

**7 May:** District Athletics

**11 May – 21 May**  
NAPLAN Year 3 and Year 5

**14 May:** School Assembly

## 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, Senior students will be covering a range of topics that link to the F&P curriculum model. They will be covering mini lessons that are concise and that focus explicitly on particular areas of the F&P model; Thinking Within the Text, Thinking Beyond the Text and Thinking About the Text. Students have developed a reading journal which they will use during each of these daily sessions. They have sectioned the book into 5 parts. These include: Reading List, Genre Studies, Minilessons, Writing about Reading and Glossary. The purpose of the reading journal is to help students keep track of their reading and writing (which will include new genres and forms of writing), keep record of the principles taught in minilessons, write a weekly list of the books they are reading, and write regularly about the thinking that we do while reading.

### Writing

During the next unit we are focusing on Information reports and Narratives.

We will be incorporating the 6+1 Traits to enhance the writing capabilities of senior students. The Six plus One Traits of Writing teaches students that all “good” writing has six key ingredients— ideas, organization, voice, word choice, sentence fluency, and conventions.

These key components provide students a common understanding for how to compose, revise, and assess all types of writing. They are inherent in well-written essays, reports, blogs, poems, videos, and other genres.

During the narrative writing focus students will explore the structure of Ideas, Organisation, Voice, Word Choice, Sentence Fluency and Conventions.

During the Information report unit, students will learn about various types of information reports. We will focus on the Organization trait or- the internal structure of the piece of writing and Voice.

The purpose of an information report is to present information that classifies living or non-living things. We will cover various language features required such as nouns, adjectives, present tense verbs along with adverbs and adverbial phrases. Students will learn that an information report can take a number of forms such as a newspaper report, reference text, brochure or guidebook.

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## Numeracy

In Numeracy, the Senior students will be undertaking a thorough unit of Fractions and Decimals. During this unit there will be a focus on the following:

- Recognise that the place value system can be extended beyond hundredths, e.g. one thousandth = 0.001
- Make connections between the powers of 10 and the multiplication and division of decimals
- Compare, order and represent decimals. Locate decimals on a number line.
- Read, write, order and represent decimal numbers to tenths and hundredths where the numbers are not all the same length, e.g. 0.1, 0.01, 0.001 and 1.0
- Explain decimal numbers using the place value of each digit
- Pose and solve real-life problems using fractions and decimal numbers

Students will develop their skills and knowledge of fractions and decimals in real life situations.

Senior Students will also be estimating and measuring angles in degrees using a protractor of shapes and objects around the school.

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## Progressive Assessment

As we have completed our first unit of inquiry 'How We Express Ourselves', parents will receive 7 weeks of learning assessment based on writing, numeracy and inquiry that will be released on the 1<sup>st</sup> April. Assessment will also be given on the following approaches to learning; Communication and Thinking Skills. We will also be using checklists and observations of how the students applied their understanding and learning through the Media Expo learning task this term. If you need any further clarification on any of the assessment points, please don't hesitate to contact your child's teacher.