



Foundation Curriculum Newsletter Unit 6



Thursday 28th October, 2021

Dates:

1 Nov: All students back on site

2 Nov: Melbourne Cup (Public Holiday)

Prep Performing Arts Concert (Date to be confirmed)

3 Dec: Exhibition (Day 1)

6 Dec: Exhibition (Day 2)

13 Dec: Semester Two reports published on Compass

15 Dec: Christmas Concert

17 Dec: End of Term (1.30pm dismissal)

NOTE: The above events are for students only until the Education Department advises changes to the current COVID restrictions.

Transdisciplinary Theme

Sharing the Planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Central Idea

Animals interact with humans in different ways and in different contexts.

Key Concepts:

Function, Causation Responsibility

Lines of Inquiry

- ✓ The different contributions animals make to our lives
- ✓ Suitability of particular animals for specific purposes
- ✓ People make choices that impact on the lives of animals

Learner Profile:

Caring, Reflective, Principled

Approaches to Learning:

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

Research Skills

- Media Literacy: interacting with media to use and create ideas and information
- Reflection and Cognition: using thinking skills to reflect on the process of learning

Self – Management Skills:

- States of Mind: using strategies that manage state of mind

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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

Literacy

Reading

This term students have been using strategies from our Fountas and Pinnell reading system to develop a deeper understanding of a variety of texts. They have been 'Searching for and Using Meaning, Language and Visual Information' when they looked at pictures to think if it made sense. Students will continue to read the sentence again to hear if it sounds right and look for words they already know in the sentence to help them decode other unfamiliar words.

We will continue to use both Fiction and Nonfiction books for our reading sessions with a strong focus on 'Learning about Nonfiction Books'. Students will participate in discussions about the reason the author has written the nonfiction text, what an author needs to know about the topic before they write the book, and the order of the text it is written in. 'Using Text Features to Gain Information' will give students the opportunity to notice that nonfiction books can contain both photographs and illustrations. Authors and illustrators label both these pictures to give the reader more information about the topic. Sidebars, and a table of contents are also used in nonfiction texts, which are why we need to read all parts of a page in a nonfiction text to take in all of the information authors and illustrators provide the reader. Students will continue working with nonfiction texts, using them to continue researching facts about different animals for their information reports which they will use to create their own booklet on 'Animal Senses'.

Writing

Students will explore the writing genre persuasive. They will provide at least one argument to persuade the reader. For example, I would like to have a dog for a pet because you can take your dog for a walk. Students will learn to use connectives such as 'because' or 'and' to link two ideas together in a sentence such as, I will help you with your writing if you have a go first. With support, students will publish a simple text on a computer. They will have the opportunity to share their writing with their peers. Students will listen to poems read aloud and learn about the structure of poems that rhyme and do not rhyme. We will look at nursery rhymes to support them to write some of their own poems. Students will write acrostic poems for example Cats are great! Always cute Terrific So cuddly

They will continue to revise and edit their writing with a red pencil. Things we are looking for: Does the sentence make sense; do you need to add or take out words? Continue to use correct punctuation such as capital letters, finger spaces, full stops, a question mark or exclamation mark. Students will be encouraged to use powerful verbs and interesting adjectives to add more detail to their writing. Also ensuring they form their letters correctly by starting at the top and coming to the solid line.

SMART Spelling

For SMART Spelling we will explore split digraphs. The split digraph words for the coming weeks are: 'tape', 'kite', and 'note.' A split digraph consists of two vowels split by a consonant that make the long vowel sound. Students will say the sounds using their fingers followed by saying the name of the letters. We will continue to practise reading the word embedded in the sentence, find words that have the same letter names and sounds to add to our anchor charts. Students will be risk takers by writing the dictation sentence independently. We will encourage our students to practise learning their SMART common words daily and to use them in sentences once they are familiar with recalling these words automatically.



Numeracy

During Term 4 students will continue to revise counting forwards and backwards, skip counting by 2's, 5's and 10's and how to recognise numbers in groups to help us subitise. They will participate in many hands-on activities using counters, unifix blocks and many subitising resources. Further along, they will explore place value of teen numbers and beyond. Using bundling sticks and tens frames to model teen numbers and two-digit numbers on a place value chart and record numbers. Students will be introduced to fractions where we focus on the language such as whole, part and half. They will identify objects in the environment that are 'whole' but can be divided into 'parts' such as a sandwich or a shape. Students will also recognise what a half is and what a half is not. Towards the end of the term students will explore patterns with numbers and how patterns are used in everyday life. They will identify, create and continue patterns using concrete materials in the classroom.